



*Transmission du rapport à la ministre déléguée en charge des sports
par European Network for Studies in Sport Sciences*

Sport and Sustainable Development Goals (SDGs) in Childhood:

Issues for society of adapted sports practice

*Report for the French Minister of Sport by the European Network for Studies in Sport Sciences
January 2022*

Sport et les Objectifs de Développement Durable (ODD) dans les temps de l'enfance:

Les enjeux sociétaux d'une pratique sportive adaptée

*Rapport pour la Ministre Déléguée en Charge des Sports par European Network for Studies in Sport Sciences
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Executive Summary

This report, *Sport and Sustainable Development Goals in Childhood*, has been prepared at the request of the French Ministry for Sport to inform wider debate by professionals, academics and policymakers at an event in Paris in February 2022 during the period of France's Presidency of the Council of the European Union. In the words of Mme. Roxana Maracineanu, *Ministre Déléguée en Charge des Sports*, we hope that this time for collective reflection will provide 'a springboard for the development of effective European public policies on the subject'.

The European Network for Studies in Sport Sciences (EN3S), as a network of universities across Europe, was tasked by the minister with carrying out desk-based research on a number of topics to inform this 'collective reflection'. Between November and December 2021, EN3S members set out to identify, in their own countries, governmental and non-governmental approaches to children's sport, physical activity and physical education. Their particular focus was on curricular and extracurricular sport and physical activity, the physical education curriculum, and any links between these approaches and the goals for sustainable development (SDGs) or education for sustainability.

Within this document are contributions from (in alphabetical order) the Czech Republic, England, France, Germany, Italy, Lithuania, Norway, Romania, Spain and Sweden. *Given the limitations of timescale and resources, this report does not claim to be comprehensive, but should act as a first step to inform discussion on how sport and physical activity in childhood could help the achievement of Sustainable Development Goals in European countries.*

Contributions from each country outline, as far as possible, relevant national government and non-governmental responsibilities, policies, strategies and initiatives. Broadly the structure of each country entry is as follows, divided between governmental and non-governmental organisations:

- national policies, strategies and initiatives relating to children, education and physical activity
- broad aims and objectives of such policies
- national guidelines for physical activity in childhood, e.g. duration, delivery, teacher training
- the curriculum for physical education is outlined to varying extents
- barriers to inclusion and initiatives promoting healthy physical activity
- links with other curriculum and promotion for sustainability, social and health education
- existing evaluations and commentaries on the effectiveness of any policies and initiatives, along with any further comments which may be of use to the reader

Hyperlinks are provided throughout to guide readers to sources of further detail wherever possible.

The conclusion of the report raises some questions for consideration in further debate, as indicated below, but does not aim to summarise or evaluate the sections other than making descriptive observations. This is intended to leave the debate up to the wider sport, physical activity and sustainability policy community.

Topics for debate and questions raised in the document include the following:

- a. *Comparison will need to be made not only of objectives and strategies, but also of policy- and decision-making structures, involvement (and coordination) of state and non-governmental actors in and outside sport at national, regional and local level.*

- b. *Professionals and policymakers, aiming for a more consistent approach to harnessing the transformative power of sport and physical activity, must consider why such variation exists, whether it is appropriate and how best to implement guidelines once they have been agreed.*
- c. *It will be important to compare these curricula not only in terms of objectives and content but to consider progression throughout childhood and to contextualise these comparisons in the cultural, natural and socio-economic environment.*
- d. *Physical literacy has growing support as a basis for physical education and physical activity. This needs to be explored in terms of how it relates to the increasing importance of physical education and activity in schools, and how it relates to other curricula.*
- e. *There is significant scope to consider how the concept of physical literacy can be used to explore many of the wider issues of sustainability, and how development of physical literacy can go hand-in-hand with development of sustainability competences in childhood and on into later life.*
- f. *Finally, consideration should be given to how a coordinated approach between governments, universities and others can connect the need for evidence-based policy with the interest and expertise of universities in carrying out research. Ultimately how can this be used to inform policy and help monitor progress in sport, physical activity, health and sustainable development goals?*

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Contents

Sport and Sustainable Development Goals (SDGs) in Childhood:.....	1
List of contributors	3
Executive Summary	4
Introduction	8
Background.....	8
The Report.....	8
References and Resources	9
Authors and Acknowledgements	9
CZECH REPUBLIC	10
1. National/regional /local government policies and strategies	10
2. Non-governmental policies, strategies and guidelines or programmes	17
ENGLAND	20
3. National/regional /local government policies and strategies	20
4. Non-governmental policies, strategies and guidelines or programmes	30
FRANCE	35
5. National/regional /local government policies and strategies	35
6. Non-governmental policies, strategies and guidelines or programmes	51
GERMANY	56
7. National/regional/local government policies and strategies	56
8. Non-governmental policies, strategies and guidelines or programmes	67
ITALY	70
9. National/regional /local government policies and strategies	70
10. Non-governmental policies, strategies and guidelines or programmes	75
LITHUANIA	77
11. National/regional /local government policies and strategies	77
12. Non-governmental policies, strategies and guidelines or programmes	80
NORWAY	81
13. National/regional /local government policies and strategies	81
14. Non-governmental policies, strategies and guidelines or programmes	90
ROMANIA	99
15. National/regional /local government policies and strategies	99

16.	Non-governmental policies, strategies and guidelines or programmes.....	105
SPAIN.....		107
17.	National/regional /local government policies and strategies	107
18.	Non-governmental policies, strategies and guidelines or programmes.....	134
SWEDEN		141
19.	National/regional /local government policies and strategies	141
20.	Non-governmental policies, strategies and guidelines or programmes.....	147
The European Physical Education Observatory (EuPEO).....		151
20.	National/regional /local government policies and strategies	152
CONCLUSION.....		156
21.	Sport and the Sustainable Development Goals in Childhood	156

Introduction

Background

Between January 1st and June 30th 2022, France holds the Presidency of the Council of the European Union, following on from Slovenia's presidency and followed in turn by those of the Czech Republic and Sweden. France, the Czech Republic and Sweden form a so-called 'presidency trio'. The presidency is responsible *inter alia* for pursuing strategic and ongoing agenda issues of the European Council, and this trio will coordinate their efforts over the three presidencies in related areas.

Over the course of the French presidency of the European Council (PFUE), an important focus will be made on the value of sport and physical activity. In particular the Sports Minister is concerned with the potential of sport, physical activity and physical education in helping children develop healthy lifestyles, self awareness, positive relationships with others and wider society, an understanding of the environment and of sustainability issues. This has clear implications for achievement of the United Nations' [Sustainable Development Goals](#) both as children and ultimately as adults.

Following discussions between the Minister and the European Network for Studies in Sport Sciences in October 2021, this report has been produced as a first step in informing a wider debate on *Sport and Sustainable Development Goals During Childhood: issues for society of adapted sports practice**.

The [European Network for Studies in Sport Sciences](#) is a network of universities and higher education institutions operating across the continent of Europe. Its members include universities in the Czech Republic France, Germany, Italy, Finland, Lithuania, Norway, Romania, Spain and the United Kingdom, and it is on the expertise of these institutions that this report draws. As a network, EN3S' strength is a history of collaboration over more than 30 years, extending further to the links of each of its constituent members. The focus of EN3S is the stimulation and support of international collaboration and mobility throughout Europe, of both students and staff, for learning, research, the exchange of knowledge and best practice. Concerned as it is with the study of sport in its broadest sense, EN3S is well-placed to inform a debate such as this. An example is the inclusion in this report of findings from the [European Physical Education Observatory](#), a project supported by the Erasmus+ programme.

The Report

This report has been collated from the contributions of institutions and individuals connected through the EN3S and identified herein. Whilst not claiming to be comprehensive in its detail or geographical coverage, the report offers a snapshot of the 'state of play' of sport, physical activity and physical education in schools across ten countries, with particular emphasis on the place of these in the curriculum at different stages of a child's education, and its links with other curricular and extra-curricular learning. The stages of a child's education are defined as *preschool* (largely from 1 to 5 years), primary school (5 to 11 years) and secondary (12 to 16 years of age), the precise boundaries varying a little between countries in line with their local policies.

The report comprises elements of description, comparison and evaluation of what is happening at the level of government policy and agencies, and at the level of non-governmental organisations such as governing bodies of sport. Where publicly available, links are provided to policy, strategy and research or evaluative documents in the various countries. It is, out of necessity, a snapshot, laying some of the groundwork for

further debate and more detailed research in the future. The report does not claim to be comprehensive, given the short time frame and scant resources available to prepare this review. It does, however, aim to inform, stimulate and suggest avenues for debate. In the words of Mme. Roxana Maracineanu, *Ministre Déléguée en Charge des Sports* in the French government, we hope that this time for collective reflection will provide ‘a springboard for the development of effective European public policies on the subject’.

References and Resources

This document is **intended for use as an electronic resource**, although it can, of course, be read in print format. However, a comprehensive list of references is not provided. Instead, **hyperlinks (indicated throughout with underlining) will take the reader directly to the sources of information** either quoted directly in this text or drawn upon for detail. This is intended to ensure a readable document, and in no way takes credit for the quoted material. Every effort has been taken, in the time available, to ensure the original documents are correctly interpreted and clearly identified, and readers are directed to these sources for clarification, for details of citation and further detailed content.

Authors and Acknowledgements

The *European Network for Studies in Sport Sciences* (EN3S) and the wider European sports community owe a debt of gratitude to the authors and their institutions that researched and produced the content of this report. A list of the authors and institutions is given above. The desk research and written contributions, in preparation for a meeting in February 2022, were carried out over a period of two months, hence there are inevitable variations in the level of detail possible, and the potential for unintentional errors must be accepted for these reasons.

Each country clearly has its own challenges, policies and strategies, its own strengths and areas where much work is still to be done. In sharing all of this, through documents and discussion presented by contributors to this report, and debate amongst the wider European sport and physical activity policy community, that progress can be encouraged and informed.

CZECH REPUBLIC

1. National/regional /local government policies and strategies

a. Government policies, strategies and initiatives in place relating to children

On the governmental level, children's physical activity and sport in the context of sustainable development is not recognized as a policy issue; physical activity promotion and sport for children has not been prioritized adequately in policy documents across all governmental agendas. Generally, the Czech Republic adopted several policy documents dealing with health and wellbeing in general. Only some of them are slightly related to physical activity, sport and health of children. The most crucial document is the National Strategy on Sport 2016 – 2025; none of the strategies is fully dedicated to sport in the context of sustainable development.

The review of related policy documents is presented below, divided with regard to the different sectors:

Educational sector

The Ministry of Education, Youth and Sport (MEYS) have adopted the [Strategy of the Educational Policy 2030+](#) where physical activity promotion and sport (including sport for development) is not mentioned, and this topic has not been incorporated as a strategic topic in the document. Beyond the MEYS, the [Czech School Inspectorate published the recommendation](#) for primary and secondary schools, including recommendations for active travel, active school breaks, recommendations for physical activity programmes beyond physical education classes and the recommendation for outdoor education. However, the documents issued by the Czech School Inspectorate are of a recommendatory nature only, and it is not directly related to the sport and sustainable development topic.

Health sector

In 2021, the Ministry of Health also adopted the Health 2030 strategy called "[Strategic framework for the development of health care in the Czech Republic until 2030](#)" and a related Implementation Plan dealing with disease prevention, health promotion and health literacy improvement. However, physical activity promotion and sport is not mentioned in the document. This is in contrast to the previous national strategy of the Ministry of Health in the Czech Republic, "Health 2020 – The National Strategy for Health Promotion and Disease Prevention". Physical activity was recognized as a first priority there, and related action plan on physical activity focused on many target groups, including children and adolescents in different settings (e.g. school, sport, active travel etc.)

Sport sector

In the sports sector, the new National Sports Agency was established in 2019 to ensure the promotion of sport, tourism and sports representation of the Czech Republic. The agency published The [National Strategy on Sport 2016 – 2025](#) and related [Action Plan on Sport 2020-21](#). The Action Plan and [National Strategy on Sport 2016 – 2025](#) are the only relevant documents on the topic. However, sport in the context of sustainable development is not explicitly prioritized there.

Transport sector

In 2021, The Ministry of Transport of the Czech Republic has adopted the [Strategy on municipal and Active Mobility](#), which is the strategy that focuses on active transport following the governmental Transport Policy of the Czech Republic 2021-27. The primary purpose of the document is to minimize the governmental role in the promotion of active travel and emphasize the role of each municipality. Recommendations and goals differ according to the size of each town. To our best knowledge, the strategy does not emphasize the topic of active travel in the context of sustainable development.

b. Broad aims and objectives across these policies

Educational sector

[Strategy of the Educational Policy 2030+](#): **no goals related to children's physical activity and sport**

Recommendation of [Czech School Inspectorate](#): the aim of the document is

- to **support motor development of school aged children** and
- to provide the **recommendation for physical activity promotion strategy** at the school level

Health sector

["Strategic framework for the development of health care in the Czech Republic until 2030"](#): **no specific goal related to physical activity or sport**. The only goal that might be related to the topic of physical activity is the specific goal 1.2.5 – The construction and development of the prevention centres in health and medical facilities.

Sport sector

[National Strategy on Sport 2016 – 2025](#)

The National Strategy contains eight priority areas. Each priority area has several objectives. The structure of the priorities and objectives is defined as follows:

1. Development of sport for everyone

- a. Support for the **development of sports clubs, physical education and gymnastics unions**
- b. Enhance the **role of Regional and local sports centres**
- c. Create conditions to **increase the number of members participating** in organized sport
- d. Promote **mass promotional and motivational sports events**
- e. Create conditions to use **the integration potential of sport for all social groups of children and the youth**
- f. Create conditions to **use sport to develop community life**, mainly at the local level

2. **Promotion of a wide base of competitive athletes**
 - a. **Increase children's awareness** about sports fields
 - b. Develop **performance sports for youth regardless of their potential for making a national team**
 - c. **Promote competitive sports for adults**

3. **Development of school and university sports**
 - a. Increase the **number of lessons with physical activity** in the school environment and develop a **programme of school sports clubs**
 - b. Improve the **system of school sports competitions**
 - c. Expand the selection of **organized free-time sports activities for students**
 - d. Stabilize and expand **the system of university sports competitions accessible** to all students

4. **Sport expertise**
 - a. Build a **Sports Research Centre and ensure the transfer of knowledge** into practice
 - b. Enhance the **system for training professionals** in sport
 - c. Enhance the **professional coaching of children**

5. **Modernizing and building of sports facilities**
 - a. Modernize and develop **sports facilities of sports clubs and physical education unions**
 - b. **Modernize** and develop **school sports infrastructure**
 - c. Develop **university sports complexes**
 - d. Build **strategic sports infrastructure** for **national team members** and **regional training centres** for the **preparation of talented young people**
 - e. **Modernize the equipment used** for preparing national team members and talents

6. **Sports for disabled people**
 - a. **Ensure the availability of sport for disabled people**
 - b. Create a **complex system of care for talented young disabled people** and team members

7. **Competitiveness of the Czech Republic's national teams**
 - a. Ensure **quality conditions for the preparation of Czech representatives** in Departmental Sports Centres
 - b. Continue in **the support of programmes for talented young people** in **cooperation with sports unions**
 - c. Intensify the **connection between the educational system and the preparation of talents** and national team members
 - d. Support the **achievements of Czech national sports teams** at international competitions and fostering the reputation of the Czech Republic
 - e. Creating a **system of health care for national team members and talented youth**
 - f. Create a **system of care for national team members upon their retirement**
 - g. Further development of the **professional chambers of coaches** and enhancing the **social prestige of coaches**
 - h. Support **professional competitions and the position of professional athletes**

8. Commercial sport

- a. Regular **organization of significant international and national sports events**
- b. Develop **sports services in the field of health and physical fitness**

The [Action Plan on Sport 2020-21](#) defines specific priorities for 2020-21

Transport sector

[Strategy on municipal and Active Mobility](#): Goals are not related to sport and are only slightly related to physical activity.

c. Specific physical activity guidelines connected to these policies

Czech Republic has not adopted any national physical activity guidelines. Moreover, new WHO guidelines for physical activity are only slightly promoted here.

d. Content of PE, sport and physical activity curriculum

On the national level, the Ministry of education, youth and sport provides a "framework for educational programs" which contains general necessities that should be included in the school curriculum. It is related to physical activity, motor development, physical education, and also other topic related to health and healthy lifestyle.

On the **pre-school** level, [a framework](#) contains:

- **locomotor physical activities** (walking, running, jumps and hops, climbing), **non-locomotor activities** (changes in posture and body movements on site) and **other activities** (basic gymnastics, hiking, seasonal activities, ball games, etc.)
- **handling activities and simple operations** with objects, aids, tools, materials; activities that introduce children to the things that surround them and their practical using
- **health-oriented activities** (balancing, stretching, relaxing, breathing, relaxation)
- **sensory and psychomotor games**
- **constructive and graphic activities**
- **musical and musical movement** games and activities
- **simple work and self-service activities** in the field of personal hygiene, dining, dressing, cleaning, environmental modifications, etc.
- activities aimed at **getting to know the human body and its parts**
- opportunities and activities aimed at **protecting health, personal safety and creating healthy living habits**
- **relaxation and rest activities**, ensuring a healthy atmosphere and well-being
- opportunities and **activities aimed at the prevention of accidents** (threatened during games, physical activities and traffic situations, when meeting strangers), **to prevent disease, unhealthy habits and addictions**

On the **primary-school level**, a framework contains:

1-5 grade (6-11age)

- **movement games** - with a different focus; non-traditional movement games and activities; use of toys and non-traditional exercise equipment; movement creativity
- **basics of gymnastics** - preparatory exercises, acrobatics, exercises with equipment
- **rhythmic and fitness forms of exercise** for children - fitness exercises with music or rhythmic
- **accompaniment, basics of the aesthetic movement**, expression of melody and rhythm by movement, simple dances
- **preparatory fights** - overhangs and overpressures
- **basics of athletics** - fast running, motivated endurance running, long jump or high jump, throwing a ball
- **basics of sports games** - manipulation with the ball, bat or other game equipment appropriate
- individual and team sports activities matches according to simplified sport rules
- **tourism and stay in nature** - moving into the field walking, camping, nature conservation
- **swimming** (basic swimming lessons) - swimming hygiene, adaptation to the aquatic environment, basic swimming skills, one way of swimming (swimming technique), elements of self-rescue and safety
- **skiing, skating** (according to school conditions) - games on snow and ice, basic movement techniques on skis and skates
- **other physical activities** (according to school conditions and pupils' interests)

6-9 grade (11-15)

- **movement games** - with a different focus; non-traditional movement games and activities
- **gymnastics** - acrobatics, jumps, exercises with equipment and tools
- **aesthetic and conditioning forms of exercises** with music and rhythmic accompaniment
- **gymnastics, exercise with equipment; fitness forms** of exercises; dances
- **fights** - basics of self-defence, basics of aikido, judo, karate
- **athletics** - fast running, endurance running on the track and in the field, basics of obstacle running, long jump or in height, throw a ball or grenade, throw a ball
- **sports games** (at least two games of the school's choice) - individual game activities, game combinations, game systems, matches according to the rules of the student category
- **tourism and stay in nature** - preparation of tourist event, transfer & application of rules
- **road safety in the role of pedestrians and cyclists**, walking with stress even in slightly demanding terrain,
- **camping, nature protection, basics of orienteering**, documentation from tourist event; survival in nature, orientation, shelter, emergency shelter, provision of water, food, heat
- **swimming** (according to the conditions of the school - advanced swimming lessons, if the basic one has not taken place, swimming instruction must be preceded by adaptation to the aquatic environment and basic swimming skills) other swimming skills, another swimming method (swimming technique), rescue skills and military swimming, elements of health swimming and water sports, development of swimming endurance
- **skiing, snowboarding, skating** (according to school conditions) - cross-country skiing, ski tourism, downhill skiing or snowboarding, the safety of movement in the winter mountain landscape, riding on lift; (or other winter sports according to school conditions)
- **other (even non-traditional) physical activities** (according to school conditions and pupils' interests)

On the **secondary-school level**, a framework contains:

- **movement skills and movement performance skills** with regards to **differences and disabilities** - age, gender, performance
- **preparatory, conditioning, coordination, creative, aesthetic and otherwise focused exercises games of various focus**
- **gymnastics** - acrobatics; tool jumps and exercises; exercise with equipment
- conditioning and aesthetic forms of exercise with music and rhythmic accompaniment
- **fight**s - self-defence; basics of judo; aikido; Karatedo (the basis is self-defence, the scope of others activities is determined in relation to the readiness of the teacher and the interest of students)
- **athletics** - running on the track and in the field (sprints, endurance running, relay running); high jump or long jump (according to the material equipment of the school); throw, shot put
- **sports games** - game systems, game combinations and individual game activities in match conditions (at least in two selected sports games according to school conditions and pupils' interests)
- **tourism and stay in nature** - preparation of tourist event and stay in nature; orientation in the less clear landscape, orienteering, camping
- **swimming** - improvement of acquired swimming techniques (other swimming techniques); jumps to water; military swimming, help a tired swimmer, drowning rescue (swimming is classified according to material conditions of the school)
- **skiing** - cross-country, downhill; snowboarding (individual forms of skiing are classified according to current snow conditions, material conditions and pupils' interest)
- **other modern and non - traditional physical activities** (activities are classified according to conditions school and pupils' interest)

e. Barriers to inclusion and participation, and strategies to overcome these

No official document, policy, or strategy on the governmental level has been adopted in the Czech Republic. The number of studies identifying barriers for physical activity and sport participation is also limited.

One barrier could be socio-economic inequalities and thus lower participation in sport and physical activity among children from lower socio-economic conditions. Another barrier could be related to the performance orientation of most sports clubs and performance-oriented policy in sport settings in general. In terms of active travel to school, there is a lack of cycling infrastructure in most towns; thus, the number of children cycling to school is very low.

f. Links between curriculum in sport, PE, sustainability, health, social education

We can only see these links in school curriculum where PE, health oriented subjects and sustainability topics are part of school curriculum in all stages of compulsory education in the Czech Republic.

g. Promoting lifelong healthy activity to children

To our knowledge, the '[Healthy Lifestyle 4 All](#)' initiative has not been adopted on governmental level and it is also not part of any state initiative.

Healthy Lifestyle 4 All is also not mentioned in the National Strategy on Sport 2016 – 2025.

h. Reviews of effectiveness or impact of these policies and strategies for children

To our knowledge, **only very limited evidence of effectiveness or impact of policies and strategies** on physical activity in children is provided. The Czech Republic has **no serious scientific studies evaluating physical activity or sport promotion strategies**. Moreover, the vast majority of **strategic documents lack appropriate evaluation and any existing evaluations are of a formal nature**. In the Czech Republic, the national surveillance system based on device-based measure is also not provided, thus the majority of the data are published from population-based studies with cross-sectional design using self-reported research methods.

2. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies and initiatives in place relating to children

Several non-governmental organizations provide lots of initiatives and programmes aiming at physical activity and sports promotion in children and adolescents.

The most significant one is [Czech Olympic Committee](#). The vision of the COT is defined as "We want every Czech to be physically and mentally healthy thanks to regular exercise and to be proud of themselves and the sporting achievements of Czech Olympians".

Czech Olympic Committee primarily focuses on sports representation and high-performance sport. On the other hand, several projects and initiatives focusing on children's involvement in sports activities are carried out:

- European week of sport
- The Sports Parks inspired by Olympics
- Olympics of Children and Youth
- Sazka Olympic multi-event competition
- Olympic Festivals

Another significant non-governmental organization is [Sokol](#). Sokol is primarily oriented on general sport and motor development in children and non-performance sports activities. Sokol provides several programmes and initiatives aiming at physical activity promotion and motor development of children:

Towards healthy live with Sokol - <https://sokol.eu/projekt/se-sokolem-do-zivota> (main aim is to provide general sports training for the pre-school children aged 2-6

Be active with Sokol – together in motion - <https://sokol.eu/projekt/sokol-spolu-v-pohybu> (physical activity programmes for the general public)

The largest sport-oriented organization in the Czech Republic is [the Czech Union of Sport](#). CUS associates with over 7 000 sports clubs, 75 national sports associations. Service activities for national sports associations are provided in the Prague headquarters of CUS. Services for the regional sports environment are provided by 13 Regional Organizations of CUS, the Prague Sports Union and 75 district associations. The main mission of CUS is to create optimal conditions for sports activities, which are realized in its basic organizational articles, i.e. in sports clubs, physical education units and national sports associations.

The main aims of the CUS are as follows:

1. Strengthening the institutional representation of sport at the government level (Ministry of Sport).
2. Efforts to double the total amount of funding for sport and participation in the preparation of an efficient and effective system of financing sport.
3. Deepening cooperation with regions, towns and municipalities in the care of sports and physical activities of citizens in cooperation with them ensure the establishment of a central register of sports infrastructure (sports facilities).

b. Broad aims and objectives across these policies

No policy documents related to physical activity promotion were issued by mentioned organizations.

c. Specific physical activity guidelines connected to these policies

While the Czech Republic has not adopted any national physical activity guidelines officially, several initiatives aim to supplement the governmental role here. The most significant ones are universities promoting EU and WHO physical activity guidelines. The most significant initiatives become from Palacky University, Faculty of Physical Culture:

- Active Healthy Kids – <https://activehealthykids.upol.cz/>
- Heathy Generation – <https://zdravagenerace.cz/reporty/pohyb/>

d. Connections between these and PE, sport and physical activity curriculum (if any)

On a non-governmental level, there are two organizations aiming at connecting sport and sport environment with the educational sector.

First of all [Association of School Sports Clubs](#) focus on sports activities in primary and secondary schools in the Czech Republic. It is a multi-sport organization focusing on non-performance-oriented sports activities in schools.

Secondly, [Czech University Sports Association](#) carried out sports events for universities like the Czech Academic Games, University leagues etc. Moreover, it organizes also international sports events for universities in the Czech Republic.

e. Barriers to inclusion and participation, and strategies to overcome these

To our knowledge, no document, policy, or strategy on the non-governmental level has been adopted in the Czech Republic. The number of studies identifying barriers for physical activity and sport participation is also limited.

It should be mentioned the role of the [Czech Paralympic Committee](#) here. Through associated sports associations, the Czech Paralympic Committee supports the development of sports for the disabled, and thus also contributes to their social integration and protects the preparation of disabled athletes for top world competitions.

One of the main tasks of the Czech Paralympic Committee is to ensure a dignified representation of the Czech Republic at the summer and winter Paralympics and Deaflympics and at the Global Games for mentally disabled athletes.

Another organization that focuses on physical activity promotion among disabled and disadvantaged target groups is [the Centre for Applied Physical Activities at the Palacky University in Olomouc](#). The centre carried out several long-lasting project on physical activity and sport.

f. Connections with school curriculum in sustainability, health, social education (if any)

No evidence here.

g. Connection with promoting lifelong healthy activity to children (if any)

The EU '[Healthy Lifestyle 4 All](#)' initiative has been adopted by Czech Olympic Committee, Sokol and also other sport-oriented non-governmental organizations. Related events (e.g. European Week of Sport are also organized in the Czech Republic.)

h. Reviews of effectiveness or impact of these policies and strategies for children

To our knowledge, only very limited evidence of the effectiveness or impact of policies, programmes and initiatives related the physical activity and sport in children is provided. The inter-sectoral collaboration with universities to ensure appropriate research studies is lacking.

ENGLAND

3. National/regional /local government policies and strategies

a. Government policies, strategies and initiatives in place relating to children

The UK government sets policy for education in England, but the devolved governments in Wales, Scotland and Northern Ireland set their own policy aims and strategies. This means the strategies differ to some extent between the 'home nations' and the explanation below focuses on England for this reason. The same is true of sports policy which affects children, although elite sport policy, e.g. for international events, is directed largely by UK Sport.

The **Government departments** related to sport, physical activity and schools are the **Department for Digital, Culture, Media and Sport** (DCMS) and **Department for Education**. The **Department for Environment, Food and Rural Affairs** (DEFRA) are responsible for policy on the environment, including sustainability policy. Health policy is the role of the Department of Health and Social Care; and communities are the responsibility of the **Department for Levelling Up, Housing and Communities**. This last department focuses on supporting communities to become 'great places to live and work', although this is largely through economic development and planning.

Sport England is the 'arms-length' government agency for sport and physical activity in England. This means they have some autonomy in the policies and strategies they develop but they are funded by, and ultimately answerable to, government. Amongst their strategies they have a focus on the **potential of sport and physical activity for individual development**. This is indirectly monitored through an ongoing **Active Lives Survey** which measures activity levels of adults, **children and young people**. Sport England have a **10-year plan with a vision "to transform lives and communities through sport and physical activity"** – called **Uniting The Movement**. This has, amongst its aims an **"unrelenting focus on positive experiences for all children and young people as the foundation for a long and healthy life"**.

The government's **Department for Education (DfE)**, working with Sport England and other partners has agreed a **vision for PE and school sport that all pupils leaving primary school will be 'physically literate' and have the knowledge, skills and motivation to be able to lead a healthy lifestyle and participate in physical activity and sport for the rest of their lives**. They call this outcome the 'Primary PE and Sport Premium' that can be achieved by measurable and sustainable improvement in school provision of physical activity. To achieve this vision they have established best practice guidelines in **'effective professional learning'** for teachers and coaches and for the **'employment and deployment of coaches'**.

Education Policy

The Department for Education set out the National Curriculum for England between 2013 and 2015 and this is gradually being updated. The **National Curriculum Framework** covers 4 'Key Stages':

Primary :

Key Stage 1 ages 5-7 and **Key Stage 2** ages 7-11

Secondary:

Key Stage 3 ages 11-14 and **Key Stage 4** ages 14-16

In addition to formal schooling, **'early years' provision is considered to be from 2 to 5 years**, with policy focusing on childcare and [guidelines](#) for local authorities and early years providers, although **these guidelines make no specification about physical activity**. There are [Standards](#) for learning, Development and Care from 0 to 5 years, which specify qualifications and goals for this stage of childhood. The 3 **'prime areas'** for early years education (pp8-10) are:

- **communication and language;**
- **physical development;**
- **personal, social and emotional development;**
- providers are also, amongst other subjects, required to support **'understanding the world'**.

The [Physical Education Curriculum](#) in England is **specified from Key Stage 1 to 4 and is a statutory requirement throughout school**, with statutory attainment targets for each stage (see **'d'** below for curriculum detail).

The English national curriculum for [Personal, social, health and economic education \(PSHE\)](#) guidance was updated in September 2021. This curriculum is not entirely a statutory requirement (although much of it is) and allows flexibility to teachers in terms of content and approach to teaching the subject. The guidance **expects "schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions"**.

In [June 2021](#) the DfE announced investment of £320m to 'help schools prioritise physical activity with education, following from the 2019 [School Sport and Activity Action Plan](#) and the subsequent impacts of the pandemic. The [Primary PE and Sport Premium](#) is a **specific fund from government available to primary schools "to make additional and sustainable improvements to the quality of PE, physical activity and sport they provide."** The previous link offers detailed explanation of the guidance from government on how this fund should be used.

Sport Policy

A range of ['Active Partnerships'](#) were established throughout England as a result of the 2015 government strategy [Sporting Future](#) which was updated in 2018. It has not been significantly updated since 2018 but the [2nd Annual Report](#) focuses on what it sees as ten key themes which include:

- A stronger commitment to **cross-government working** "where people of all ages and backgrounds can enjoy the benefits sport and physical activity can provide, at every stage of their lives."(p6) This includes regular meetings between Minister of Sport, Home Secretary and Secretaries of State for Children, Health and Social Care. The DCMS has also had influence in strategies of other departments such as Department of Transport's [Cycling and Walking Investment Strategy](#), to extend beyond 2021, and the subsequent strategy [Gear Change: a bold vision for cycling and walking](#).
- A 'change in participation' approach, meaning they aim to monitor and increase participation across society – bringing about "a step change in the numbers of people participating in sport and physical activity, with a specific focus on underrepresented groups and tackling inactivity."
- Duty of care, safeguarding and mental health

b. Broad aims and objectives across these policies

The sports strategy *Sporting Future* (DCMS, 2015, 2018) focuses investment in **ways sport can contribute to outcomes of:**

- **Physical and mental wellbeing**
- **Individual development**
- **Social and community development**
- **Economic development**

It takes an [evidence-based approach](#), based on research such as the *Active Lives Survey* which analyses and evidences the links between these and participation in sport and physical activity. This research is largely carried out by Sport England and the agency aims to develop key performance indicators as part of the ten-year [Uniting The Movement](#) strategy.

In respect of children, the strategy [Uniting the Movement](#) sets its focus on:

- **Safeguarding children and young people** when being active, and giving parents confidence in their child's welfare
- **Involving children in the design** of, and decisions about, opportunities to be active, and using technology to help physical activity to be easier and more attractive
- **"Improving physical literacy** so children and young people have a great experience which builds their understanding and knowledge of how to be active, their confidence and competence, but above all their enjoyment"
- **Working with organisations** aiming to improve the mental wellbeing of children
- **"Transforming the way people**, paid or unpaid, who help children and young people get active **are developed, recognised and empowered** to deliver quality experiences."
- **"Influencing the design and delivery** of physical activity in education settings by building on key relationships" with the Department for Education and others.
- **Ensuring equal access** to talent pathways from participation to elite level.
- **Helping parents and carers** understand the potential of sport and physical activity

Clearly there is strong resonance between these and the wider objectives of sustainable development in childhood.

The government's [Gear Change](#) document aims to encourage cycling and walking, seeking to **promote and support 'active travel' to school** by designation of 'school streets' and additional cycle lanes to reduce congestion and risk to cyclists.

In July 2021, a parliamentary report into [Sport in Our Communities](#) was published by the Digital, Culture, Media and Sport Committee. **In respect of children and young people, the report highlighted that the number of children physically active had decreased between 2019 and 2020 although still higher than in 2017-18. They point out that boys are more active than girls, children from more affluent families are more active than less affluent, and black children are the least likely to be active of all the ethnic groups.**

Conclusions and recommendation from the above report include the following of particular relevance to children and to schools

- “The proportion of children and young people not achieving the minimum amount of daily activity recommended by the Chief Medical Officer is of significant concern. **Before the end of this year (2021), the Government should initiate a nation-wide communications campaign, similar to that of the ‘5 A Day’ (nutrition) campaign, to emphasise the importance of children and young people engaging in at least 60 minutes of moderate activity every day.**”
- “School facilities have the potential to help solve the facilities crisis currently facing community and grassroots sport. Renting out school facilities at a fair, affordable rate not only benefits the sports groups but also creates an additional revenue stream for the schools. In its response to this Report, we recommend **that the Government set out the ways in which it intends to encourage schools across the country to make their facilities more available to community and grassroots sports clubs at a fair rate.**”

Health Policy

Health promotion has been the responsibility of the new Office for Health Improvement and Disparities (up to October 2021 this role was undertaken by Public Health England (PHE)). This new executive agency of government has updated PHE’s Public Health Outcomes Framework, with the next indicators to be reported in February 2022. These **relate to healthy life expectancy and any differences which may exist in communities**. These indicators include **level of physical activity or inactivity (C10 for children and C17 for adults)**, but also touch on issues such as **social isolation, diet and self-reported well-being**, all of which can be affected by engagement in sport and physical activity.

The UK Government’s Childhood Obesity Action Plan was produced in 2016 in an effort to reduce this problem over the subsequent 10 years (to 2026). In July 2019, focusing specifically on sport and physical activity in schools, a School Sport and Activity Action Plan was launched, committing government departments to **“ongoing collaboration at national level to ensure that sport and physical activity are an integral part of both the school day and after-school activities”**. The ambition was for **“all children to take part in at least 60 minutes of physical activity every day”, with 30 minutes in school and 30 minutes outside school.**

The Government’s *School Sport and Activity Action Plan* reinforces the need for this level of physical activity in and outside of school for all children.

c. Specific physical activity guidelines connected to these policies

i. Timing, frequency and duration at different ages: preschool, primary and secondary

Physical Activity Guidelines are set by the [Chief Medical Officer](#) for the UK, according to age. The guidelines recommend that :

- Children and young people should engage in MVPA for **an average of at least 60 minutes per day across the week**. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.
- Children and young people should engage in a **variety of types and intensities of physical activity** across the week to develop movement skills, muscular fitness, and bone strength.
- Children and young people should aim to **minimise the amount of time spent being sedentary**, and when physically possible should break up long periods of not moving with at least light physical activity.

The 2019 report setting out these guidelines acknowledges evidence that “physical activity is associated with better physiological, psychological and psychosocial health among children and young people” and contributes to a healthy lifestyle extending into adult life.

ii. Delivery: qualifications and training of teachers, coaches, animators etc

[PE teachers](#) can train through a specialist bachelor’s degree or a one-year postgraduate certificate in education (PGCE), both at university. There are also school-based programmes where teacher training takes place while working at a school. Both require ‘Qualified Teacher Status’ to be achieved before being employed as a teacher in a state school. This QTS can be gained through an official PE or sport qualification validated to include assessment and practical requirements.

The [Association for Physical Education](#) is the UK’s subject specialist association for PE, offering professional continuing professional development qualifications from Level 2 (supporting learning) to Level 6 (primary school and Subject Leadership in PE).

Schools sometimes employ coaches or sports assistants who have achieved a sports-related degree or approved (national governing body) sports coaching qualifications. Those with a degree may go on to train as PE teachers.

Sports clubs in the UK in general are [heavily reliant on volunteers](#) and the clubs usually take responsibility for supporting the training of their coaches, usually with national governing body coaching qualifications appropriate to the level. All teachers and coaches working with children or vulnerable adults must pass a criminal records check, a ‘Disclosure and Barring Service (DBS) certificate.

iii. Delivery: where physical activity takes place (school and extracurricular)

A House of Lords document in 2021, proposing a new [National Plan for Sport](#), points out that **sport is primarily delivered through local sports clubs, but that links between schools and clubs are limited**. Leisure Trusts and local authorities deliver sport and physical activity and often provide facilities for schools for PE or school sport. Some larger schools have their own, so-called 'dual-use' or community sport facilities which may be open to the public outside the school day. This **fragmented provision means that children's physical activity during the school day takes place mostly in school, including for many on sports pitches and in gymnasia, but sport may be in facilities mostly owned by local authorities, and necessitating travel**.

d. Content of PE, sport and physical activity curriculum

The PE curriculum includes statutory requirements (specified below) and some which are optional, and the **content of course varies from key Stage 1 to 4**. Pupils are expected to have developed knowledge, understanding, skills and performance by the end of each key stage, as specified in the guidelines. The following are extracts from the [official curriculum guidance](#) across these stages of a child's education.

Swimming and Water Safety

All schools must provide **swimming instruction** either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Physical Activity and Sport - Key Stage 1, 5-7 years

Pupils should develop **fundamental movement skills**, become increasingly **competent and confident** and **access a broad range of opportunities to extend their agility, balance and coordination**, individually and with others. They should be able to engage in **competitive** (both against self and against others) and **co-operative** physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Physical Activity and Sport - Key Stage 2, 7-11 years

Pupils should **continue to apply and develop a broader range of skills**, learning **how to use them in different ways** and to **link them to make actions and sequences of movement**. They should **enjoy communicating, collaborating and competing** with each other. They should develop an **understanding of how to improve** in different physical activities and sports and learn **how to evaluate and recognise their own success**.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Physical Activity and Sport - Key Stage 3, 11-14 years

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, **become more competent, confident and expert in their techniques**, and **apply them across different sports and physical activities**. They should understand **what makes a performance effective** and how to apply these principles to their own and others' work. They should develop the **confidence and interest to get involved in exercise, sports and activities out of school and in later life**, and understand and apply the **long-term health benefits of physical activity**.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports
- perform dances using advanced dance techniques in a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

Physical Activity and Sport - Key Stage 4, 14-16 years

Pupils should tackle **complex and demanding physical activities**. They should get involved in a **range of activities that develops personal fitness and promotes an active, healthy lifestyle**.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

e. Barriers to inclusion and participation, and strategies to overcome these

In December 2021, a House of Lords Report [*A National Plan for Sport, Health and Wellbeing*](#) followed extensive consultation with the aim of taking forward a new national plan. It registered “concern about the high levels of inactivity at the grassroots level, particularly among women, ethnic minorities, disabled people and those with long-term health conditions, the elderly, and people from less affluent backgrounds”. The report concluded that “a much more concerted, whole systems approach to... boosting activity rates and improving people’s health and wellbeing” is needed, to address failings in intragovernmental coordination, fragmented delivery of opportunities and overly bureaucratic access to funding.

One particularly significant recommendation is the establishment of “a **Physical Activity Observatory** to act as a centre for independent research and analysis of data related to sport and recreation policy and practice.” This would have the potential to improve the evidence-base, which the report considers is not currently suitable for effective monitoring and evaluation. Such an observatory should “develop a standard approach for collecting non-personalised data” from publicly funded organisations, with Sport England funding being contingent on provision of data for the observatory.

In addition, the House of Lords Report recommends “a new statutory requirement for local authorities to provide and maintain adequate facilities for sport and physical activity”; that PE “should become a core national curriculum subject”; and that schools and colleges should develop closer links with sports clubs.

[Physical Literacy](#) is one of the key concepts around which the proposed national plan has been built, “described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.” ([ILPA, 2017](#))

f. Links between curriculum in sport, PE, sustainability, health, social education

As a part of the school curriculum, sustainability does not explicitly feature in PE. There are clearer links between sustainability and health and social education topics (in terms of relationships and inclusion in the community for example) through the PSHE curriculum. **PSHE (Personal, Social, Health and Economic education)** guidance states that “while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme **to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.**”

Most of the curriculum is now statutory, according to the [PSHE Association](#). [Health, relationships and sex education](#) has only been a **statutory part of the PSHE curriculum in secondary schools** since 2020. **It is not compulsory in primary schools.** This is expected to be ‘integrated within a broad and balanced curriculum’, and the focus is on **healthy relationships in and outside the family, friendship, caring, respect and safety.** This [curriculum](#) resonates with issues such as self image, self confidence and awareness of risk, but has **no explicit mention of sport or physical activity.**

g. Promoting lifelong healthy activity to children

The [Change4Life](#) social marketing campaign, originally launched by Public Health England the National Health Service (NHS), **aims to promote healthy living and better mental and physical health through improved eating and physical activity.** It offers [primary schools resources](#) such as lessons and homework ideas, a [PE toolkit](#) and whole school activities aimed at children of primary school age. The NHS also target children through their parents via a ‘[healthier families](#)’ website, **recommending 60 minutes’ physical activity per day, with 30 of those minutes outside school** (the previous CMO recommendation), and offering suggested activities. The website tells parents that physical activity can help children of school age to:

- **Improve behaviour, confidence and social skills**
- **Develop coordination**
- **Improve health and fitness**
- **Improve sleep**
- **Improve attention and performance at school**
- **Strengthen muscles and bones**
- **Maintain healthy weight**
- **Improve mood and feel good**

h. Reviews of effectiveness or impact of these policies and strategies for children

Sport England’s Active Lives Survey published a [report into children’s 2019-20 activity levels in January 2021](#) that shows the impact of the pandemic, with reduced physical activity overall. The overall activity pattern for children in the UK in the 2019-20 academic year is shown below (Source [Sport England](#), 2021) along with that for adults between 2020 and 2021 (Source [Sport England](#), 2021).



The previous (2018-19) [Active Lives survey](#) showed that 46.8% of children and young people reached the recommended level of physical activity set by the [Chief Medical Officer’s guidelines](#) (60 minutes or more of sport or physical activity). Therefore overall the pandemic levels were lower, although gender, age and other factors such as affluence showed some variation. These factors and their effects are explained clearly in the [2021 Active Lives report](#) into children’s activity levels.

In 2019, A Briefing Paper was produced for government on [Physical Education, Physical Activity and Sport in Schools](#). This provides a useful summary of what has been done and commitments made in respect of sport and physical activity in schools, with links to some evaluative reports. In addition to this, the 2021 House of Lords Report [A National Plan for Sport, Health and Wellbeing](#) referred-to in ‘e’ above, identifies a weakness in the ability to measure the effectiveness of initiatives or to have a ‘joined-up’ approach to combat exclusion.

4. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies and initiatives in place relating to children

This section examines the aims and initiatives of England’s non-governmental organisations (NGOs) with an interest in sport, physical activity, physical education and sustainability. These include charities and professional associations, selected national governing bodies of sport and other representative bodies.

The [Youth Sport Trust](#) (YST) is “the UK’s leading charity improving every young person’s education and development through sport and play.” Therefore it is perhaps the most important NGO with an interest in sport, physical activity and education. Following the [YST’s strategy](#) published in 2018, a [2020 progress review](#) reported on what had been achieved towards their “**vision of a future where every child enjoys the life-changing benefits that come from play and sport.**” In respect of Physical Education, YST state in the 2018 strategy that along with

English and Maths, PE should be part of the bedrock of a good education which equips young people with vital skills to support their wellbeing, get them ready to learn and helps prepare them for success in life.

The sustainable impact of the Primary PE and Sport Premium will not only depend on investment in primary teachers, but ensuring young people continue receiving a good quality of physical education once they transition to secondary school.

*We will work to **reverse the slide in curriculum time, maximise the impact of additional primary fun and refresh PE for the 21st century, positioning it as a subject which develops children’s wellbeing and achievement***

The Youth Sport Trust offer [guidance relating to the PE and Sport Premium](#) for primary schools, including **how to show evidence of impact**. This includes measurement and recording not only of finance but of specific requirements met by the school in

- **swimming and water safety,**
- **engagement of all pupils in regular physical activity**
- **raising the profile of PE, sport and physical activity**
- **increased knowledge, skills and confidence of staff in PE and sport**
- **broad experience of sport and activity**
- **increased competitive sports participation**

YST also offer (and charge schools for) [resources to support these aims](#).

The [Sport and Recreation Alliance](#), a non-profit organisation, is an [alliance of national governing bodies of sport](#) across the UK, campaigning and lobbying government on issues relating to sport and recreation from

[games and sports](#) or [major spectator sports](#) to [outdoor pursuits](#) and [water recreation](#). [The Sport and Recreation Alliance member directory](#) is therefore an excellent starting point for direct links to national governing bodies. Its strategy for 2021-25 [Support. Recover. Achieve](#) has as its **first strategic objective to “champion the economic, health and wellbeing benefits of sport and recreation.”** Research by the Sport and Recreation Alliance, and collaboration with other bodies aims to evidence the benefits to society and help measurement of impacts. They state (p8) that a **‘particular focus’ is children and young people and marginalised and under-represented groups**, and a third strategic objective to support diversity similarly focuses especially, though not exclusively, on children and young people.

[British Swimming](#) is the UK’s national governing federation for swimming (in pools and open water), synchronised swimming, diving and water polo. England and the other ‘home nations’ each have their own national governing body, with the body for England known as [Swim England](#). Their aim is **“to get a nation swimming and for the sport to be truly inclusive for all.”** Swim England are responsible for [safeguarding](#) and carry out research into swimming in England, and the governing body offers **qualifications for swimming teachers and coaches**, while British Swimming is responsible for UK policy for high level swimming performance.

[British Cycling](#) is the sport of cycling’s governing body in the UK. Amongst its campaigns are: the [Cycling Nation Project](#), **aiming to encourage more people to take part in the sport** and [Moving the Nation](#), **a joint campaign with four other bodies setting out a vision of how to encourage both cycling and walking**. The four other organisations in *Moving the Nation* are:

- [Cycling UK](#) – a charitable company promoting bicycle use for recreation and tourism
- [Living Streets](#) – a UK charity promoting and campaigning for everyday walking
- **The Ramblers Association** ([Ramblers](#)) – the principal charity for walking, especially in the countryside
- [Sustrans](#) – a UK-wide charity which maintains and campaigns for the National Cycle Network

b. Broad aims and objectives across these policies

Cycling

In respect of cycling, the [objectives](#), or goals, of *Moving The Nation*, focusing largely on infrastructure and opportunity are that:

1. Every town and city is served by a **core network of segregated cycle routes and networks of walkable routes** to and within centres.
2. Every community has **access to green spaces and** is connected by traffic-free cycling and **walking networks** for all.
3. Every **rail and bus station** is attractive for people travelling on foot or by bike, and has **facilities that prioritise cycling and walking**.
4. **Every child is able to walk and cycle to school in safety** and with confidence, gaining essential life skills.
5. Everybody has opportunities to take up walking and cycling, through **programmes in schools, workplaces, and local communities**.

Swimming

Swim England's objectives for **swimming to be 'truly inclusive for all'** include guidance for [swimming in the school curriculum](#) and a [school swimming charter](#), which they encourage schools to sign up to in return for lesson guidance documents, certificates and updates. They reinforce the national curriculum swimming requirement **"that every 11-year old child should leave primary school with the skills to keep themselves safe while enjoying swimming with friends and family"** and the three national curriculum swimming outcomes that each pupil by the end of primary school should be able to

- **perform a safe self-rescue** from different water-based situations
- **swim at least 25m** confidently, competently and proficiently
- **use a range of swimming strokes** effectively

Schools

The Youth Sport Trust targets for 2020 to 2022 focus on research and on engaging more schools in support of physical activity, with measurable targets identified as:

- **4000 schools to have re-purposed their PE curriculum 'to maximise PE's potential to improve children's wellbeing and achievement'**
- **6000 schools to be part of the [Well School](#) movement, aiming to place wellbeing (including self-belief, aspiration, physical and mental development) at the heart of education**
- Establishment of a **school sport research hub**
- **Research evidence** provided, as input to 20 policy consultations

Wider Sport Recovery

The [Sport and Recreation Alliance](#) focus their strategy on **recovery from the current pandemic with equality, diversity and inclusion for participants and resilience and sustainability for organisations**. Therefore, their objectives are more strategic (research, collaboration, policy) than tactical. As an overarching body their role is more of supporting and championing providers across many sports than setting targets for them. Their measurable objectives, however, include:

- Delivery of at least one piece of **original research** each year demonstrating the societal benefits of sport
- Disseminating research and insight to members, partners and stakeholders via an **information hub**
- Developing a consistent approach to **measuring the societal impact of sport and recreation**

The Youth Sport Trust and Sport and Recreation Alliance each act to put pressure on government to ensure funding is used effectively and policy decisions are informed both by evidence and stakeholder consultation.

c. Specific physical activity guidelines connected to these policies

It is important to note that, while governing bodies of sport and other NGOs lobby government to put greater emphasis on the importance of sport and physical activity in their own fields, and don't always agree on how this can be achieved, they do in general promote the same general guidance of 60 minutes of physical activity per day.

d. Connections between these and PE, sport and physical activity curriculum (if any)

The Association for Physical Education works with organisations such as SLQ ([Sports Leaders](#)) for accredited sports and PE qualifications at Levels 2 to 6 to promote quality delivery of the PE curriculum and extracurricular sport in schools.

In addition, continuing professional development (CPD) as workshops and online courses is available through governing bodies such as the [Football Association](#), [Volleyball England](#), [England Athletics](#) and [British Orienteering](#).

e. Barriers to inclusion and participation, and strategies to overcome these

The Sport and Recreation Alliance and Youth Sport Trust, as stated above, reinforce the need for more evidence of impact, and restate the problems of social exclusion, barriers relating to funding, infrastructure and coordination.

The [Moving the Nation](#) campaign sets out a vision for how to get people, not just children, more active in the countryside, on foot and on bikes. However, it requires and calls for coordinated investment in infrastructure and planning improvements rather than simply local initiatives.

f. Connections with school curriculum in sustainability, health, social education (if any)

[The PSHE Association](#) is 'the national body for personal, social, health and economic (PSHE) education' and is a charity, whose members are teachers and other practitioners in this field. It supports schools in designing PSHE programmes to meet and exceed the statutory content. This statutory content within the programme [recommended by the PSHE Association](#) includes (across the education 'Key Stages 1 to 5'):

- 'Health and Wellbeing' (including physical activity, diet, sleep and physical health)
- 'Relationships' (e.g. roles, respect and characteristics of positive relations)
- 'Living in the Wider World' (e.g. lifelong learning, work and employability, digital literacy)

Learning objectives for the health education theme on [food choices, physical activity and balanced lifestyle](#) include learning the importance of regular physical activity in *primary* school, and in [secondary school](#) to

learn about **different influences on diet and exercise choices, making informed decisions** about maintaining physical health.

Sustainability and Environmental Education (SEEd) is a UK-based NGO and membership organisation open to schools and other organisations, students and other interested individuals. Their **aim is to bring together, share and enhance best practice in sustainability and environmental education**. They are involved in informing policy on sustainability in relation to education, and contributed along with the UK government and others to forming the **Sustainable Schools Alliance (in 2011)**. **The alliance aims to ensure education for sustainable development is secured in the national curriculum** through amendment of the Education Act. In 2015, SEEd was invited to partner with UNESCO on the [Global Action Programme on Education for Sustainable Development](#) (2015-19). SEEd states that it was the only partner from the UK in the programme which focuses on the education system, although this programme term has now ended.

The [National Association for Environmental Education](#) is a 50 year old charitable association working with professional educators, facilitating curriculum development with [resources](#) and information, collaborating with other organisations and financially supporting pupil visits to outdoor education centres.

g. Connection with promoting lifelong healthy activity to children (if any)

No further detail reviewed at this time.

h. Reviews of effectiveness or impact of these policies and strategies for children

Swim England point out from their research that “only half of pupils meet the required standards” for swimming by the end of primary school, identifying cost, time out of lessons, lack of confidence and lack of understanding in schools. They worked with the Department for Education to create a resource pack with guidance for primary schools, pool operators, swimming teachers and parents, in response to these issues.

FRANCE

5. National/regional /local government policies and strategies

In France, the state manages everything related to the general policy of the country (each ministry has a specific role, e.g., the **Ministry of National Education, Youth and Sports**) and delegates certain competences to the regional, departmental, metropolitan/inter-municipal and municipal levels. These include

- Rectorates and departmental services for education
- Regional and departmental youth, sports and social cohesion departments

a. Government policies, strategies and initiatives in place relating to children

At school in France, **physical and sports education (PSE)** is taught at the national level from kindergarten to high school. It is a **compulsory subject at all levels and can also be taken as an option at the baccalaureate**.

National policies are set by the French national physical education programs

- For **kindergarten**:
https://www.education.gouv.fr/bo/15/Special2/MENE1504759A.htm?cid_bo=86940
- For **elementary school**:
<https://www.education.gouv.fr/programmes-et-horaires-l-ecole-elementaire-9011>
<https://eduscol.education.fr/84/j-enseigne-au-cycle-2>

- For **middle school** (years 6-9):
https://www.ac-strasbourg.fr/fileadmin/pedagogie/eps/ressources/Ressources_Peda_College/ProgC3.pdf
https://www.ac-strasbourg.fr/fileadmin/pedagogie/eps/ressources/Ressources_Peda_College/ProgC4.pdf

- For **high school** (grades 10-11):
<https://www.education.gouv.fr/bo/19/Special1/MENE1901574A.htm>

Policy for promotion of physical activity for health purposes:

In its **4th National Nutrition Health Program** (PNNS 2017-2023) France has **integrated physical activity with nutrition in its objectives to improve the health of the population**. The PNNS is articulated with other plans such as the one for physical activity: Stratégie Nationale de Sport Santé (2019-2024).

The “Centre National pour le Développement du Sport” (public establishment under the supervision of the Minister of Sports, includes the State, the sports movement, representatives of local authorities) contributes to the development of sport in France and to regional planning. There are also 4 national resource centres run by the Centre de Ressources d'Expertise et de Performance Sportive (CREPS).

Various government actions are also proposed, including:

- the **Pass'Sport** developed by the government, which consists of a **50 euro allowance for each child to finance all or part of their registration in a sports association**. The "Pass'Sport" is both a stimulus measure for the associative sports sector and a **social measure intended to offer the most disadvantaged children and young people access to a structuring and educational framework** such as a sports club can offer.
- **European Mobility Week**, which is organised towards the end of September each year, with the objective of "encouraging citizens and in numerous European countries to opt for forms of travel more respectful for the environment". A **review** of how the French travelled in 2019 is available, including motives and forms of transport chosen by age.
- **Walking and Cycling Week** in Schools and Colleges, organised in May by the Minister for Education, Youth and Sport, in partnership with the Minister for Environmental Transition and Minister for the Interior. It aims to make school and college students more interested in cycling and walking and to promote active transport.
- **Educational cities**: a government initiative resulting from a national working group at the Ministry of Territorial Cohesion and by the Borloo report, implemented in 2018. This initiative aims to bring about better coordination in order to reinforce the role of the school, promote parental and other involvement in education and to open up the possibilities of freedom for young people to live and work in their own environment.

b. Broad aims and objectives across these policies

Within the school system:

At all levels of schooling, four concerns can be identified

- **motor skills development**
- **laying the foundation for a healthy lifestyle**
- **access to the culture of physical activity**
- **education for citizenship and inclusion**

More specifically, we find these objectives in the **high school programs "Physical and Sports Education (PSE)**. PSE aims to enable all students to enrich their motor skills, build the conditions for their health, develop their citizenship and access a broad cultural heritage through physical, sports and artistic activities. Thus, the student develops skills and strengthens his or her power to act. They experience sensations and emotions and increase their capacity for reasoning and critical thinking.

Faced with the challenges of society, **physical education aims to contribute to the development of a culture of regular and sustainable physical activity**, considered an essential lever for **improving public health**. This goal is particularly important given the high level of sedentary behaviour in a youth population that tends to be neglectful of physical activity.

Respecting differences in potential and resources, fighting against social and gender stereotypes, and resolutely embracing an inclusive school, PE offers everyone the opportunity to engage in physical activity that gives full scope to the pleasure of action."

Kindergarten:

At kindergarten level, **PE is not a school discipline but a learning domain**: "acting, expressing oneself and understanding through physical activity" with objectives of developing resources to enrich motor skills and make them effective and with cross-curricular learning objectives. In particular:

- **Act in space, in time and on objects.**
- **Adapt balance and movement to various environments and constraints.**
- **Communicate with others through expressive or artistic actions.**
- **Collaborate, cooperate, oppose**

"The practice of **physical and artistic activities contributes to the motor, sensory, emotional, intellectual and relational development of children**. These activities mobilize, stimulate and enrich the imagination and are an opportunity to experience new emotions and sensations. They allow children to explore their physical possibilities, to broaden and refine their motor skills, to master new balances. They help them build their laterality, the oriented image of their own body and to better situate themselves in space and time.

These physical experiences **also aim to develop cooperation, to establish constructive relationships with others, while respecting differences, and thus contribute to socialization**. The participation of all children in all the physical activities proposed, the organization and the approaches implemented seek to fight against stereotypes and contribute to the construction of equality between girls and boys. Physical activities contribute to health education by leading all children, regardless of their "performance", to experience the pleasure of movement and effort, to better understand their bodies in order to respect them."

Primary School

Physical and Sports Education (PSE) **aims to develop motor skills and the practice of physical, sports and artistic activities**. It contributes to health education by **allowing students to better understand their bodies**, and to **safety education through controlled risk-taking**. It educates to **responsibility and autonomy**, by making the pupils reach moral and social values, such as the **respect of the rules, the respect of oneself and the others**.

High School

Physical education and sports for high school students **builds on the skills developed in elementary and middle school**. It allows them to **enrich these skills and acquire new ones that will help them succeed in higher education and in their future adult life**. It is an opportunity for students to better understand their options and learn to make choices. It helps high school students build their career path and become active participants in their personal project.

In France, prior to the COVID-19 pandemic, only 38% of 11-14 year olds and 24% of 15-17 year olds met the recommendations in terms of physical activity [see <https://www.activehealthykids.org/3-0/>] An important

policy objective is thus to combat childhood obesity and the increase in sedentary behaviour. A recent study showed that that it was the most active students who lost the most physical activity due to confinement (Derigny et al., 2022).

Les *cités éducatives* (Educational cities) aim to intensify the educational care of children and young people, from birth to professional integration, before, during, around and after school. They consist of a great alliance of educational actors in the priority neighborhoods of the city policy: parents, State services, communities, associations, and residents.

Through the Cités éducatives, the government wants **to unite all the players in school and extracurricular education in the areas that need it most and where public resources are concentrated.** The ambition of the "Cités éducatives" is not to be just another mechanism, but to better coordinate existing mechanisms and to innovate in order to go further. The challenge is to provide the best possible support for each individual's educational path, from early childhood to professional integration, at all stages and in all areas of life. 80 educational cities have been accredited. An example of good practices resulting from these educational city policies is proposed in point g (Ecolo'coteaux program)

c. Specific physical activity guidelines connected to these policies

i. Timing, frequency and duration at different ages: preschool, primary and secondary

Kindergarten & elementary school:

Kindergarten : 30 to 45 minutes / day are prescribed by the school programs)

Elementary school: 108 annualized hours, i.e. **3 hours per week over 36 weeks**, divided into (3x1 hour or 2x1.5 hours or 1x2 hour +1x1 hour). There is often significant travel time to get to the facilities. Surveys show that these 3 hours are rarely effective (closer to 2 hours than to 3 hours). Swimming is considered a priority activity in cycle 2

Primary and Secondary

School sport is organized by two different associations: USEP in primary school, and UNSS in secondary schools. USEP is present in about 25% of public schools. Sports meetings are offered during school time, outside of school time (on Wednesdays and sometimes Saturdays) as well as during extracurricular time (lunch break or after school).

High school: Grade 6, 4 hours/week; Grades 7-9, 3 hours/week; Grades 10-12: 2 hours/week.

The **Union Nationale du Sport Scolaire (UNSS)** association is present in the middle and high schools. Its purpose is to organize and develop the practice of sports activities, components of physical education and sports and the learning of community life by students who have joined sports associations of secondary schools. Its national development plan 2020-2024 focuses on 4 issues (accessibility, innovation, responsibility, education).

Today, the UNSS offers to all its members, for an average annual license fee of 20 euros, a minimum of 3 hours of sports practice per week, whatever the level of practice of the student (sport for well-being, animation, competition, sport for pleasure or sport for health etc...), supervised by 34,000 sports association leaders and Physical Education and Sports teachers, all sensitive to the preservation of a student's "health capital" and the management of the heterogeneity of the students.

Several actions and projects are at the heart of this program:

- Fighting the sedentary lifestyle epidemic with the #LeDéFit' program
- Fighting against doping, and doping behaviours with, in particular, a historic partnership with the French Anti-Doping Agency (AFLD): inform, prevent, raise awareness, educate!
- The UNSS Ethic'action prize integrates the "Sport Health" dimension by recognizing and rewarding Sports Associations with strong actions around "Sport Health" for its licensees. A UNSS AFLD prize is also specially created.
- The "digital health passport" of the licensee is available for all members of the UNSS educational community. It is evolving with the creation of the "UNSS health caravan", initiated and being tested in the Versailles academy, with the regional and departmental UNSS services. The objective is to test the health capital of our young people

City policies do not provide guidelines for this, but do not rule it out. The focus is on ways to combat social inequalities, and sport is one of the means available.

ii. Delivery: qualifications and training of teachers, coaches, animators etc

In **kindergarten and elementary school**, it is taken care of by a **generalist teacher**: the school teacher, recognized for his or her multidisciplinary skills. An educator (ETAPS) can intervene within the framework of the EPS under the responsibility of the school teacher.

In **secondary school and high school**, PE is taken care of by a **specialized physical education teacher**. A teacher is needed to teach at all levels. All permanent teachers have been selected through a competition (about 15% of them are selected) and in order to be paid, any external contributors must have a diploma validating their skills (at least a level 3 diploma such as CQP, CPJEPS).

iii. Delivery: where physical activity takes place (school and extracurricular)

Physical education takes place during school time at all levels. Most schools have a gymnasium available for use within the school or nearby. In the event that facilities are not available nearby, students are most often transported to the facilities at no cost to them (ages 3-16, in school and middle school), but may be asked to travel at their own expense (ages 16 and up, in high school). Discrepancies between territories have been shown to exist in terms of the sports facilities (specificity, size, proximity, accessibility). Statistics about these discrepancies across territories can be found in a dataset computed by the ministry of education.

Extracurricular physical activities have the same constraints, but this time transportation to the facilities is not systematically paid for.

In **elementary school**, a school-organized sports association is possible, but not mandatory. There is an organization specially designed to organize sports competitions during extracurricular activities: USEP (<https://usep.org>). In September, there is a "national sports day". Based on educational and humanistic values, this national association seeks to facilitate access to sports activities for all and locally. Its executives offer training and support to school teachers.

In **secondary schools**, the sports association is mandatory (UNSS). This association is managed by the school's PE teachers who must organize training sessions and competitions. This service is part of their teaching load (3h/week).

Physical activity can also take place during recess. This is often the case in elementary school, but various studies have pointed to an imbalance in favour of boys. This is rarely the case in secondary school (junior high or high school). To our knowledge, the concept of active class and active recess is not yet developed in France. Few, if any, school programs are offered to promote active transportation.

d. Content of PE, sport and physical activity curriculum

The national programs guide the discipline by proposing different learning areas as outlined below:

In **middle school**, from the 6th to the 9th grade, the program includes 4 learning areas. During their high school career, students must build skills that will enable them to:

- Achieve **maximum measurable motor performance** in a given time.
 - In this area of learning, the student deliberately commits and exceeds himself/herself to go faster, higher, further, once or several times.
- **Adapting one's movement** to varied or uncertain environments.
 - In this area of learning, students plan, engage and regulate their movement based on an analysis of the environment, in order to go and return, while maintaining their safety and that of others.
- Performs a **physical activity to be seen and appreciated**.
 - In this area of learning, the student expresses him/herself physically before an audience or a jury. Two modes of practice are distinguished: one based on expressive physical achievements leading to a choreography; the other based on codified body forms leading to a sequence or a composition.
- To **conduct and control a collective or inter-individual confrontation** with a view to victory
 - In this area of learning, the student engages in a confrontation, alone or in cooperation, in order to change the balance of power in his/her favor.

Between grades 10 and 12, an additional learning area is included in the curriculum

- Engage in **physical activity to develop resources and maintain themselves**.
- In this area of learning, students engage in independent and purposeful resource development based on a chosen training theme.

In high school (year 10 to 12), **five general competences** are developed in PE :

- **Develop motor skills and build a body language**
- To appropriate, alone or with others, through practice, the **methods and tools for learning**
- Sharing **rules**, assuming **roles** and **responsibilities**
- Learn to **maintain one's health through regular physical activity** (Evaluate the quantity and quality of one's daily physical activity in and out of school/ Know and apply the principles of a healthy lifestyle/Adapt the intensity of one's physical commitment to one's possibilities so as not to endanger oneself)
- To appropriate a **physical, sports and artistic culture**

By engaging in physical activity, students learn to develop their health in a sustainable manner. By developing their physiological, motor, cognitive and psycho-social resources, they improve their well-being, for themselves and for others. PE allows students to ensure their own safety and that of others, and to build a positive image and self-esteem. Thanks to the efforts made, the progress achieved and observed, the student experiences the pleasure of practicing a reasoned and regular physical activity throughout life.

e. **Barriers to inclusion and participation, and strategies to overcome these**

In theory, all audiences should be included in compulsory physical education, and different possibilities exist (see [Maynard, 2007](#)).

Since the Law of February 11, 2005 for equal rights and opportunities, **participation and citizenship of disabled people**, the host institution and teachers must be able to include students with partial disabilities and disabilities and the following programs (2008 /2009) allow for adaptations for "the reception of students with disabilities, partial disabilities or special educational needs". However, **teachers lack specific training on inclusion** and often encounter difficulties. The same is true for practices related to the **promotion of gender equality** (see [Patinet and Cogérino, 2013](#))

It is not necessary to provide evidence of one's health status at school. But this is not the case for **extracurricular activities, for which participation requires a medical certificate**, both at the primary and secondary school level. This is a potential barrier that could easily be eliminated if the certificate were not a requirement. Medical certificates (*certificats de complaisance*) are often issued for swimming, especially in adolescence to avoid swimming classes.

The literature shows that barriers to inclusion are related to several factors:

- **To the teaching staff and their attitude towards disability, due to a lack of specific training.** According to Haegele et al (2021), teachers are quite reluctant to change and often unwilling to adapt the activity they implement. As various authors have pointed out, physical education classes structured around competitive sports and games (which are not suited to the abilities of some students) can communicate specific ideals about abilities and bodies that are often echoed in physical education (Azzarito, 2009; Evans, 2004) and favour boys, so also **not promoting gender equity**. Thus those who do not fit these ideals, which may include people with disabilities, are suppressed, limited, or discouraged in activities (Fitzgerald & Kirk, 2009; Haegele & Zhu, 2017).
- These barriers can also be related **to the disabled population itself: low self-esteem, lack of parental support, poor social attitudes towards disability**.
- The barrier may also be environmental, due in part **to a lack of adapted equipment**.

Facilitators that could help foster inclusion therefore include availability of adaptive equipment, quality of instruction, staff support, and favorable teacher attitudes, all of which were commonly reported facilitators (Haegele et al., 2018).

Teachers with positive attitudes toward teaching children with disabilities are generally appreciated by their students because of their attention to making physical education enjoyable for all, planning activities with accommodations for special needs profiles (Fitzgerald 2005; Hodge et al. 2004). However, there is a lack of good practices that could support these training contents, due to the lack of research and evidence.

Instead of simply excluding children who do not 'fit the mould,' **physical educators need to explore how physical education can be modified according to the needs and abilities of the students themselves** according to Wilhelmsen et al (2019). Rather than superficial cosmetic adjustments that give only the appearance of successful inclusion (Fitzgerald & Stride, 2012; Slee, 2011), reflection and collaboration are required, taking account of the viewpoints of people with disabilities as argued by Vickerman & Maher (2018).

Also of note is **the importance of medical staff to the inclusion of all children in physical activity**. Specific training on the importance of PE for the overall health of children with disabilities could decrease the number of medical certificates of convenience.

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f. Links between curriculum in sport, PE, sustainability, health, social education

PE, Sport and sustainable development

Saint-Martin indicates that "after a year of experimentation in 2003-2004, conducted in 84 establishments in ten academies, education for sustainable development is an integral part of the initial training of students, as specified in circular No. 204-110 of July 8, 2004. According to Yvette Lizzaeri (2015), "it was in 2004 that the first three-year plan to generalize environmental education for sustainable development was launched. Since then, school programs have gradually taken it into account, particularly those of life sciences and Earth sciences (SVT) and history-geography. Moreover, since 2005, the new programs of mathematics, life and earth sciences, physical sciences and chemistry of the junior cycle explicitly integrate the stakes of sustainable development and recommend transversal approaches".

Three years later, the circular of March 29, 2007 launched the **second phase of the generalization of education for sustainable development in schools**. This approach can be found on the website of the French Ministry of Education: <https://www.education.gouv.fr/l-education-au-developpement-durable-7136>) The site offers an interactive map of France showing the different ESD initiatives, resources, and also the contact information of the ESD project managers for each academy.

This education is not a new discipline but a field that concerns all school disciplines. **The official objectives of education for sustainable development are therefore those aiming to understand the relationships between environmental, economic and socio-cultural issues.** The skills acquired should thus **help students "to better perceive the interdependence of human societies, the need to adopt behaviors that take into account these balances and the importance of solidarity on a planetary scale.** In 2005, the environment and sustainable development became a theme of convergence for the different disciplines".

From an institutional point of view, the school programs propose 7 pillars to consolidate ESD

1. The 2030 Agenda
2. Enrichment of ESD in the curriculum
3. Encouraging youth and institutional engagement, with special attention to the animation of eco-delegates
4. Strengthened national and academic steering
5. A training offer for supervisors and teachers
6. A structured partnership network
7. The construction of an international strategy

The organization of PE, at least at the institutional level, seems to pay little attention to these pillars.

However, points 2 (programs) and 5 (training offer) seem easy to implement. It should be noted that the explanatory sheet for these pillars does not mention PE as a potential contributor to ESD at any time, even though other subjects are mentioned (sciences, moral and civic education, history-geography, economics, languages). Moreover, the Eduscol page (which proposes educational resources validated by the Ministry of Education), does not propose to-date any example of a project linking PE and sustainable development (<https://eduscol.education.fr/1117/education-au-developpement-durable>)

Concerning pillar 2, analysis of the programs reveals the presence of sustainable development (cited 23 times for the programs of cycles 3 and 4). However, "sustainable development" is not mentioned in the high school or middle school PES programs, and only appears implicitly in an objective related to travel: "We

study travel in the context of sustainable development: the fight against pollution, recycling, means of transport." This excerpt could provide a rationale for promoting active transportation, which is not within the scope of PSE concerns. With regard to point 5, we have not been able to identify any local professional training linking PES and sustainable development to date.

Schnitzler and Saint-Martin (2021) analyzed the relationship between the PE program and sustainability. Their **analysis suggests that the PE curriculum is moving away from environmental awareness, a trend that can be seen through the analysis of outdoor sports in schools.** Until 1960, physical education was required to offer "outdoor sessions" characterized by the need to be in contact with nature. Since the beginning of the 2000s, this concern has disappeared from the official texts, the text passing from a sports orientation to a competence orientation. **Today, outdoor activities are only a part of the "learning field n°2" whose objective is to "adapt one's movement to varied or uncertain environments".** What was once outdoor education can now be (and often is) done entirely indoors. Given that contact with nature is essential to the development of pro-environmental attitudes (Stevenson et al., 2011), this shift from outdoor sport/PE to skills can be seen as a missed opportunity for PE (Schnitzler & Saint-Martin, 2021).

Contribution of Physical Education to the Different SDGs

In regard to the sustainable development of the 2015 Paris Agreement, several connections can be found. In particular, the claims of the Kazan Action Plan (2017) seem to be supported by the organization of physical education for **SDGs 3 (good health and well-being), 4 (quality of education), 5 (gender equality), 8 (decent work and economic growth), 10 (reduced inequality), 16 (peace, justice, and strong institutions).** It should be noted, however, that this document is a political statement that is not based on evidence. Some of the links can be analyzed through empirical evidence

Quality education (SDG 4)

SDG 4 seems to be the most highlighted goal in PE because it deals, in essence, with education. Analysis of the structure of PE reveals that all elements of the UNESCO Guidelines on Quality PE for Policy Makers (2015) are structurally fulfilled. However, the results of the EUPEO project (<http://www.eupeo.eu/>) examined the national strategy for quality PE and highlighted that in France, while the new official text seems to meet the requirements for curriculum flexibility, teacher training and development, and often equipment, community partnership, monitoring, and quality assurance were not sufficiently developed.

PE, Health and Wellness (SDG 3)

SDG 3 is arguably the second most developed SDG in PE, as official texts reveal that health literacy is a concern in all texts from kindergarten through high school. In elementary school, the text proposes a target in relation to health which is to "discover the possibilities of the body in action and to respect the body" by

- (1) Developing or maintaining physical skills and being active in a reasoned manner.
- (2) Acquiring knowledge, developing critical thinking skills and adopting behaviours that are favourable to one's health by developing access to autonomy and responsibility
- (3) experiencing the pleasure of movement and effort (4) engaging in regular and sustainable physical activity by fostering motivation, enthusiasm and a taste for effort.

In high school, the official texts specify that "By practicing a physical activity, students learn to develop their health in a sustainable way. By developing their physiological, motor, cognitive and psychosocial resources, they improve their well-being, for themselves and for others. PE enables students to ensure their own safety and that of others, to build a positive image and self-esteem. Through the efforts made, the progress made and observed, the student experiences the pleasure of practicing a reasoned and regular physical activity throughout his life."

In high school, learning area #5 addresses the development of skills that aim to "Perform and direct physical activity to develop resources and maintain oneself." In high school and in relation to other disciplines, the PE teacher can also propose or participate in various "health paths" that aim to "enable each student, throughout his or her schooling, to acquire practices, knowledge, skills and elements of culture that will enable him or her to take charge of his or her health in an autonomous and responsible manner." (<https://eduscol.education.fr/443/seminaire-eps-et-parcours-educatif-de-sante>). However, a study by Potdevin et al. (2017) shows that by moving from a logic of transmitting good practices to a logic of intervention at different scales, health and wellness education through physical activity and PE becomes more complex. This change of perspective must be reflected in both initial training and lifelong learning, which still seems insufficient to date.

Social and civic education and PE (SDGs 5, 10, 16)

This part is also included from kindergarten to high school in the official texts. For example, at the kindergarten level, the official texts indicate that "Children also learn to share moments of collective games, dances and songs with their peers. All of these skills are built through the practice of physical activities that help to direct the children's efforts and give them meaning: "jumping as far as possible" (athletic activities) is different from "jumping from a device to land on one's feet" (gymnastic activities).

In high school, the preamble of the program specifies that "physical and sports education (PSE) aims to enable all students to develop their citizenship". PE teachers are also invited to participate in "educational citizenship courses". The official texts also oblige to propose to the pupils to ensure social roles during the PE lessons (in particular the role of co-evaluator, or the role of coach). The UNSS also offers students who wish to become official referees. During external competitions, each team is required to present a student who is qualified as an official referee, encouraging each sports association to develop this aspect.

However, according to Delignières (2016) "Citizenship education is often conceived as an additional objective, contributing to the legitimacy of PE within the school, but not essentially part of its main mission. The relationship of PES with health seems more assured at this level. "

Finally, a lexical analysis of PES texts was conducted as part of the European ERASMUS+ Physical Literacy for Life project. The analysis of the programs reveals a preoccupation with developing the cognitive dimension of learning as much as the motor dimension. Health education is also a major objective of PE. This analysis confirms, however, that the issue of sustainable lifestyles is not a subject in current PES programs.

Curriculum links between sport sustainability, health and social education

The concern for the sustainability of lifestyles from the point of view of sports federations can now be supported by a tool developed by the UN following the various COPs, entitled Sport for Climate Action. The latter proposes a strategy based on five points to promote sustainable lifestyles:

1. Implement systematic efforts to promote greater environmental responsibility
2. Reduce the impact of sport on the climate
3. Educate for climate action
4. Promote responsible and regular consumption
5. promote climate action through communication

At the French national level, these objectives are partially taken up by the former Ministry of Sports, which sets objectives for sports federations . This simple and concise ministry site presents 3 tabs.

The first one presents the National Strategy to put sport at the service of sustainable development objectives, which reminds the terms of the roadmap for France of the Agenda 2030.

The second, entitled "Understanding", states that "sport has the capacity to change the behaviour of individuals and other sectors of society". It specifies 3 objectives:

- Reduce the impact of the sport ecosystem on the environment
- to accelerate the development of sustainable and responsible sport
- to use sport to promote the ecological transition or for young people in the framework of informal education

This page goes on to map the actors of the sport and sustainable development ecosystem from local to National and International levels.

The third, entitled "Act", proposes a charter of 15 eco-responsible commitments as well as a collection of remarkable actions proposed by various sports federations

g. Promoting lifelong healthy activity to children

Research in the area of healthy lifestyle promotion has proposed various models to outline priorities. These include

- Getting enough physical activity (equivalent to 1h/day of moderate to vigorous activity, according to WHO, 2021)
- Not sitting for more than 2 hours (Tremblay et al., 2016)
- Limit recreational screen use to 2h/day (Tremblay et al., 2016)
- 9 to 11 hours of sleep (5-13 years) and 8 to 10 hours of sleep (14-17 years) uninterrupted

Various projects have been initiated to identify "good practices" for the promotion of healthy activity throughout life. The INPES project within the framework of PNNS 3, and experimentation of the ICAPS project focused on children and adolescents. This interventional study took place in 2006 and used the socio-ecological conceptual framework to promote physical activity. Specific training was provided to teachers. Students were given the opportunity to practice physical activity breaks during recess or lunch breaks, active transportation, and a new offer of motivating sports activities. Parents were also involved, and an advertising campaign even promoted the program in the local media. The results showed a positive effect of the adolescents' involvement in the program. This led to the creation of the DIAGNOFORM and DIAGNOSANTE programs offered in middle school and elementary school, and since then these programs have been carried by IRFO.

A Report in July 2018 of the Economic, Social and Environmental Council (ESEC) focuses on *Access for the greatest number to the practice of physical and sport activities*. One of the 5 recommendations concerns : *to encourage the development of the practice of physical and sports activities in schools and in higher*

education. The ESEC is a French advisory body that includes 233 members elected on 5-year terms (companies, ministries, associations, unions) and who organize sessions with hearings of specialists on a variety of topics.

The multi-sport federation USEP, particularly active in primary schools, has made various proposals on its website: <http://www.usep-sport-sante.org/OUTILS-AS/AS2/CD/container.html>

The promotion of healthy activity throughout life is also part of the programs proposed to high school students through the learning field n° 5 "To carry out and direct one's physical activity to develop one's resources and to maintain oneself". This part of the program, initiated in the 2000 programs and having since evolved (CC5, then CP5, and now CA5) aims to achieve the following end-of-high school expectations

- To commit oneself to obtain the desired effects according to one's personal project, by making choices of training parameters consistent with the chosen theme;
- To train, individually or collectively, to develop one's resources and to maintain oneself according to the desired effects.

The activities that support this field of learning are: running, weight training, swimming and yoga (high school program 2019), and all students must have had at least one cycle of CA 5 as part of their compulsory PE courses during their high school education. A large body of literature provides examples of didactic devices.

Other more specific programs or pedagogical experiments are also conducted to promote healthy lifestyles, particularly among vulnerable populations. For example, the *ecolo'coteaux* program, initiated in 2020, aims to enable classes of REP+ fifth-grade students in the Coteaux district to participate in a bicycle learning and eco-citizenship program with the goal of transforming their lifestyle and acquiring new knowledge conducive to academic and educational success. This program has been awarded 2 years of funding (2020-2022) through Education Cities. Every Monday morning, the children benefit from learning to ride a bike and discover places and meet people through an eco-citizen course. The first 5 sessions, which take place in a closed environment (in the school yard), are supervised by an educator with a state diploma in cycling activities. They allow the children to acquire the basics (balance, propulsion, driving) and to learn the rules of moving in a group on the public highway. In complement, external interventions on eco-citizenship were organised: sustainable food, health, ecology and citizenship. 16 other supervised sessions are carried out in the open, discovering nature in and out of the neighborhood and to educational and cultural sites such as the CINE du Moulin, the Museum of Electricity, the sorting center, the educational apartment, etc.

The 21 sessions are in line with the school program, following a pedagogical sequence validated by the teacher and in connection with his program. In order to facilitate the transition from primary to secondary school, the pupils will be able to propose a presentation to the college students. This project involves the University of Strasbourg in a research and analysis program, thus expanding the evaluation indicators. Items evaluated by the action-research among the children are:

- Academic motivation,
- environmental skills,
- Resilience,
- motor skills
- physical literacy.

A news crew reported on the project in the spring of 2021:

<https://www.youtube.com/watch?v=PnO9717HNjs> . This educational experiment will conclude in June 2022.

The results will determine the level of achievement of the objectives, and the appropriateness of making the scheme permanent.

The guidelines concerning the criteria for quality PE proposed by UNESCO point out the importance of promoting active transport to contribute to the improvement of healthy lifestyles, and stress the importance of partnerships (MDG 17). This double requirement is not currently the subject of a national reflection at the PES level. However, there are experiments proposing programs designed to develop these aspects. For example, at the René Descartes secondary school in Blanc-Mesnil, PE teachers, in conjunction with the city and local educators, are experimenting with a teaching sequence focused on bicycle education. Based on the concept of physical literacy, this project aims to promote active transportation, a real opportunity for healthy and sustainable physical activity. The co-intervention between the different actors of the school and out-of-school educational community allows to amplify the impact of the scheme. The system and its evaluation will be presented in an article to be published in September 2022 in the AE EPS journal (Derigny, Gandrieau, Schnitzler, Gout).

h. Reviews of effectiveness or impact of these policies and strategies for children

The aim of the European ERASMUS+ EUPEO project (2018-2021, <http://www.eupeo.eu/>) was to set up a toolbox for professionals to evaluate the quality of PES provision in relation to the criteria proposed by UNESCO in 2015. The initial results show that although pupils are generally satisfied with the quality of their PES, this takes place mainly during school time, with physical activity during breaks or active transport not being part of the field of concern of PES teachers (Schnitzler et al., 2021).

In elementary school, the first assessment of the *ecolo'coteaux* program shows a positive impact of the program on physical activity, school motivation, physical literacy and environmental attitudes (Schnitzler et al., 2021, AIESEP World Congress). However, these results seem to confirm that the program positively impacts the amount of physical activity of its beneficiaries, significantly improves their cycling skills and their level of physical literacy.

Swimming and Cycling Skills

There are two stages in elementary school for knowing how to swim: In cycle 2, there is an aquatic fluency test to avoid drowning and to gain access to water activities, followed by the school test for knowing how to swim (to be validated at the end of the 6th grade at the latest). As Patrick Bayeux notes, there are no statistics concerning the number of children benefiting from the teaching or the number of hours of teaching from which they benefit. In an online article *What I expect from a minister of Sports : the case of swimming*. It should be noted that a program aiming at taking stock of these policies of validation of the swimming knowledge has been deposited with the ERASMUS+ agency. Entitled *ALFAC*, it has received the support of the Ministry of Sport.

The national promotion of "knowing how to ride a bike" is based on a program promoted by a website (<https://sports.gouv.fr/savoir-rouler-a-velo/>). This site is intended to offer actors in the educational world a set of resources as well as reference materials for learning to ride a bike. However, the recent implementation of the site does not allow us to draw up an assessment for the time being, as no data is available to date. Some professionals in the field have reported difficulties related to its implementation. On

the one hand, the absence of dedicated funding to hire outside contributors, the scarcity, or even absence, of training for primary school teachers, and the complexity of access to bicycles seem to limit the scope of this action for the time being.

Despite the obvious quality of physical education and sports programs in France, the literature review shows a lack of evidence of their effectiveness. This calls for more independent research on the evaluation of these programs, but also on the search for "good practices" through the development of randomized controlled trials (Schnitzler et al., 2021).

There are many study reports allowing diagnosis of the level of physical activity in different categories of the French population: ONAPS, Global matrix, Estaban, INCA 3 as well as scientific publications (Verdot et al., 2020). However, these documents propose a diagnosis, but do not really evaluate the impact of public policies in this area.

In May 2021, a 'mid-term' assessment of the National Nutrition Health Plan was published. The COVID has had a strong impact on the implementation of PNNS 4. In this review, little information is given on the evaluation of policies concerning physical activity and children (the review is mainly focused on nutrition policies - on adults).

Regarding the ICAPS project (previously highlighted), this report states that a first assessment will be published at the end of 2021: https://solidarites-sante.gouv.fr/IMG/pdf/pnns_4_bilan_mai2021.pdf.

Bibliography

Verdot, C., Salanave, B., & Deschamps, V. (2020). Physical activity and sedentary lifestyle in the French population. situation in 2014-2016 and evolution since 2006-2007. *Bull Epidémiol Hebd*, 15, 296-304.

i. Further comments

One of the main objectives of this report is to propose a model that links each phase of a child's development to his or her physical activity needs. The various actions undertaken appear to show that PES seems to have seized this issue both institutionally and in its practices, at least in secondary schools. In the primary level, on the other hand, this concern remains the prerogative of experimental programs, which are not very well followed by the institutions at the moment. However, the weakness of these actions lies in the absence of a recognized model on which to build physical activity promotion strategies.

It seems then judicious to look in the international literature for a concept recognized as well at the political level as scientific, and sufficiently pragmatic to be generating practices. The concept of physical literacy, which is little known in France, seems to offer a solid conceptual basis on which to base a reflection of this type (Cairney et al., 2018). Promoted by Unesco through quality physical education (2015), taken up in the new European Sport Charter, the promotion of physical literacy was recently the subject of a European ERASMUS+ project entitled "Physical Literacy for Life", of which France was a member via the University of Strasbourg.

The European definition of physical literacy proposed by this consortium defined it as "skills and attributes that individuals demonstrate, through physical activity, throughout their lives". This holistic concept therefore proposes to view the pursuit of an active lifestyle as the result of a set of interacting factors or

domains (the physical, cognitive, social and emotional domains). It has the advantage of situating the provision of physical activity and sport as a means to its development, and allows the professional to construct his or her activity by simultaneously considering these four domains. Physical literacy could then serve as a unifying concept for the development of lifelong physical activity in both physical education and sport, and help promote fruitful collaborations between practitioners and scientists. Its [link between quality physical education](#) and the SDGs has already been highlighted in various scientific publications.

With regard to this link with the SDGs, school PES could also be a place where environmental literacy is developed, notably through the promotion of outdoor activities. The latter seem to be an ideal medium for promoting the development of a high level of physical literacy and environmental education. However, [Schnitzler and Saint-Martin \(2021\)](#) point out that during the 20th century, the teaching of nature sports activities has clearly shifted towards the development of safety, motor and social skills without any consideration of sustainability issues. What used to be called 'outdoor activities' have now been transferred to learning field 2, whose objective is to "adapt one's movements to different types of environment". This means that they can now take place inside the school, in a completely artificial environment or indoors. However, the COVID 19 pandemic has shown the importance of physical activity taking place outdoors, and the literature in educational science shows that the development of an environmental ethic requires frequent contact with the natural environment. School programs would therefore be well advised, as is the case in Scandinavian countries, to encourage activities in nature that promote an eco-citizen approach within the framework of PE, as proposed for example by the Ecolo'coteaux program.

Recommendations for the school system

1. To carry out an inventory of existing policies, guidelines and evaluations in the school system
2. Develop tools to quantify the environmental impact of PES
3. Conduct a literature review to identify good practices in promoting the goals or sub-goals of sustainable development through quality PES, promoting the different dimensions of physical literacy
4. To promote the implementation of school-based experiments to develop good pedagogical practices in the gap areas identified in point 2
5. To develop a self-evaluation tool that allows PES teams to assess their contribution to the objectives of sustainable development through their professional activity, and that proposes an approach that allows them to develop new projects on this theme

6. Non-governmental policies, strategies and guidelines or programmes

A key resource for NGOs in relation to 'health enhancing physical activity' is the HEPA Policy Audit Tool at <https://www.sfsp.fr/content-page/item/2190-hepa-pat-health-enhancing-physical-activity-hepa-policy-audit-tool-pat>, from which the following sections have been compiled. The report is also available in [English](#).

The organisations below have some influence on policy in France either through advice or lobbying, or through direct implementation of policy through programmes aimed at children. National non-governmental stakeholders aim to participate in policy making (providing advice/expertise), influence policy (lobbying), and implement policy (developing/funding actions) to varying extents.

French National Olympic and Sports Committee (CNOSF): represents sports federations. Promotion of sport and health: develop APA programs according to people's health status. Initiatives include the CNOSF '[Sentez-Vous Sport](#)', raising public awareness of physical activities

Various **sports federations and leagues** are developing PA programs that are concretely deployed within their local clubs, dedicated to children. These programs aim to fight against the sedentary lifestyle of young people and to promote the practice of regular physical activity for good health. For example, The [ASPTT](#) sports federation has developed a sports offer for children: KIDIsport, sports awakening for 3 to 6 year olds.

Inter-sectoral bodies: committees or monitoring bodies linking academics and professional experts with government at local, regional and national level, directing and supervising policy, so more closely aligned with government.

Learned societies: grouping of scientific experts - advancing knowledge and disseminating it, such as :

- French Society of Sports Medicine (SFMES), French Society of Nutrition (SFN), French Association of Researchers in Physical and Sports Activities (ACAPS), Academy of Medicine, French-speaking Association of Adapted Physical Activity (AFAPA)

Professional associations and Trade Unions. Examples of organisations with an interest in / advocacy for sport, physical activity and PE include:

- National Observatory of Physical Activity and Health (ONAPS), Agency for Education through Sport (APELS), French Society of Physical Activity Professionals (SFP-APA)...

User associations such as the Federation of Bicycle Users, French Diabetes Federation, who can advise policy.

Social security and mutual insurance companies: promotion of sport and health

Foundations: private non-profit institutions (financing of projects promoting physical activity, e.g. the [ORANGE foundation](#) has developed an inclusive sports program with the FSASPTT, dedicated to autistic children.

Health and sport centres, which develop and offer physical [reconditioning programs](#) to post COVID-19 patients (children, teenagers, adults)

Local authorities (municipalities, departments, local clubs & associations) – as providers rather than just policymakers, these sit across the line between government and non-governmental organisations. Examples include:

- The town of St Herblain has developed a multi-sport offer for children from 4 to 10 years old, in order to discover physical activities in cycles of about 3 sessions (e.g.: basketball, kinball, rollerblading, tennis, badminton, gymnastics...). The goal is to continue to develop their motor skills by playing together and to help them find an activity that they would like to pursue in a club.
- The ASUL (sports association of the city of Lyon) offers a sports program for 3-5 year olds.

Private companies and municipal providers (fitness center, spa...), which offer sports courses to children, e.g. on behalf of municipalities, youth clubs, travel agencies, etc, such as:

- The CAP Juniors agency offers sports courses for children.
- Multisport courses for children, offered by the city of Rennes.

Notes on Links with the Sustainability Development Goals

As far as sports federations are concerned, and their link with the SDGs, all sports federations develop a project that encompasses physical, emotional, social and cognitive aspects, with a particular emphasis on social education. A lexical analysis of the main texts governing the associations was carried out within the framework of the ERASMUS+ program "physical literacy for life". It emerges from this analysis that the world of associations (club, educator, soccer, handball, federation, etc.) emphasize the social responsibility of sports associations and organizations (responsibility, equality, non-discrimination, self-control, doping). We also find the four dimensions (Cognitive, Physical, Psychological, Social) in this analysis of association texts.

The link between federation policy and the SDGs is still very general, however, and is more or less taken up by the main sports federations. The remarkable actions are recorded in the following documents:

- Download the French version (accessible pdf) "Recueil d'initiatives des chartes des 15 engagements éco-responsables"
- Download the English version of this collection of initiatives "Compendium of experiences"

In the following lines, we will present the policies posted on the websites of the 10 main French sports federations in terms of number of members

- **The French Football Federation** (<https://www.fff.fr/511-une-responsabilite-societale.html>) highlights 5 pillars :
 1. inclusion and cohesion
 2. education and training
 - 3./4. sustainable consumption and production
 5. energy efficiencyThe federation proposes an eco-responsible charter for event organizers. Some remarkable actions are also highlighted on the site. No concrete data is however available on their site.
- **French Tennis Federation**

Adheres to the "sport for climate action" aiming at a division by 2 of the carbon emissions by 2030, and the carbon neutrality by 2040. In 2019, it also signed the Paris Climate Action Charter at the gold level, aiming for carbon neutrality by 2050.

It defines three priority sustainable development issues:

1. Social cohesion and openness
2. Sport, health and well-being
3. Economic, social and environmental responsibility.

It also has set 9 strategic objectives around these issues:

1. Integrate social responsibility at all levels of the TFF
2. Communicate our values to society
3. Make tennis a sport for everyone
4. To develop and promote the practice of tennis as a factor of health and well-being
5. To ensure equal opportunities and well-being at work
6. Systematize the integration of stakeholders in our actions
7. Designing our products and purchasing responsibly
8. Optimize resource consumption and recycle waste
9. Reduce our environmental impact related to transportation

The TFF also mentions its adherence to ISO 20121 certification but only for the organization of Roland Garros. The results of the TFF's actions are recorded annually in a report. Page 15 indicates nine specific SDGs that are targeted through the proposed objectives: engaging in partnerships (in connection with SDG 17), promoting health and well-being (ODGs 3 and 11), contributing to a more just society (ODGs 8 and 10), acting in favour of the climate (ODGs 6, 7, 11, 12), educating and training (ODG 5) and guaranteeing ethics and integrity (ODG 16). Reports are also provided for each action, with a particular focus on the French Open

- **French Equestrian Federation**
<https://www.ffe.com/nature/engagement-ffe>
includes a general charter, CNOSF label, CNDS
- **French Judo Federation**
<https://www.ffjudo.com/developpement-durable>
rather nebulous statements
- **French Basketball Federation**
<http://www.ffbb.com/actus/developpement-durable>
no formal presentation of the system or commitments
- **French Handball Federation**
no dedicated web page. Announced in the handball ethical charter (point n°16)
<https://www.ffhandball.fr/fr/actualites/2018/2/la-charte-d-ethique-et-de-deontologie-26559>
- **French Rugby Federation**
a comic book to raise awareness of eco-gestures is available
<http://www.le-sport35.com/wp-content/uploads/2015/09/15-eco-gestes.pdf>
- **French Golf Federation**
No dedicated page. Commitments but few details
<https://ecolosport.fr/blog/2020/11/29/ff-golf-engage-pour-un-golf-plus-ecologique/>
- **French Canoe Federation**
<https://www.ffck.org/nos-sites/espaces-sites-et-itineraires/environnement-2/>

- proposed carbon footprint and code of practice
- **French Sailing Federation**
<https://www.ffvoile.fr/ffv/web/services/environnement.asp#gsc.tab=0>
signature of different charters

Physical Literacy Project

The concept of physical literacy is becoming central to sustainable physical activity promotion and education practices. In France, the concept is still confidential and has been little explored and exploited.

The project "Faire du sport pour apprendre à en faire toute sa vie" (Doing sport to learn to do it all your life) is implemented within the Lille University Club (LUC). This project aims to promote and measure the importance of a "slice of life" in an omnisport club whose practices are coloured by the concept of physical literacy. The actions implemented target different levers - pedagogical practices, parents and the material environment - in order to promote the development of physical literacy in all children. Training and follow-up actions for educators will be implemented throughout the year.

No articles have yet been published on the physical literacy project for the LUC. However, a scientific protocol, designed to monitor and then maximize the educational effects, is in place. It includes the initial and final evaluation of the children (amount of PA and physical literacy), the educators (level of perceived competence to develop physical literacy in the children), and the environment (quality of the environment). Publications and communications are planned in this regard.

Summary

The analysis of the documents issued by the 10 most important sports federations in terms of members reveals that they all take into account the issue of sustainable development in their policies. An Internet page is systematically dedicated to the theme, and displays the ambitions and actions carried out in this area. Most federations have signed the "sport for climate action" charter as well as the national strategy to put sport at the service of sustainable development objectives through the 15 commitments charter. This data shows the growing importance of sustainable development in sports policies. However, a more detailed analysis of the policies carried out in these different federations reveals points that could be subject to improvement

- 1. Studies of the impact of the practice or organization of different sports events on the environment are not or very rarely carried out.**
- 2. The concrete actions carried out are most often punctual**
- 3. Their organization is most often not referred to a standard allowing to monitor progress or evolution**
- 4. The evaluation of the policies carried out is rarely carried out, and the empirical data to assess this evaluation are incomplete or non-existent.**

On the issue of sustainability, the practice of sport has many virtues, serving different SDGs related to fitness and health, well-being, motivation and social inclusion. In particular, outdoor activities are often associated with practices that contribute to building a better world, which also means "greener". The International Olympic Committee (IOC), for example, proclaims its commitment to environmental protection in its work, in response to growing public awareness (Loland 2006).

Several official IOC statements and texts highlight environmental challenges. For example, in the Olympic Charter, in Rule 2, paragraph 13, it is written "that one of the essential roles of the IOC is to encourage and

support responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games be organized accordingly. The societal benefits of sport, however, come at a high environmental cost. Outdoor recreation and ecotourism have an ecological impact on aquatic and terrestrial habitats and wildlife (Liddle 1997; Xu 2020). This effect is reinforced by the number of participants in outdoor activities, which has exploded in recent decades. For example, the construction of ski lifts to facilitate outdoor winter sports has profoundly altered the alpine landscape through the total destruction, degradation, and/or fragmentation of the original natural habitat (Wipf et al. 2005). Other "green" sports, such as golf, are extremely harmful to the environment: in addition to clearing natural vegetation and forest for course construction and destroying the natural landscape for many biological organisms, they require large amounts of water, pesticides, and fertilizers for maintenance (Peña Guzmán and Mesa Fernández 2014; Wheeler and Nauright 2006). Even hiking can have a significant impact on the ecosystem, as shown by the example of Nepal, where increasing participation in recreational activities is causing damage to ecosystems (Lynn and Brown 2003). Other sports lead to the deliberate destruction of wildlife. For example, shark attacks on popular surf spots in Reunion Island have been publicized and have led to culling programs to reduce the shark population. Ironically, various studies have shown that these attacks may be primarily caused by human activities such as overfishing, trash pollution, or construction (Lagabrielle et al. 2018).

The above examples illustrate the discrepancy between the benefits of outdoor activities combining well-being and promotion of eco-citizen values, and the actual impact of these sports activities on the environment. The concern of sports federations for the natural environment, through charters and the promotion of eco-citizenship, therefore, appears to be a positive element. The analysis of the 10 sports federations shows, however, that these intentions are difficult to implement in practice. The sports federations therefore seem to have difficulties in implementing these policies and deserve more support to develop a real policy of sustainable development.

Recommendations in the area of non-governmental programs

1. **Take stock of existing policies, reference frameworks and evaluations** undertaken in the federal and associative system.
2. **Take stock of the reference frameworks used to assess sustainability** or contribution to the SDGs
3. **Develop tools to quantify the environmental impact** of the different sports federations, especially of certain targeted events (e.g. major competitions).
4. **Conduct a literature review to identify best practices** in promoting the objectives or sub-objectives of sustainable development in sports federations (through educational practice and event organization)
5. **Promote the implementation of experiments in associations or federations** to develop best practices in the areas identified in point 4.
6. **Develop self-assessment tools that allow federations and associations to assess their contribution to sustainable development objectives** through their activity, and that propose an approach that allows them to develop new projects on this theme.

GERMANY

7. National/regional/local government policies and strategies

a. Government policies, strategies and initiatives in place relating to children

As a federal state, the Federal Republic of Germany consists of 16 partly sovereign federated states, called Länder (e.g. Lower Saxony, Bavaria and North Rhine-Westphalia). Politically, federal, and state-level politics differ from each other. The respective areas of responsibility, especially concerning children's exercise, play and sports activities, are not only top-down from the federal to the state level but are also divided between the federal and state governments. The state government, in turn, is divided into various local governments (cities and counties). In the following, we will primarily focus on the federal government policies, as we do not have the space here in this report to explain the specifics of the 16 states. Several Federal ministries pursue, in different ways, directly and indirectly, principles, strategies and initiatives related to children as a target group.

Since December 2021, there has been a new federal government in Germany with Olaf Scholz as chancellor. The three governing parties Social Democratic Party (SPD), Bündnis 90/ Die Grünen and the Free Democratic Party (FDP) have drawn up a joint coalition agreement. **Sport is one of the topics (see p114) concerning "the fight against physical, psychological and especially sexualized violence in sports, by establishing an independent centre for safe sports"**.

The coalition agreement also addresses the children as a target group. For instance, it specifies financial aid disadvantaged families should receive for better nutrition: "In the future, there must be no more advertising directed at children for foods with high sugar, fat and salt content in broadcasts and formats for under 14-year-olds" (p. 45, https://www.spd.de/fileadmin/Dokumente/Koalitionsvertrag/Koalitionsvertrag_2021-2025.pdf). **However, it is unclear to what extent concrete political principles, strategies and measures for children will emerge from the coalition agreement in the future.** It is still too early for a precise analysis. During the government transition, ministries will also be realigned from a content point of view and staffed with new people. In the following sections, we will, therefore, exclusively refer to the old federal government of the CDU and SPD under Chancellor Angela Merkel. Some Federal ministries are related to the children as a target group. Three of them are especially important.

The "**Federal Ministry for Family Affairs, Senior Citizens, Women and Youth**" (BMFSFJ) specifically makes **policy for children and young people**. It is responsible for, among other things, creating framework conditions for childcare in day care centres, the development of children's media skills and the protection of children from violence. All Federal ministries draw up concrete laws that then have an impact on children's lives. For example, Germany has a legal right to all-day care for children of primary school age. The goal is to close a care gap many families must deal with as soon as their children start school.

The "**Federal Ministry of the Interior and Community**" (BMI) is responsible for the framework conditions of **urban development measures, which include sports facilities** (sports fields, swimming pools, etc.), **as well as informal exercise areas for children** (e.g. parks). Other tasks of this ministry are **national and international sports policy and fostering top-level sports in childhood, adolescence, and adulthood**. The Federal Institute for Sports Science, depending on the BMI, primarily supports competitive and high-performance sport, as well as the promotion of young talent in precisely those areas, and finances research into sport. Children are nonetheless rarely the target group of this research.

The "**Federal Ministry of Health**" (BMG) is responsible for **child and adolescent health promotion and prevention**. The ministry structures the health system and creates the framework for health insurance funds. Initiatives for exercise and physical activity promotion can then be implemented. Currently, the BMG is primarily funding various research projects aimed at fighting against the Corona pandemic. Based on the research results, the ministry provides, among other things, questions and answers on childhood vaccination against COVID-19 (<https://www.bundesgesundheitsministerium.de/coronavirus/fragen-und-antworten-zur-kinderimpfung.html>).

Education policy, which regulates schooling, has a particularly decisive influence on the way children grow up and develop in Germany. Education policy is a matter for the individual federal states. Nevertheless, each state has its school system and develops its curricula, including physical education. **The design of school sport, therefore, depends on each Federal state.** However, an attempt is made to regulate the most relevant things uniformly through regular exchange between the states (within the framework of the so-called "conferences of the ministers of education and cultural affairs"). Also, sports science (with other actors) formulates general principles for all Federal states regarding the timing and content of school sports. However, this only functions as recommendations for the further development of school sports and do not have to be adhered to by the Federal states in a legally binding manner (see, among others, [Memorandum](#)

[Schulsport](#) 2019). In addition to physical education classes, school sports in Germany include all physical activity activities that take place at school, such as sports clubs and recess sports.

In Germany, politics manage indirectly sport outside the school context. It manages itself. It forms its own sports system through clubs and associations. In this context, the "**German Olympic Sports Confederation (DOSB), as the umbrella organization of organized sports in Germany**", should be mentioned, which plays a major role in developing and coordinating extracurricular sports (see the chapter on "non-governmental" for more details). In addition to organized sports, there are also commercial (fitness studios, miniature golf courses, trampoline halls, etc.) and informal sports offerings (playgrounds, playing soccer on ball fields, etc.).

b. Broad aims and objectives across these policies

In Germany, various political actors deal with the target group of children in very different ways. The Federal ministries, the educational policy of the Federal states and also organized sports pursue their interests (promotion of family, health, education, competitive sports, etc.) so that it is hardly possible to identify overarching goals.

In sports science, various recommendations for action have been formulated as to how policy should shape the area of sport in childhood. As early as 2003, the Alfred Krupp von Bohlen und Halbach Foundation launched the first German report on children's and youth sports. The fourth report has now been published. It outlines the current situation of children's and youth sports in Germany and, based on this, formulates recommendations for action for policymakers, but also schools, sports clubs and sports associations. The report is supported by the Federal Government and the Sports Committee of the German Bundestag. Key [recommendations](#) for action are:

- **Expand incentives for physical activity**
- **Maintain demand for sport in childhood and adolescence**
- **Adapt school curricula in the subject of sport**
- **Promoting physical activity in children** in the sense of **physical literacy**
- **Supporting chronically ill children** in integrating into sports
- **Teaching readiness to perform**

- **advancing programs with a focus on promoting prosocial values** as well as achievement orientation in their development
- **Overcoming difficulties in the implementation of prevention** concepts
- **Provide data on under-researched sources of risk.**

Of the above recommendations for action, **the first point (expand physical activity incentives) is considered particularly urgent.** Policymakers and other stakeholders want to address physical inactivity. During the Corona pandemic, lockdowns harmed children's and youth sports: "[Overall, physical activity sessions were somewhat shorter and less intense](#)". In particular, sports in teams were affected by the contact restrictions and could no longer take place, which is why **various sports science institutes have formulated [recommendations for individual sports in particular, but these are aimed especially at the target group of adults](#)**: "Walking, hiking, running / jogging, cycling, workouts and gymnastics for strengthening and stabilization, inline skating/roller skiing, swimming/aqua fitness, other: apps & more..."

In light of the experiences from the lockdowns, organized sports are calling for the need to maintain school sports and physical activity programs in day care that can reach all children and youth. Organized sports have developed a "[Four-Step Plan for Child and Youth Sports during the Corona Pandemic](#)". This plan is intended to make it possible to maintain sports participation despite Corona. In addition to the lack of exercise, this plan is also intended to reduce the psychosocial consequences (including depression) that may result from the loss of social contacts during the lockdown. The [research results of the German Youth Institute](#) ("DJI") show that it was difficult for children to see their friends during the lockdown, among other things. In addition to the school in the morning, sports activities in the afternoon are a key way to meet friends. Thus, sports not only promote exercise but also help maintain social relationships with peers and thus serve to develop social skills and maintain psychosocial health.

c. Specific physical activity guidelines connected to these policies

i. Timing, frequency, and duration at different ages: preschool, primary and secondary

The [physical activity recommendations](#) in Germany are supported as a consensus by various actors from politics (including the "Federal Ministry of Health") and sports ("German Olympic Sports Confederation"). The recommendations differ according to the age of the children and adolescents. Overall, the recommendations are like those in other countries. Recommendations in childhood distinguish between three different age ranges:

- **Infants and toddlers (0 to 3 years):** "Infants and toddlers should move as much as possible and be restrained as little as possible in their natural urge to move; attention should be paid to safe environmental conditions."
- **Kindergarten children (4 to 6 years):** "A total of 180 minutes/day or more of physical activity should be achieved for kindergarten children, which may consist of guided and non-guided physical activity."
- **Elementary school children (6 to 11 years):** "Children of elementary school age and older should achieve a daily physical activity time of 90 minutes or more at moderate to high intensity. 60 minutes of this can be completed through everyday activities, such as at least 12000 steps/day."

Sports science tends to assume that physical activity recommendations are not being implemented.

According to the findings of the Fourth Children and Youth Sports Report, **approximately 80 per cent of adolescents do not achieve the 45 minutes of physical activity per day recommended by the WHO.** [Sports scientists further suggest](#) that inactivity in childhood has health consequences and can lead to lower life expectancy

Sports scientists describe diverse causes for the (20%) decrease in motor performance in children and the increase in physical inactivity and lack of exercise in a longitudinal study (1968 to 2018). Closely related are problems of concentration and language disorders (every 3rd child) as well as overweight and obesity (15-20%). On the other hand, **findings on moving lessons show that a movement-oriented rhythmization of**

everyday life and longer play breaks not only promote attention and learning ability but also drastically improve motor and language development (Schmidt, W. (2019). *Kinder- und Jugendsportkultur (1968–2018): Auf den Anfang kommt es an*. Hamburg: Feldhaus).

In Germany, there is **compulsory schooling, which begins at the age of 6 and is normally completed after the 9th school year**. However, the exact length of schooling can also vary from state to state depending on the course of education and the associated school-leaving qualifications. More than half of the students in Germany obtain the general higher education entrance qualification (Abitur) at the end of their schooling and attend school for up to 13 school years for this purpose. These students, therefore, leave school at around the age of 17-18 and generally go on to study. Before attending school, parents have the option of placing their child in a day care centre. There is a childcare place guarantee from the first completed year of life. Depending on the federal state, children attend elementary school from the age of 6 to 10 or 12. After that, children and young people attend secondary school, which can prepare them for various educational qualifications.

In all schools, there are usually two to three school hours (45 min. each) of physical education per week. Whereas sports in an extracurricular context are voluntary, physical education is a compulsory subject. Pupils must participate in physical education classes, which makes it possible to motivate children and young people who show no interest in sports in their free time to exercise. In sports science, there are complaints that **since 2003, physical education classes have been reduced to two hours a week in eleven of the 16 German states** (Schmidt, W. (2019). *Kinder- und Jugendsportkultur (1968–2018): Auf den Anfang kommt es an*. Hamburg: Feldhaus). This could also be recognized as early as 2006 in the SPRINT study (p88), the first major study to examine the situation of school sports in Germany. To date, there is no new study that covers all 16 German states

For reference and detail see:

- Hofmann, J., Kehne, M., Brandl-Bredenbeck H.-P. & Brettschneider, W.-D. (2006). *Organisation und Durchführung des Sportunterrichts aus Sicht der Schulleitung*. In: R. Prohl, C. Breuer, V. Rittner, W.-D. Brettschneider, R. Heim, W. Schmidt & H. Altenberger (Hrsg.), *Die Sprint-Studie. Eine Untersuchung zur Situation des Schulsports in Deutschland* (S. 86–106).
- <https://de.wikipedia.org/wiki/SPRINT-Studie>

- <https://kinderrechte.rlp.de/fileadmin/kinderrechte/Materialien/Entwicklung-und-Gesundheit/Bewegung/Sprint-Studie.pdf>.

Physical education in Germany is not always of high quality. Among other things, a high rate of lessons taught outside the subject and sports facilities in need of renovation are complained about.

Extracurricular sports are a very popular leisure activity among children and young people in Germany, as various studies show. Only about 7% of boys and 13% of girls aged 11-15 do not engage in sports in their free time. Very noticeable is a strong stagnation among girls with increasing age - at 11 years it is 5.6%, at 13 years 11.4% and 15 years already 21.4% of girls who do not practice sports. There has also been an increase in "inactivity" among children and young people in recent years. In 2013/2014, approximately 4% of boys and 7% of girls aged 11-15 did not participate in sports.

ii. **Delivery: qualifications and training of teachers, coaches, animators etc**

To work as a teacher in Germany, **an academic degree must be completed at a university**. This also applies to physical education teachers. Most universities have a Bachelor-Master system. The standard period of study for a bachelor's degree is 6 semesters (3 years) and for a master's degree 4 semesters (2 years).

A distinction is made between elementary, secondary, and secondary modern school teaching, grammar school teaching and special and inclusive education. After completing their academic studies, **prospective teachers must also complete a preparatory service at a school**. The so-called *Referendariat* lasts between 1-2 years. Due to the shortage of teachers in Germany, many lateral entrants (at least as substitute teachers) are now also employed in Germany who have not studied teaching.

People with very different qualifications work **in extracurricular sports in Germany**. **Many of them have also studied sports science**. In Germany, however, there is no "one-size-fits-all" course of study in sports science; rather, the courses usually have special profiles and, after a basic, broad education in the first semesters of study, emphasize different emphases that are job-related. Three examples of different emphases in sport science studies are: "Prevention, Rehabilitation, Health Sports," "Sports Economics and Sports Management," and "Experiential Education."

In addition to the university, the "**German Olympic Sports Confederation**" ("**DOSB**"), as the **umbrella organization of organized sports, offers the opportunity to obtain licenses as an exercise leader, trainer,**

club manager or youth leader, to then be able to work in club sports, e.g. as a trainer as a soccer team.

There are very different training courses, which also vary greatly in their level of content and the amount of time they take. The trainer training has four levels, so that different careers in the coaching profession are possible from the C license to the diploma trainer.

iii. Delivery: where physical activity takes place (school and extracurricular)

In the context of school, **children's physical activity takes place primarily in physical education classes, which are compulsory for all students, but also through physical activity programs during breaks or in voluntary afternoon programs related to physical activity** (e.g., sports clubs for specific types of sports).

In addition to school sports, there are also **extracurricular sports. This consists of informal, i.e. self-organized exercise activities** (e.g. playing in the street with neighbourhood children), **club sports** (under the umbrella of the German Olympic Sports Confederation) or **commercial sports offerings**. Under commercial offers, various sports offers are summed up. These range from dance studios (including ballet), recreational facilities (including miniature golf), martial arts studios (including judo). Fitness and health sports are another important part of commercial sports, but they are not (yet) relevant for children, as most fitness studios in Germany require a minimum age of 14 or 15. Also, **until their 18th birthday, young people can only train with a declaration of consent from their parents.**

d. Content of PE, sport, and physical activity curriculum

In the past, physical education in Germany was strongly oriented toward learning individual sports and practising and training sports motor skills. Today, **physical education is much broader in its goals and content. It pursues a dual mission of education for and through sport, whereby sport is understood in the broadest sense as movement, play and sport.** The dual mission means that the selection of goals and content of physical education is **based:**

- **on the one hand on the current culture of movement, play and sport.** School sports should prepare for this culture by teaching and teaching content systematically.
- **On the other hand, movement, play, and sport are also media for the education of the personality,** in that fundamental experiences of a physical, personal, emotional and social nature are made possible through content.

Education through sport aims beyond the field of sport to the individual (Hunger, Zander, Zwaigert, & Stöcker, 2021, forthcoming).

Closely connected to the dual mission is the concept of multi-perspectivity. In school sports, students should learn that people do not do sports for no reason, but that they associate a special meaning with their sporting activities. The different attributions of meaning can be understood as the actors' perspectives of meaning. For school sport, the six perspectives of meaning performance, togetherness, expression, impression, risk, and health were formulated (Kurz, 2004): "**Performance**: Under this perspective, it is about the endeavour to exist in performance situations of sport and about the development of the attitude towards performance. **Togetherness**: Under this perspective, it is about the fact that sport essentially lives from the community with other people, but this community must be learned. **Expression**: Under this perspective, it is about the expressive possibilities of the body and their shaping in movement. **Impression**: This perspective deals with the special movement and body experiences in sports and the promotion of a versatile perceptive ability. **Dare**: This perspective is about the appeal of situations with uncertain outcomes and proving oneself in them. **Health**: under this perspective, it is about health and physical well-being and the contribution that sport can make to it" (Kurz, 2004, pp. 66-67).

The general dual mission and multi-perspectivity apply in all 16 federal states and are concretized by competencies in individual curricula. A special feature of competence-oriented physical education is that the learning processes of the students* are placed in the centre. Teaching is viewed from the "outcome", i.e. from its actual yield for learning.

References

For the **federal state of Lower Saxony**, where the University of Göttingen is located, there are **three different curricula** for physical education:

- **Elementary school**: file:///Users/eli/Downloads/2019-08-15_KC_Sport_GS_Anhrfassung.pdf
- **Grades 5-10**: file:///Users/eli/Downloads/sp_si_kc_print_2017-1.pdf
- **Upper Secondary School**: [file:///Users/eli/Downloads/sp_go_kc_print_2018%20\(1\).pdf](file:///Users/eli/Downloads/sp_go_kc_print_2018%20(1).pdf)

Hunger, I., Zander, B., Zwaigert, M. & Stöcker, C. (2021, forthcoming). Sports Didactics in Germany. In K. Kleiner (Hrsg.), Sports Didactics in Europe – History, Current Trends and Future Developments. Münster: Waxmann

Kurz, D. (2004). Von der Vielfalt sportlichen Sinns zu den pädagogischen Perspektiven im Schulsport. In P. Neumann & E. Balz (Hrsg.), Mehrperspektivischer Sportunterricht. Orientierungen und Beispiele (S. 57–70). Hofmann

e. Barriers to inclusion and participation, and strategies to overcome these

According to the **UN Convention on the Rights of Persons with Disabilities**, all people should be able to participate equally in sports and leisure activities. The call for inclusion explicitly refers to children as well and is to be implemented not only in school but also in leisure time, e.g. in sports clubs. While the "Federal Ministry for Family Affairs, Senior Citizens, Women and Youth" (BMFSFJ) sees its tasks in implementing inclusion, the [German Association for Sports Science in Germany](#) ("DVS") demands that the topic of inclusion is also implemented in sports and is also intensively researched scientifically there. Initial results from empirical studies show that students rate school sports in Germany very differently and that it is not yet possible to reach and support all groups of students equally. In particular, children who do not participate in sports outside of school are disadvantaged in physical education (Hunger, I., & Zander, B. (2020). Sportunterricht. Ansprüche, Legitimierungen, Realisierungsformen und Erfahrungen. INDES. Zeitschrift für Politik und Gesellschaft, 9(1), 121–133). In addition to scientific research, the German Association for Sports Science also advocates for university education and training on inclusion.

f. Links between curriculum in sport, PE, sustainability, health, social education

Not reviewed at this time

g. Promoting lifelong healthy activity to children

Not reviewed at this time

h. Reviews of effectiveness or impact of these policies and strategies for children

We are **not aware of empirical studies that explicitly review the effectiveness of policies and strategies and examine their impact on children**. Here, thorough research in the databases must be done, for which we, unfortunately, lacked the time. Overall, there are hardly any studies on sport in childhood in Germany. There are many studies on school sports and club sports, but these tend to focus on the target group of adolescents.

A longitudinal study on club sports does not come to any specific results regarding personality development. Nevertheless, the study emphasizes the importance of clubs and justifies the lack of proven connections of the sports club with the development of adolescents with the greater influence on socialization by the other areas, such as the family and school (Gerlach & Brettschneider, 2013).

In the interview study of they almost exclusively report good experiences of children and adolescents in the sports club and shows how children and adolescents can acquire different competencies in sports clubs (Neuber, Breuer, Derecik, Golenia & Wienkamp, 2010). One research review describes that by making contacts and friendships in the club, members might be more skilled at building friendships and, accordingly, might have a higher sense of belonging and popularity. From this, it is expected that individuals in sports clubs feel more accepted and are more popular (Burrmann, 2011). In addition to positive experiences, however, the research review also addresses issues such as bullying. Especially children and adolescents who have turned their backs on club sports or have never been members report negative experiences in sports.

References

- Burrmann, U. (2011). Sozialisationswirkungen des außerschulischen Sports am Beispiel des Jugendalters. In M. Krüger & N. Neuber (Hrsg.), *Bildung im Sport. Beiträge zu einer zeitgemäßen Bildungsdebatte* (S. 267–288). VS.
- Gerlach, E., & Brettschneider, W.-D. (2013). *Aufwachsen mit Sport. Befunde einer 10-jährigen Längsschnittstudie zwischen Kindheit und Adoleszenz*. Meyer & Meyer
- Neuber, N., Breuer, M., Derecik, A., Golenia, M., & Wienkamp, F. (2010). *Kompetenzerwerb im Sportverein. Empirische Studie zum informellen Lernen im Jugendalter*. VS.

8. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies, and initiatives in place relating to children

In Germany, approximately every second child is registered in a sports club. There are currently around 90,000 sports clubs organized under the umbrella of the German Olympic Sports Confederation. Club sport is neither political nor commercial, but non-profit. It has its competition system and hierarchically groups all sports clubs, state sports federations, top associations, etc. under itself. The [DOSB has a detailed mission statement](#). It sees itself as the central actor of sport in Germany. Children are not explicitly mentioned as a target group in the mission statement. However, the DOSB places a special focus on youth sports. The DOSB has its youth organization, the so-called German Sports Youth (dsj). The dsj represents the interests of children and young people. The dsj also formulates various principles, strategies and initiatives relating to children.

For example, the [dsj calls on federal policymakers](#) to treat sport for children and young people as privileged in the Corona pandemic and to avoid a lockdown for children and young people in sport. Thus, sports in the club should be allowed in groups of up to ten people in compliance with hygiene concepts. In times of Corona, the dsj focuses especially on the [health of children and adolescents](#):

"The Corona pandemic shows once again these days how indispensable stable health and a healthy lifestyle are. Especially now it is important to make even more people of different age groups - and especially children and adolescents - aware of the great potential of sports and exercise for maintaining health and to encourage them to engage in lifelong sports activities" .

The dsj not only pursues sport-related initiatives about children but also aims to integrate exercise into children's everyday lives, e.g. the dsj promotes exercise from an early age by setting up exercise-friendly day care centres. The change of government in Germany has also led to demands being made on the new federal government. For example, the dsj is calling for the new government to ensure that in the future every child will be able to swim safely by the end of elementary school.

In addition to organized sports, there is a large sector of informal and commercial sports in Germany. Both informal and commercial sports tend to be organized locally and nationwide. **Principles, strategies, and initiatives related to children are difficult to find. Thorough research would be needed here.** Commercial

sports are (presumably) not yet as prevalent in childhood. Informal sports (e.g., going to a playground with the family or playing down the street with the neighbourhood kids), on the other hand, are particularly widespread but more difficult to capture because they are not centrally managed and organized in one place. What makes this sport is the self-determination and self-regulation of the actors.

b. Broad aims and objectives across these policies

Not reviewed at this time

c. Specific physical activity guidelines connected to these policies

i. Guidelines specific to different ages: preschool, primary and secondary

Not reviewed at this time

ii. Delivery: qualifications and training of teachers, coaches, animators etc

To work as a trainer in a sports club in Germany, certain licenses must be presented. Various trainer licenses can be acquired in a defined licensing system. Minimum age of 16 years is required for each training supervisor license. The DOSB differentiates on the one hand between different levels of trainer licenses, but also between different areas of application. Accordingly, **a trainer's license can be obtained for competitive sports or mass sports.** In the case of **mass sports, the focus is more on the broadest possible participation** of club members. The trainer's license for **competitive sports focuses on the identification and recognition of talents and on the competencies to promote these talents** in the best possible way. Within the coaching license for popular sports, a distinction is made between the license levels A, B and C, whereby A represents the highest possible level. For competitive sports, there is also the level of the diploma trainer. Each level is aimed at different trainer competencies, the individual certificates build on each other. From the basic knowledge in the lower license levels, it goes up to very special competencies and qualifications, which are important for the competitive sport. The individual clubs, as well as state sports associations and coaching academies, sometimes specify certain license levels that the coaches working there must at least fulfil.

iii. Delivery: where physical activity takes place (school and community)

Out-of-school sports for children and young people take place primarily in clubs. The clubs are organized in the DOSB. When we talk about children's and youth sports, we usually refer to mass sports. Although there are also children and young people who have already committed themselves to competitive sports, train several hours a day and sometimes train in special sports boarding schools and Olympic training centres. By far the greater number of children and young people, however, are active in locally organized sports clubs.

But **informal sports are also becoming increasingly important**. Children and young people also meet outside of school and clubs to engage in physical activity. Just a few examples are playing soccer together on a grass field and skating in freely accessible skate parks. But informal sports are also present in individual activities, for example when children and young people jog alone or skate inline. The sector of commercial sports is also gaining in importance, which is increasingly also explicitly aimed at young people. Young people are increasingly enrolling in gyms, and trampoline gyms have also gained in popularity in recent years.

d. Connections between these and PE, sport and physical activity curriculum (if any)

Not reviewed at this time

e. Barriers to inclusion and participation, and strategies to overcome these

In a position paper, the DOSB formulates how inclusion should be lived in organized sport. The position paper "[Living Inclusion](#)" emphasizes participation in sport in the sense of "sport for all" as a central concern of organized sport. According to the UN Disability Rights Convention, people with disabilities should be able to participate in sports in Germany. The DOSB emphasizes that, on the one hand, inclusion should be lived in sport, but also sees sport as an opportunity to promote inclusion in society.

The topic of inclusion in sports is also prominently featured on the websites of the individual state sports associations. An example of this is the "[Masterplan Inklusion im niedersächsischen Sport](#)" (Inclusion in Sports in Lower Saxony) of the state of Lower Saxony. As with the umbrella organization of the DOSB, the starting point is the so-called "Sport for All". Specifically, this paper formulates 28 goals in 11 fields of action. The focus is on how the association itself can work better in areas such as cooperation, accessibility and communication.

ITALY

9. National/regional /local government policies and strategies

The most significant government departments are the [Ministry of University and Research \(MUR\)](#), and the [Ministry of Education \(MI\)](#) together responsible for education policy and the [Department for Sport](#) along with the [Ministry of Health](#).

a. Government policies, strategies and initiatives in place relating to children

Preschool

At kindergarten level there are no specific strategies originating from government for the development of motor activities. Any general motor activities are entrusted to the class teachers.

Primary School (6 to 11 years)

There are only initiatives promoted in **collaboration between the government education ministry MIUR** and the [Italian Olympic Committee CONI](#) which, up to now, provide for minimum interventions (1 hour per week) by a Tutor, who will be a graduate in Sport Science, and who coordinates and suggests the activities proposed by the elementary teachers.

In previous years the "**Motor Alphabetization**" projects were carried out and for six years (until 2019 -20) "**Class Sports**" with the presence of Graduates in Sport Sciences in classes IV-V, for 2 hours per week.

Note: Now the Government Structure "**Sport and Health**", intends to start the "[ACTIVE SCHOOL KIDS](#)" Project, from the 2021/22 school year, detailed in a note on the Sport and Health website.

Secondary School – First level 12-14 years

MIUR (now known as MUR – the Ministry of University and Research) provides for the teaching of Physical and Sports Education for two hours per week, entrusted to Graduates in Motor Sciences (and/or ISEF).

From this School Year 21/22 the "[Active School Junior](#)" Project (see attachment 2) will be [launched](#), which provides, in addition to the Professor holding the PE chair in the school, two Federal technicians from the 2 National Sports Federations chosen by the schools. **The participation of the Schools is voluntary: and this jeopardizes the possibility of a generalized intervention across the National Territory.**

b. Broad aims and objectives across these policies

The Active Kids School is described as the “project dedicated to primary school, aimed at promoting the development of skills and basic motor patterns, orientation to sport for older children and the culture of well-being and movement for all”

Its objectives are

- To contribute to the **dissemination and enhancement of physical activity and sports in primary school**, thanks to a path designed for teachers and the inclusion of a specialized figure, the School Sports Tutor.
- To **encourage the adoption of 2 hours per week of physical activity** in primary school.
- To **increase the active time of children**, with innovative proposals such as active breaks and leisure activities.
- To **motivate the younger generations**, also favoring a first motor and sports orientation for children of classes IV^e and V^e.
- To **promote the active participation of pupils with disabilities**, improving aggregation, inclusion and socialization.
- To **promote a culture of well-being and movement** among students, teachers and families.

Active Junior School is described as “A multi-sports path, created in collaboration with the National Sports Federations, to encourage the discovery of many different and exciting sports” with “innovative educational content, designed for children, teachers and families.”

The Active Junior programme is aimed at lower secondary school pupils with the objectives of:

- Allowing a **conscious sports orientation of the students**, based on their motor skills and preferences, favoring the start and continuation of sports practice.
- Offer a **social service to families, with free sports activities for students**, even in the afternoon, in schools.
- **Promote the discovery of many different and exciting sports**, also offering schools know-how and specific tools to re-propose the various disciplines, thanks to the teachers of Physical Education.
- **Promote the overall motor development of children**, useful for the practice of all sports.
- **Promote the culture of well-being and movement**, with innovative and multimedia contents and tools.

c. Specific physical activity guidelines connected to these policies

i. Timing, frequency and duration at different ages: preschool, primary and secondary

As noted above the Active Schools initiative aims for **2 hours of physical activity per week** but only specifies primary schools, with a more general objective of increased activity beyond this stage.

ii. Delivery: qualifications and training of teachers, coaches, animators etc

Teachers and Coaches

Initial and periodic (annual) training is entrusted to the Schools of Sport Sciences (for Graduates) to the Regional School of Sport (if any) to the individual Ministry of Education and to N.S.F. (Sports Federations).

Teachers

They must have a degree in Sports Science; their training is entrusted to the University (Schools of Sport Sciences): their updating is currently not planned. Until the end of the 90s it was the same Ministry (then MPI, Ministry of Public Education) through the Inspectorate for the EFSD, which organized the updating of teachers annually throughout the country.

iii. Delivery: where physical activity takes place (school and extracurricular)

P.E. takes places in school gyms (where they exist) and in outdoor sports facilities or open spaces adjacent to schools.

d. Content of PE, sport and physical activity curriculum

Guidelines focus attention on the multilateral nature of the motor development, on non-specificity, with **attention to individual progress rather than on competitive results.**

Content and Curriculum

The programs are indicated in the **guidelines of the MUR and follow the indications provided in the Scientific Literature.** For at least 10 years, school sport has no longer existed (the GDG-Youth Games and Student Championships) which provided for the participation of students at all levels (school, district, provincial, regional and national). **PE teachers were able to carry out, with additional remuneration, 4 hours / week of introductory sports practice for students. Now this opportunity no longer exists.**

e. Barriers to inclusion and participation, and strategies to overcome these

Not reviewed at this time

f. Links between curriculum in sport, PE, sustainability, health, social education

Not reviewed at this time.

g. Promoting lifelong healthy activity to children

There are **no specific national programs aimed at the "Childhood Obesity Action Plan"** as occurs in the Anglo-Saxon countries, and this guilty absence **significantly affects the increase in childhood obesity** (in contrast to the clear indications of the WHO (ISTAT 2020 data) and not even programs aimed at swimming or initiatives aimed at learning by doing such as water safety.

This is **highlighted in the large number of children who cannot float in water, much less swim**, due to the absence of swimming pools and, frequently, of summer activities by the sea (where present). Only in some virtuous national realities (e.g. the Autonomous Province of Trento; Lombardy Region) are there such projects underway.

School On The Move and "School Trip Home by bike or on foot"

There is no provision for daily activities scheduled during school breaks (in the classroom, in the corridors, in the courtyards) unlike for example *School on the Move* in some cantons of Switzerland and similar initiatives in the UK and Scandinavian countries.

h. Reviews of effectiveness or impact of these policies and strategies for children

No national data is available on the impact that the modest initiatives undertaken by schools have on the health and development of young people in these age groups. No monitoring was carried out at national level on motor and behavioral outcomes in young people in this developmental period. The only data that can be consulted are those indicated by [ISTAT 2020](#).

The ISTAT 2020 data *La pratica sportiva in Italia* (from 2017-18) shows that 38% of the population take part in no sport or physical activity, while 25% take part regularly, 9% occasionally, and 28% only participate in 'some physical activity'. Activity levels are highest between 6 and 17 years of age, falling from 61% regularly participating in the 6-10 age group to 52% for 15-17 year olds and then steadily declining over the lifetime. Regular participation in elementary school is 4%, Middle School 13%, rising to 25% at Diploma level and only to 34% for graduates and postgraduates.

i. Other relevant comments

It is important to note that, in fact, motor and sports practice no longer exists at this age on the part of the school. This **culpably abdicates this function, leaving this task to the national sports federations** (FFSSNs).

Health and Prevention: the **School Doctor also no longer exists**. Now Pediatricians and General Practitioners issue - where required from the Schools certificates of "Fitness for non-competitive sports" to students, free of charge.

10. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies and initiatives in place relating to children

As previously mentioned, in fact the schools (public and private) have abdicated their function during this developmental phase at the motor level, delegating this task to the FFSSNs. **There are no longer any Training Centers for Sport (CAS)** promoted by [CONI](#) (The Italian National Olympic Committee), in collaboration with the FFSSNN (for 11/15 year old pupils) and the OLIMPIA Centers (for those aged 6 to 11 years) promoted by CONI in collaboration with FFSSNN, EPS, ASD (Amateur sports associations).

This School Year 21/22 sees the start of the national project **School Active Junior**, which only in part reduces the damage caused by schools not taking responsibility for motor development. It does however have the backing of 33 national sports federations.

School Active is an initiative of the [Sport and Health SpA](#), a 'society' or 'joint stock company' formed to connect organisations with an interest in sport. See weblink for further detail and contacts.

b. Broad aims and objectives across these policies

A multilateral, general focus prevails, not particularly specific towards a sport discipline, and respecting the phases of growth and motor development. Unfortunately, **however, in many situations, these objectives are overturned, to make room for a main sport discipline** (monodiscipline) with evident emphasis on the development of specific motor skills.

c. Specific physical activity guidelines connected to these policies

i. Guidelines specific to different ages: preschool, primary and secondary

As noted above the Active Schools initiative aims for **2 hours of physical activity per week** but only specifies primary schools, with a more general objective of increased activity beyond this stage.

ii. Delivery: qualifications and training of teachers, coaches, animators etc

Until their last implementation, qualifications and training were **formed by the relevant individual sports federations**, by the School of Sport / CONI and by the CONI provincial committees on an annual basis, after initial training.

iii. Delivery: where physical activity takes place (school and community)

Normally the activity takes place in school and municipal gyms; in the school fields of athletics (if any) and in available open spaces.

d. Connections between these and PE, sport and physical activity curriculum (if any)

Not reviewed at this time

e. Barriers to inclusion and participation, and strategies to overcome these

There are no identified limiting factors to participation except for the non-suitability of the sports field certified by the general practitioner and issues relating to disability. However such factors were not reviewed in detail for the purpose of this report.

f. Connections with school curriculum in sustainability, health, social education (if any)

Not reviewed at this time

g. Connection with promoting lifelong healthy activity to children (if any)

Not reviewed at this time

h. Reviews of effectiveness or impact of these policies and strategies for children

The only references are to the monitoring carried out by the National School of Sport, on motor development (by G. Carbonaro, R. Manno, Institute of Medicine of Sport Rome) in the 80's / 90's.

i. Further comments

Given the absence of the School in this evolutionary phase (12-15 years), the FFSSN (National Sports Federations) have developed **a powerful youth activity** (e.g. FIGC / basic activities; Minibasket \ FIP; minivolley \ FIPAV; FIDAL; FIC; Federation Italian Cycling; Gymnastics Federation), **which organize paid activities** (and therefore are partly exclusive) which also include competitive activities (Tournaments) where the pursuit of sporting results (victory) prevails with emphasis on competitive and competitive aspects.

Reference documents – see links in text above

- 1) ACTIVE KIDS SCHOOL for primary schools, organized by Sport and Health SPA and MIUR.
- 2) ACTIVE JUNIOR SCHOOL for lower secondary schools by Sport e Salute Spa and MIUR.
- 3) SPORTS PRACTICE in Italy. The data of the Official Statistics

LITHUANIA

11. National/regional /local government policies and strategies

a. Government policies, strategies and initiatives in place relating to children

The Order of the **Minister of Education, Science and Sport of the Republic of Lithuania** entitled *On the approval of the General Curriculum of the primary, lower secondary and upper secondary education for the school years 2021/2022 and 2022/2023* [2021-05-01, order No V-688] has been updated and will take effect from 2023. It **specifies the content of education in primary, lower secondary and upper secondary education** in terms of

- **number of physical education lessons per week.** It also specifies
- the requirement for **physical activity during breaks**
- physical education of **special and preparatory medical physical fitness students**
- physical education of **pupils with special educational needs.**

There is also an Order of the Minister of Health *On the approval of the description of the procedure for determining the physical fitness of children in primary, lower secondary and secondary education* [2019-10-08, order no V-1153]

Other relevant documents and programs include

- The Law on Sport of the Republic of Lithuania
- The Lithuanian Health Strategy 2014–2025 approved by the Republic of Lithuania
- Sport Development Programme 2021-2030

Preschool curriculum

There is **no national preschool curriculum**. Each institution prepares its own. Pre-school education is carried out according to the pre-school education program, which is prepared by the school team and a working group. Before developing the program, educators and teachers working in the pre-school curriculum will research and take into account the needs of the children and families attending. **In preparing the program, they follow the criteria of pre-school education programs and methodological recommendations for pre-school education approved by the Minister of Education and Science.** However, **nothing about sports, PE or physical activity is written in these documents.**

Extra-curricular

The Order of the Minister of Education and Science of the Republic of Lithuania *“On the approval of the description of the procedure for allocating and using non - formal education funds for children”* [2016-01-05, order no V-1] specifies rules for funding of education taking place in non-formal organisations. The concept of non - formal education in children is approved by the order of the Minister of Education of the Republic of Lithuania in 2012-03-29 (order no V-544). This concept **defines the place of non-formal**

children's education in the [Lithuanian education system](#) and its different directions, goal and objectives, principles, requirements for education providers, results, principles of organisation, informing and financing the educational process along with measures to implement the concept.

There is budget for non-formal education for children (NEC). **The amount recommended by the state for a child is 15 euros, but in municipalities it can vary from 10 to 20 euros.** These funds are **available to children attending [National Agency for Education \(NSA\)](#) programs accredited by municipalities.** Their lists and information are published on the website of each municipality. Children and parents who choose only one of the published programs must sign a contract with the program provider to pay for their participation in the chosen group, which they will be able to attend for at least 2 hours per week.

b. Broad aims and objectives across these policies

The **aims and expectations of public policies, strategies and/or interventions include:**

- Sustainability objectives and the natural environment
- Motor and cognitive skills development
- Behavioral skills, including self-awareness, autonomy, respect for others
- Safety and health awareness
- Awareness of disability and issues of gender
- Inclusive society / social inclusion

c. Specific physical activity guidelines connected to these policies

Specification of number of hours, frequency, and content of sport, PE and physical activity at different stages of childhood in the formal education system are as follows:

Preschool education - **2 hours per day of physical activities** (The Law on Sports of the Republic of Lithuania)

Primary education - from 2021 - **3 compulsory physical education lessons per week and 1 lesson per week for dance or theater optional.** Until 2021 there were 2 compulsory physical education lessons per week and 1 lesson per week for dance.

Lower secondary education –

5 - 8 grades - **3 compulsory physical education lessons per week,**

9-10 grades - **2 compulsory physical education lessons per week.**

Upper secondary education – 2 compulsory physical education lessons per week.

Note. From 2019 in Lithuania, **one physical education lesson is added every year and in 2025 students in all grades will have 3 required physical education lessons per week.**

Extra-curricular hours for sport clubs are allocated to the extent that the school has the funds. Working according to the budget for non-formal education for children (NEC), at least 2 hours per week.

In general education schools, **primary school children are taught physical education by general primary school teachers. Lower secondary and secondary children are taught physical education by physical education teachers.** Coaches generally work with children in sports schools, sports clubs or studios.

d. Content of PE, sport and physical activity curriculum

In *preschool* education, physical education programs are prepared by institutions, dominated education through play.

In *primary and lower secondary* education, it consists of four areas of activity: a healthy lifestyle, movement skills, sports and non-traditional physical activity.

In *secondary education* the curriculum is either a general course or various sports disciplines.

e. Barriers to inclusion and participation, and strategies to overcome these

In pre-school, physical activities are taught by non-specialist (group educators), there is not a national general program. Primary school children are taught physical education by primary school teachers, no physical education teachers specialist. There is also a low number of physical education lessons per week.

In secondary education problems relate to poor **infrastructure**, lack of **equipment**, **overcrowding** (many students play sports in the halls at the same time), unsafe, poor hygiene **conditions** (showers, changing rooms), **lack of teaching aids**, work with students with **special educational needs** (teachers do not have assistants), low physical education and physical education **teacher status** compared to other subjects, priority of other subjects, **parents' attitudes** toward physical education, and **teachers' age**.

f. Links between curriculum in sport, PE, sustainability, health, social education

Not reviewed at this time

g. Promoting lifelong healthy activity to children

Lifelong healthy activity is promoted through formal physical education at school, non-formal physical education inside and outside the school, projects. Also by measuring students' physical fitness, in which the school, teacher, parents and public health professionals are involved.

h. Reviews of effectiveness or impact of these policies and strategies for children

Not reviewed at this time

12. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies and initiatives in place relating to children

The Project "**Learn to swim and behave safely in the water**" is coordinated and administered by the [Lithuanian Swimming Federation](#) Information and Services Bureau.

Network of Health Promoting Schools. The goal of a health-promoting school is **to strengthen the physical, mental and spiritual health of pupils** and other members of the school community, **to deepen health knowledge and develop healthy lifestyle skills**, and to create an integrated, **inclusive health promotion** and health-friendly environment.

The Olympic project for children and youth is called "**Olympic Generation**". The project is coordinated by the [National Olympic Committee](#). The **goal of the program is to inspire young people to lead a healthy and active lifestyle and to develop the values of friendship, development and respect.**

The project "**Olympic Month**" is coordinated by the National Olympic Committee. The aim of this initiative is **to promote the development of physical literacy in cooperation with educators**, to help students discover a **healthy lifestyle and physical activity as fun and rewarding activities**, and **to introduce them to the Olympic values and principles** of respect, friendship and development. Primary school children are introduced to the topics of physical activity, healthy eating, emotional health, organize meetings with Olympians. This year, 1,900 classes from all over Lithuania are participating in the Olympic Month project.

The project "**Lithuanian Little Games**" is also coordinated by National Olympic Committee. The basis of the Games is competitions of different relays. Special tasks are designed for the comprehensive development of children's physical characteristics. Participants in the games run, jump, climb, toss, train for balance, and play games that develop different movements.

References

Sukys, S., Emeljanovas, A., Gruodyte-Racienne, R., Mieziene, B., Trinkuniene, L., Rutkauskaite, R., & Tremblay, M. (2019). Results from Lithuania's 2018 Report Card on Physical Activity for Children and Youth. *International journal of environmental research and public health*, 16(23), 4710. doi:10.3390/ijerph16234710

NORWAY

13. National/regional /local government policies and strategies

a. Government policies, strategies and initiatives in place relating to children

In Norway there is a clear difference between physical education in school and sport provided in leisure time. Both are under national regulations but are divided and do not really work together. The only location where this takes place is at high school where there are many possibilities to combine school education and the personal practice of a certain sport. Therefore, 'school and education' and 'sport' are discussed separately below.

In Norway there is also a focus on outdoor recreational activities (*friluftsliv*) as something else than sport but still regarded as one of the most important cultural fields for physical activity.

School and education

National curriculum in Physical education (KRO01-05)

Physical education is represented as a core value, [relevant](#) within the national curriculum as an important subject for stimulating lifelong joy of movement and a physically active lifestyle based on personal qualities and abilities.

The Norwegian government has defined the following three sector goals for primary and secondary education:

- The pupils shall have a good, inclusive learning environment
- The pupils shall master basic skills and have sound subject knowledge
- More pupils and apprentices shall complete upper secondary education and training

Sport

The field of sport is generally [administrated by the Ministry of Culture](#).

Sports policy

Sports policy is outlined in the white paper Meld. St. 26 (2011-2012) on the [Norwegian sports model](#). (Not translated to English.)

The Ministry of Culture has overall responsibility for the administration of profits generated by Norsk Tipping AS (**Norway's national lottery and gaming provider**) for investment in sporting activities. Distribution of lottery funds to sporting activities (primary distribution) is allocated as:

- Item 1 Sports facilities
- Item 2 National/specialist facilities
- Item 3 Research and development
- Item 4 Targeted activities: Anti-doping work etc., physical activity and social inclusion in sport clubs, **recreational outdoor activities for children and adolescents**, independently-organised physical activity, and grants for events.

- Item 5 Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF)
- Item 6 Grants to local clubs and associations
- Item 7 Prioritisations in sporting strategy

Sports facilities are supported by government through policy relating to

- VAT compensation for the construction of sports facilities
- Gaming funds for equipment

Policy on special sporting activities includes

- Anti-doping work
- Grants for social inclusion in sports teams
- Grants for measures concerning groups with special needs
- Outdoor recreation for children and adolescents

Contributions to the Norwegian Olympic and Paralympic Committee and Confederation of Sports (NOC), and subsidies for local sports clubs and sports associations are available.

International sports cooperation is also the responsibility of the Ministry of Culture.

Friluftsliv/Outdoor life

(*Friluftsliv*/outdoor life policy is outlined in the white paper Meld. St. 18 (2015-2016) [Outdoor life - Nature as a source of health and quality of life](#). Not translated to English.)

“The family plays a smaller role than before in the recruitment to outdoor life. The voluntary organizations are therefore more important than before to teach children and young people outdoor life, and to give them good nature experiences. Outdoor life in school and kindergarten is also important in this context.”

b. Broad aims and objectives across these policies

School and education

The [core values of curricula](#) for education and training are

- Human dignity
- [Identity and cultural diversity](#)
- Critical thinking and ethical awareness
- [The joy of creating, engagement and the urge to explore](#)
- [Respect for nature and environmental awareness](#)
 - **School shall help the pupils to develop an appreciation of nature so they can enjoy and respect nature and develop climate and environmental awareness.**
- Democracy and participation

Interdisciplinary topics also include Health and life skills; Democracy and citizenship and **Sustainable development**

Sport

[From: White paper Meld. St. 26 (2011-2012) on the Norwegian sports model.]

Norwegian governmental sport policy has goals and priorities as indicated below:

9.5. Overall goals: **Sport and physical activity for all.**

9.6. Key target groups

9.6.1 Children and youth

9.6.2 People with disabilities

9.6.3 Inactive people

9.7 Important focus areas

- Increased investment in facilities for sports and self-organized physical activity.
- Contribute to creating good framework conditions for organized sports
- **Increased focus on youth sports**
- **Ensure good framework conditions for children's sports**
- Contribute to maintaining and further developing top sports
- **Facilitate self-organized physical activity and outdoor life**
- Targeted commitment to reach inactive
- Contribute to a good activity offer for groups with need for special facilitation
- Contribute to maintaining and developing the sport as an important arena for inclusion

A selection of Grant schemes for voluntary organisations from the Ministry of Culture indicates some of the above priorities

- VAT compensation to voluntary organizations
- VAT compensation for the construction of sports facilities
- Facilities for outdoor life (mountains, coast and lowlands)
- "Frifond" children and youth - sports
- "Friluftsrådernes Landsforbund" - subsidy for outdoor activities for children and youth
- Inclusion in sport clubs
- "Norsk friluftsliv" - grants for outdoor activities for children and youth
- Gaming funds for equipment via NIF

Friluftsliv/Outdoor life

The [Action plan for outdoor life](#) includes objectives specifically relating to children and young people:

4.7 Recruitment of children and young people for outdoor life

- Prioritize children and youth in the subsidy schemes for outdoor life.
- Continue the scheme with free fishing for everyone under the age of 20 at Statskog SF's properties. (Free fishing all over for people under the age of 16)
- Encourage and stimulate municipalities, outdoor councils and voluntary organizations to establish equipment centres for outdoor life.
- Implement a systematic further development of a selection of successful activities for children and youth in holiday and leisure, with a goal to reaching even more people.

c. Specific physical activity guidelines connected to these policies

i. Timing, frequency and duration at different ages: preschool, primary and secondary

School and education

The following schedules are annualised for each school year.

Schedule for Physical Education

- **Year 1-7 (age 6 to 13):** 478 hours
- **Year 8-10 (age 13 to 16):** 223 hours
- **Year 11 ('vg1' age 16):** 56 hours (not for program sports or music, dance drama)
- **Year 12 ('vg2' age 17):** 56 hours (not for program sports or music, dance drama)
- **Year 13 ('vg3' age 18-19):** 56 hours (not for program sports or music, dance drama)

Schedule for optional subject "Friluftsliv" (Outdoor life)

- Year 8: 56 hours
- Year 9: 56 hours
- Year 10: 56 hours

Schedule for optional subject Physical activity

- Year 8: 56 hours
- Year 9: 56 hours
- Year 10: 56 hours

Regulations to the Education Act

§ 1-1a. Right to physical activity

- **Pupils in year 5.-7. must always have physical activity outside the physical education subject.** In total 76 hours within year 5.-7., cf. the subject and hour distribution. **The physical activity must be organized so that all pupils, regardless of functional level, can experience joy, mastery, community and variety in the school day.**

ii. Delivery: qualifications and training of teachers, coaches, animators etc

School and education

Possible educational programs for Physical Education:

- General subject teacher education, year 1-7.
 - 5 years master.
 - Optional 30/60 ECTS Physical Education
- General subject teacher education, year 5-10.
 - 5 years master.
 - Optional 30/60 ECTS Physical Education
- Special subject teacher education, Physical education and Sport.
 - 5 years master.

- Practical – pedagogical teacher education
 - 60 ECTS of didactics and pedagogics based on 180 ECTS of sports science.

iii. Delivery: where physical activity takes place (school and extracurricular)

Note reviewed at this time

d. Content of PE, sport and physical activity curriculum

School and education

Physical education (KRO01-05)

Core elements

- Movement and bodily learning
- Participation and interaction in movement activities
- Outdoor activities and nature wandering

Interdisciplinary topics

- Health and life skills
- Democracy and citizenship
- Sustainability

Detailed competences are included in the following documents, accessed by following the relevant hyperlinks for each year, although these are **not currently available in English**. Readers are advised to use web browser (approximate) translation to English for full detail. An incomplete selection of competences are summarised here.

Competence aims after [Year 2](#)

The pupil is expected to be able to

- explore own bodily movement in play and other activities, alone and with others
- explore and implement basic movements in different environments
- play and perform basic exercises in water, such as diving, floating, gliding, creating propulsion, jumping out and orienting oneself
- understand and practice simple rules of interaction in various movement activities
- explore the nature in the local environment with varied activities for different seasons
- understand and practice tour rules and use dress for weather and conditions in nature
- practice safe navigation and being able to call for help

Competence aims after [Year 4](#)

The pupil is expected to be able to

- explore and implement games, sports activities, dances and other movement activities
- use body to explore activities and develop basic movements
- practice and use basic skills such as leading, throwing, bouncing, kicking and receiving a ball in various movement activities
- be able to swim by falling into deep water, swim 100 meters on front and back, dive down and pick up an object, stop and float for 3 minutes orienting yourself, rolling over and get ashore
- understand and use rules for interaction in games and movement activities
- understand bodily inequality between oneself and others, and include others
- explore outdoor activities and cooperate with others during changing seasons
- make and use map to orientate in familiar terrain, understand and follow rules of navigation

Competence aims after [Year 7](#)

The pupil is expected to be able to

- implement activities based on own interests and predispositions in dance, outdoor life, sports activities and other movement activities
- use maps, digital tools and signs in nature to orientate oneself in nature and the local environment
- understand and practice rules for activity and games and respect the results
- understand differences between oneself and others and participate in movement activities that can be adapted not only to one's own predispositions, but also to others'
- perform basic techniques in swimming on the stomach, on the back and under water
- consider safety in outdoor activities and nature traffic and implement self-rescue in water
- use the local community and explore local cultures for outdoor activities
- make sense of the right of public access during traffic and stay in nature
- implement overnight trip and reflect over own nature experiences

Competence aims after [Year 10](#)

The pupil is expected to be able to

- explore own opportunities for exercise, health and wellness through play, dance, outdoor life, sports activities and other movement activities
- practice and implement, create and present dance activities from youth cultures and other cultures,
- reflect on how different representations of the body in the media and society affect movement activity, body identity and self-image
- plan and implement movement activities that can be performed in case of injury or illness
- use own skills and knowledge in such a way that it can contribute to the progress of others
- recognize inequality between oneself and others in movement activities and include everyone, regardless of preconditions
- understand several types of maps and digital tools and use them to orient themselves in familiar and unfamiliar environments
- understand and implement lifesaving in, on and by water out in nature
- understand and implement life-saving first aid

- implement outdoor life for different seasons, and with accommodation outside, and reflect about what nature experiences can have to say for oneself and others
- consider risk and safety of various outdoor activities, understand and implement trackless and safe navigation

Competence aims after [vg1](#) (age 16-17)

The pupil is expected to be able to

- train in and create new varieties of play, movement activity and dance with others
- plan and implement methods for practice and training to achieve individual goals, even when one can not fully participate in the activity
- use own skills and knowledge to cooperate and help to make others good in activity and interaction
- prevent injuries during movement activities and perform basic first aid
- use maps and digital tools in a way that ensures safe traffic for oneself and for others
- use local traditions for traffic in nature during changing seasons

Competence aims after vg2

The pupil is expected to be able to

<https://www.udir.no/lk20/kro01-05/kompetansemaal-og-vurdering/kv187?lang=eng>

Competence aims after vg3

The pupil is expected to be able to

<https://www.udir.no/lk20/kro01-05/kompetansemaal-og-vurdering/kv188?lang=eng>

Læreplan i valgfaget friluftsliv (NMF01-02) – **Optional subject «Friluftsliv» (Outdoor life)**

Core elements

Practical outdoor life

Sustainable use of natural resources

Competence aims:

The pupil is expected to be able to

- travel in nature in a safe and traceless manner and take responsibility for themselves and others
- plan and carry out trips out to different seasons, also with accommodation, and account for choice of route and camp site
- keep track of and appraise use of equipment and clothing
- fish, hunt or harvest from nature and tell how natural resources can be used and stored reflect on ethical and sustainable use of natural resources
- understand and apply techniques related to maps and compasses, bonfire firing, knots, first aid and utensils
- account for public right and regulations regulating navigation in and use of nature

e. Barriers to inclusion and participation, and strategies to overcome these

Not reviewed at this time

f. Links between curriculum in sport, PE, sustainability, health, social education

School and education

As already noted in part 'd' above the curriculum includes 3 interdisciplinary topics:

Health and life skills

In physical education the interdisciplinary topic of health and life skills refers to promoting good mental and physical health and giving the pupils tools to make responsible life choices. The subject shall promote a positive self-image which can give the pupils a stable identity. The subject shall help the pupils to acquire knowledge about different perspectives on movement activities and health. The pupils shall also learn to treat health as a resource in a way that benefits each individual, and learn to make choices that are good for their own and others' health throughout life.

Democracy and citizenship

In physical education the interdisciplinary topic of health and life skills refers to promoting the ability to interact in activities, and to reflecting on what one's own participation and efforts mean for interaction and learning in the subject. The subject shall contribute to giving the pupils knowledge about and understanding of democratic values and rules through co-participation, co-responsibility and cooperation in interaction with others. The subject shall also help the pupils to practise in thinking critically, learning to deal with differences of opinion and respecting disagreement.

Sustainability

In physical education the interdisciplinary topic of sustainability refers to experiencing nature with emphasis on safe and sustainable outdoor life nature wandering. The subject shall contribute to understanding that the choices each person makes have an impact on and consequences for sustainable development and the protection of life on Earth, locally, regionally and globally.

g. Promoting lifelong healthy activity to children

School and education

Relevance and central values

"Physical education is an important subject for stimulating lifelong joy of movement and a physically active lifestyle based on personal qualities and abilities."

h. Reviews of effectiveness or impact of these policies and strategies for children

School and education

Some relevant research on the topic:

- Moen, Kjersti Mordal; Westlie, Knut; Bjørke, Lars; Brattli, Vidar Hammer.
Når ambisjon møter tradisjon En nasjonal kartleggingsstudie av kroppsøvfingsfaget i grunnskolen (5.–10. trinn). Elverum: Høgskolen i Innlandet 2018 (ISBN 978-82-8380-026-5) 82 s. HINN
https://brage.inn.no/inn-xmlui/bitstream/handle/11250/2482450/opprapp01_18_online.pdf?sequence=1&isAllowed=y

Abstract

Title: Physical Education between Ambition and Tradition: National Survey on Physical Education in Primary School in Norway (Grade 5–10). This is a national survey on primary and secondary school in Norway, involving students (N = 3226), teachers (N = 139) and school leaders (N = 46) and their experience of physical education (PE).

The study shows that most students like being at school, and like PE very much. However, this decreases with increasing age. Furthermore, boys like PE better than girls. The content of PE focuses on ball games and fitness training. Dance and modern activities receive little attention. Traditional instructional methods dominate the subject. The study reveals challenges related to the wardrobe situation, particularly concerning noise and use of time. Students believe that their own effort is the most important factor in assessment. Based on the findings, two themes are discussed: «The PE class», including content, teaching methods, swimming, assessment and the wardrobe situation. Followed by a discussion on «PE today and tomorrow» related to inclusive PE and lifelong movement joy. The report can be relevant for teachers, student teachers, teacher educators, researcher and politicians for future development of PE. The study may also contribute for teachers to identify challenges in their own teaching and be of inspiration for developing their future teaching practice. We also hope the study can inspire for further research on PE, bot quantitative - as well as qualitative studies.

14. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies and initiatives in place relating to children

Sport

Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF) have produced the following strategy documents

Sport Wants!

Long term plan for Norwegian sports 2019–2023 (Not translated)

Vision: “Joy in sports for all”

Sports Should! 2019–2023 strategic priority areas (Not translated)

Lifelong sport

1. The sport will work for diverse offers in sports for all age groups and all levels in sports.
 - 1.1. The sport shall stimulate lifelong joy in sport so that new children, youth and adults are recruited, and that as many people as possible continue as long as possible, regardless of age, ambitions and skills.
 - 1.2. The sport shall facilitate for children and youth to meet a coordinated and versatile offer in sport in their own local environment.
 - 1.3. The sport shall have forms of competition that are adapted to the athletes' age and skills, as well as offering several non-competitive sports. The sport will investigate and make visible new activity offers.
2. The sport will offer sports activity of good quality, based on our values.
 - 2.1. The sport will strengthen coach development through good quality and increased availability of courses and competence measures.
 - 2.2. The sport will establish the role of coaching supervisor to support, develop and challenge coaches at all levels.
 - 2.3. The sport must ensure that those responsible for sports activities facilitate safety, mastery experiences and autonomy for the athlete, as well as having knowledge of taking care of the athlete's health, environment and safety.
3. The sport will create a sports offer which includes all and is adapted for everyone.
 - 3.1. The sport shall ensure that the members of the sports teams reflect the diversity in the local community. Sport must at all levels practice no tolerance for any form of discrimination and harassment.
 - 3.2. The sport shall facilitate that all children and youth can participate in sports regardless of family economy, culture or commitment.
 - 3.3. The sport shall have a widespread range of activities and competitions for disabled, and increase the number of competitions for para-athletes that are integrated into competitions for the able-bodied.

Children's Rights In Sports
The Provisions On Children's Sports

The Children's Rights in Sports and Provisions on Children's Sports have been adopted by the General Assembly of the Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF). They **clarify the recommendations on how to develop positive activities for every child as an individual**. Children's sports are defined as sporting activities for children up to 12 years of age.

Children's Rights In Sports

The Children's Rights in Sports apply to all children, without discrimination and without regard to the gender, ethnic background, beliefs, sexual orientation, weight/physical development or disabilities of the children or their parents.

1. Safety

Children have the right to participate in a training environment that is safe and secure, without pressure or exploitation. Children under the age of six should be accompanied by an adult to help avoid accidents and prevent injuries.

2. Friendship and Enjoyment

Children have the right to participate in training and competitive activities that are designed to help develop friendships and feelings of solidarity.

3. Mastery

Children have the right to experience mastery and to learn many different skills. They should also be given opportunities to experience variation, practice and teamwork.

4. Influence

Children have the right to express their own opinions and to have them considered. They should have the opportunity to participate in the planning and implementation of their sporting activities together with their coaches and parents.

5. Freedom To Choose

Children have the right to choose which sport or how many sports they wish to participate in, as well as the right to determine how much they wish to practise their chosen sport.

6. Competitions For All

Children have the right to choose whether or not they would like to participate in competitions. Children transferring from one club to another within the same sporting discipline have the right to enter competitions for the new sports club as soon as the transfer is completed.

7. On The Children's Terms

Children have the right to participate in training and competitive activities that are suitable for their age, physical development and level of maturity. Sports clubs and groups must work together to offer children a coordinated and diverse range of sporting activities in their own local environment.

/contd

8. Everyone Must Be Allowed To Play

All children have the right to participate in sports, regardless of their family's financial situation or involvement. Children have the right to be in an inclusive sporting environment without pressures related to equipment or cost.

Friluftsliv/Outdoor life

Two examples of two national non-governmental and non-profit organizations who receive funding from the government:

1. Friluftsrådernes Landsforbund (FL), [The Norwegian Outdoor Board](#)

Friluftsrådernes Landsforbund (FL), The Norwegian Outdoor Board, is a national organisation with 28 intermunicipal outdoor recreation boards (friluftsråd) as members. The friluftsråd have 235 municipalities as members.

Their main objectives are:

- save valuable nature for outdoor recreation
- arrange outdoor areas
- outdoor learning (education in nature)
- outdoor activities
- To fight marine litter which is a global concern, and affect the long coastline of Norway. Every year, millions and millions of tonnes of litter end up in the ocean worldwide, posing environmental, economic, health and aesthetic problems. We work together with volunteers all over the country to clean up up beaches, rivers etc as a part of our work

Information and promotion of outdoor recreation such as:

- our cultural heritage and an ancient right to access the countryside,
- mountains
- woods and coastline and
- our right to harvest what nature offers.

2. [The Norwegian Trekking Association](#) (in short DNT)

The Norwegian Trekking Association (in short DNT) is Norway's biggest outdoor activities organisation. For 150 years, we've been working to promote trekking and to improve conditions for all who enjoy the country's broad range of outdoor attractions.

DNT aims to give more children and youth a solid foundation for lifetime appreciation of outdoor life. It works to promote outdoor life in schools and pre-schools as well to focus on the health benefits of outdoor activities in the years to come.

b. Broad aims and objectives across these policies

Reviewed above

c. Specific physical activity guidelines connected to these policies

i. Guidelines specific to different ages: preschool, primary and secondary

THE PROVISIONS ON CHILDREN'S SPORTS

1. Children's sports are defined as sporting activities for children up to 12 years of age.
2. The Provisions on Children's Sports regulate competitions in children's sports. One of the intentions is to reduce the time and costs spent on travelling to and from activities. Sports clubs are therefore encouraged to follow the same principles for training and other activities in children's sports.
3. For competitions in children's sports, the following applies:
 - a. Children may participate in local competitions and sporting events in the year they turn six, and primarily in their own sports club.
 - b. Children may participate in regional competitions and sporting events in the year they turn nine.
 - c. Children may participate in open competitions and sporting events in Norway, the Nordic countries and the Barents region in the year they turn 11.
 - d. Children from the Nordic countries and the Barents region may participate in competitions and sporting events in Norway in the year they turn 11.
 - e. Results lists, tables and rankings can be used in competitions for children from the year they turn 11, if appropriate.
 - f. Children up to and including the year they turn 12 cannot participate in Norwegian Championships, European Championships, World Championships and equivalent competitions.
 - g. All children must receive prizes at sporting events if prizes are awarded.
4. Sports clubs that organise children's sports must appoint a specific person (either elected or employed) who holds the responsibility for children's sports in that club. See further details under the section on the person responsible for children's sports.
5. Individual sports federations may issue their own set of rules which elaborate upon these provisions within the framework of their particular sport(s). This includes defining local and regional competitions in 3a) and 3b) and, under special circumstances, making adjustments regarding age limits and geography in 3c) and 3d). The rules must be approved by NIF's Executive Board or those given authorisation by NIF's Executive Board to grant approval.
6. Sports federations are obliged to adopt sanction provisions for violations of the Provisions on Children's Sports in their own match and competition regulations, including the authority to impose fines on sports clubs and to deprive athletes of the right to participate in competitions. Any sanctions must be in accordance with section 11-2 of NIF's laws. In the event of repeated or serious violations of the provisions, the case must be reported to the NIF Adjudication Committee.

Each sports federation is responsible for ensuring that the provisions and rights are made known, implemented and enforced in their sports and disciplines.

ii. Delivery: qualifications and training of teachers, coaches, animators etc

Not reviewed at this time

iii. Delivery: where physical activity takes place (school and community)

Not reviewed at this time

d. Connections between these and PE, sport and physical activity curriculum (if any)

Friluftsliv/Outdoor life

Friluftsrådernes Landsforbund (FL), The Norwegian Outdoor Board

School and kindergarten

Friluftsrådene and Friluftsrådernes landsforbund (The Norwegian Outdoor Board) are working to make it easier for schools and kindergartens to spend more time outdoors. Outside, it is easy to engage in varied fun activity and realistic learning. Many of the experiences and knowledge children will be left with after kindergarten and the school years can be learned outside. In addition, leisure time provides a number of benefits for health and social relationships.

Project: Outdoor activities for children and young people in holidays and leisure

The project outdoor activities for children and young people in holiday and leisure is a state-funded project that aims to map and systematically further develop successful outdoor activities within outdoor life for children and young people in holiday and leisure.

The Norwegian Trekking Association (in short DNT)

Children's Trekking Club

In 1999, DNT founded the Children's Trekking Club to draw children to outdoor activities early in life. Today the Club has more than 16,000 members, 12 years old and younger. Almost all DNT member associations have Children's Trekking Club activities that vary from day hikes, overnight hikes, lean-to hikes, ice fishing, climbing, moonlight tours, ghost tours, grandparents' tours, coast camps to family base camps and much more. Activities are arranged nearby, along the coast and in the mountains. DNT suggests that children learn the joy of the outdoors together with adults, and the member associations also arrange trips for older children without their adult family members. Children who join the Children's Trekking Club have their own membership cards and regularly are sent information from the local associations on tours and activities. The Club mascot is Turbo Arctic Fox, a happy chap always trekking the mountains together with his girlfriend, Turid Field Mouse.

DNT Youth

The number of young people trekking and joining DNT is on the upswing. In 2016, the membership of DNT Youth passed 40,000 to become the country's largest organization of its sort. DNT Youth is for people 13 - 26 years old. There are two member categories, school age (13-18) and youth/student (19-26). Common for both categories are low membership prices and half-price lodgings at cabins (2016). DNT arranges many absorbing activities for youth. Several times a year, Base Camp is held and includes activities such as

mountain climbing, rafting and glacier hiking that expand the attraction and challenge of traditional mountain trekking. The Base Camps are tent camps, and the joint activities of preparing meals and planning tours make strong bonds. Suggestions for tours and information on arranged tours are available online at www.dnt-ung.no with the details of twenty some local groups of DNT Youth.

e. Barriers to inclusion and participation, and strategies to overcome these

Sports

Some relevant research on participation and dropout from sports:

- Hedda Berntsen & Elsa Kristiansen (2020) *Perceptions of need-support when “having fun” meets “working hard” mentalities in the elite sport school context*, Sports Coaching Review, 9:1, 1-23, DOI: 10.1080/21640629.2018.1525862
<https://www.tandfonline.com/doi/full/10.1080/21640629.2018.1525862?scroll=top&needAccess=true>

ABSTRACT

The aim of this study was to investigate athletes and coaches’ perceptions of coach need-supportive behaviour and to increase our understanding of the athlete-coach dynamic in the endorsement process. Video-based interviews were conducted with 11 athletes and 10 coaches at an elite sport school in Norway. Narratives were used to tell the story of the predominantly hedonic athlete (the aim of sport participation is having fun) and the predominantly eudaimonic athlete (the aim of sport participation is development). There was an obvious endorsement misfit between the group of athletes labelled hedonic and their coaches. The paradox of the endorsement process intensifies when the “have fun” mentality of the athlete meets the “work hard” mentality of the coach, which, for some athletes, undermines their need-satisfaction, commitment, performance, and well-being. The findings suggest a strong need for a fit between coach and athlete aims for successful coaching in the elite sport school context.

- Bakken. (2019). *Idrettens posisjon i ungdomstida. Hvem deltar og hvem slutter i ungdomsidretten?* NOVA, OsloMet. <https://hdl.handle.net/20.500.12199/1298> <https://oda.oslomet.no/oda-xmlui/bitstream/handle/20.500.12199/1298/NOVA-Rapport-2-2019-Idrettens-posisjon-i-ungdomstida-25-februar-2019.pdf?sequence=1&isAllowed=y>

The most important findings from the study can be summarized as follows:

- **The vast majority of young people are training, many are training a lot, and there are more who are training than three years ago.**
- *Boys and girls participate to about the same extent in organized sports. The boys are still somewhat more active when they first join, and from the age of 14 there are more girls than boys who quit.*
- **There are clear socio-economic differences both when it comes to recruitment to and the dropout from organized sports.**
- **Young people with an immigrant background are clearly underrepresented in youth sports.** *The main reason is that many have never participated in sports, while the dropout rate when they first participate is about the same level as young people with Norwegian-born parents.*

- **Organized sports are strong all over the country**, and there are small geographical variations in how many are involved. However, there are some areas where recruitment to the sport is greater and dropouts less than elsewhere.
- **The sports team is of great importance as a training arena for young people.** Collectively 37 percent of all training sessions take place within the framework of a sports team. This changes a lot during adolescence, and training at the gym is far more important among the older teenagers.
- Although the use of the gym increases in scope through adolescence, this is not solely due to young people leaving organized sports and begins at the gym. Many of those who do organized sports, also train in the gym.
- 20 percent of those who quit organized sports in adolescence quit training completely.
- **Young people who drop out of youth sports differ from those who continue, in areas such as quality of life, risk behaviour and participation in others leisure activities.**
- Training in sports teams is the strongest factor that affects how often young people are so physically active that they become breathless and sweaty. Although Gyms are becoming increasingly important throughout adolescence, **the sports team still plays an important role in understanding variations in adolescence physical activity level.** Other forms of exercise and self-organized physical activity with friends is less important. The same goes for sedentary activities such as screen time and time spent on homework.

Friluftsliv/Outdoor life

- Wold, L.C., Skår, M. and Øian, H. 2020. Children, adolescents and outdoor recreation. NINA Report 1801. Norwegian Institute for Nature Research. <https://brage.nina.no/nina-xmlui/bitstream/handle/11250/2652475/1801.pdf?sequence=5&isAllowed=y>

This report is about children, adolescents and outdoor recreation – “friluftsliv” – in Norway. The report contains four independent chapters, each focusing on different aspects of the topic. The chapters can be read separately. However, together they will offer a more comprehensive and full picture concerning both organized and unorganized outdoor recreation among children and adolescents.

- **A main finding is that there is a lack of national surveys mapping children’s outdoor recreation after 2014.** Concerning the adolescents, data from 2011-2017 implies that trends described prior to 2014 is still valid. Some “traditional” activities are still declining, while others remain stable. The only exception is hiking, which is increasing in all forms (irrespective of type of nature location and length).
- The examined literature **emphasize the importance of the type of close nature contact provided through outdoor recreation, and the benefits gained through children’s free play in nature.** The latter is especially valued, because of its perceived contribution to both emotional, physical, cognitive and social development in children. Today’s society gives limited time to such forms of direct nature contact.
- **One of the most important barrier is urbanization, which mainly includes both reduction of green spaces and reduction of availability to such areas.**
- **Another barrier is changes in leisure time:** today many children spend more time indoors and in organized activities. This review suggest that it is important to let children explore nature on their own terms, without too much adult interference. However, family background seems to be an issue needing more attention, as many are not familiar with, or even possess an interest to participate in outdoor recreation.

- All together 171 100 children and adolescents aged 0-25/26 are members in one of the ten examined organizations. This amounts to 10,6% of the children/adolescent population. Data shows that **participation declines with age, and that somewhat more boys than girls participate**. Geographically, Oslo county engaged the highest proportion with nearly 15 %.
 - Findings indicate that factors concerning the offer itself, such as the activities, how they are organized and how time is being spent, how supervisors interpret their role and how learning situations are designed, are of importance. These factors determined what the participants will experience, how much nature contact they will have, the social interplay between them and how much free time and free play they are given. These factors will then influence how much fun participants have – which is the main goal – and in addition how much nature contact they will experience and whether they have the possibility to learn outdoor recreational skills.
- Wigestrands, I. 2021. Omfang av friluftaktiviteter for barn og unge. Delrapport i prosjektet Friluftsliv for barn og unge i ferie og fritid. Friluftsrådernes Landsforbund.
<https://files.solvecms.com/friluftsrad.no/fd03668/Omfang%20av%20friluftaktiviteter%20for%20barn%20og%20unge,%202007.21..pdf>

The report has eight main conclusions.

1. Many children and young people have access to outdoor activities, and based on the survey, we mean it is the basis for **claiming that there are outdoor activities in most municipalities and local communities**. Nevertheless, we can not state that the offer is fixed or varied in all local communities. It is important that decentralized outdoor activities are maintained throughout the country.
2. **The outdoor life offer for children and young people is very varied**. It includes both general tour and outdoor life and specialized activities, open offers and member-based offers, stand-alone events and offers that require permanent and regular participation. **It is important that a broad and varied diversity of outdoor life activities maintained**.
3. About 90% of children and young people practice some outdoor life, while about 10% are members of an organization. Efforts should be made to ensure that more children and young people become members of an outdoor life organization.
4. **The lack of knowledge about whether children and young people with special challenges get outdoor life opportunities on an equal level** with others, indicates that this challenge has a special focus in the further work on the project.
5. It is **important that outdoor life offers are affordable and that there are support schemes and lending schemes for equipment** so that everyone can participate in ordinary outdoor life activities regardless of their own finances.
6. **Many actors**; voluntary organizations, county municipalities, outdoor recreation councils, municipalities, visitor centers, etc., means that children and young people have a good offer of outdoor life during holidays and leisure. We mean everyone has an important place and role also in the future outdoor life offer for children and young people. **Good and predictable framework conditions for all actors are crucial for maintaining and developing the activity offer**.
7. **We recommend that stronger cooperation be considered between the outdoor life and sports organizations in order to strengthen and develop the range of activities for children**.
8. **The right of public access, easy and safe access to nature areas and relevant facilitation of these are necessary prerequisites for children and young people's outdoor life in holidays and leisure**. It's outside the framework for this project to work with these assumptions. But they are just as so fundamentally that they are part of our conclusion.

f. Connections with school curriculum in sustainability, health, social education (if any)

Not reviewed at this time.

g. Connection with promoting lifelong healthy activity to children (if any)

Not reviewed at this time.

h. Reviews of effectiveness or impact of these policies and strategies for children

Reviewed above (see section e in particular)

ROMANIA

15. National/regional /local government policies and strategies

a. Government policies, strategies and initiatives in place relating to children

Regarding Romania, we have two government bodies **Ministry of Youth and Sport** (<http://www.mts.ro/>) which is responsible of competitive sports and **Ministry of National Education** (<https://www.edu.ro/>) which is responsible of physical education. Each sport discipline is governed by its own national federation.

Aspects regarding regional policies and strategies are taken by to **county council** (<https://www.cjtimis.ro/>), and **county association for youth and sport** (<https://www.djst-timis.ro/>).

Special Eurobarometer published in 2018 observed that **more than half of respondents from Romania never exercise or play sports (63%), which is 3% more than last Eurobarometer** published in 2014. Even though MTS published a report where 89% of youth consider as important daily physical activity, only 46% do exercise in free time or play sports.

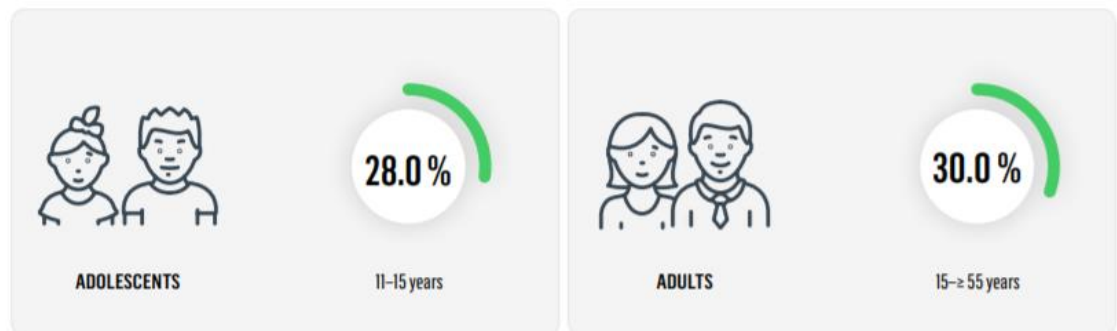


Figure 1. Levels of physical activities for adolescents and adults presented by (Physical activity Romania)



Figure 2. Policies and action plans for promoting physical activity for health

b. Broad aims and objectives across these policies

The **main objective of Romania's national strategy** regarding children, youth and sports of Ministry of Youth and Sport is to **give significant importance to the development of a physically and mentally healthy youth, promoting the ideal "mens sana in corpore sano"**. The strategy aims to **combat behaviours that denote an unhealthy lifestyle**, such as smoking, eating fast food and alcohol consumption or drug use. The strategy also aims to **increase the practice of sport by young people**, both as an opportunity to combat various social pathologies and as a means of social and biological development of young people.

Training in physical activity and health (e.g., health effects, determinants, effective interventions) is a **mandatory component of the undergraduate curriculum of physical education teachers**. The quality of physical education in schools is monitored in a complex evaluation of the teachers' professional competences in the context of their discipline and educational activities.

The **Strategy for Sports development** in Romania 2016 -2032 **promotes the concept of active living to increase the participation of the general population in physical activity and sports and improve social integration** through physical activity among people with educational needs, disabilities and children with dysfunctional families. It works in coordination with the health, sports and education sectors, local authorities and nongovernmental organizations.

The main aims of the **National Strategy for Youth 2015–2020** (the one from 2021 will be published this December) were to **promote physical activity and a healthy lifestyle through education, to encourage young people to be active, responsible citizens and to promote integration through sports and physical activity**. A key objective was to increase the attractiveness of sports and recreation among young people with economic or social barriers to ensure that they were more physically active. Their participation was increased by improving the conditions of and access to sports clubs, leisure clubs, youth associations and cultural organizations.

The Eurobarometer shows that 60% of the population aged 15-24 play sports at least once a week, while practitioners over the age of 55 engage in only 28%.

Through the **2018-2023 Strategy for the development of physical education and sports of Timiș County**, the development of sports in Timiș County was pursued in a controlled way, **approaching those three dimensions of the concept of sustainable development, namely the ecological dimension, economic, and social**, aimed at continuously improving the quality of life of people and their relations in harmony with the natural environment, based on demographic studies, economic, statistical and environmental protection.

After collecting a large amount of data from entire county there was developed a series of actions and specific measures divided into three directions:

1. **Encouraging sports for all participation**
2. **Supporting sports performance**
3. **Development of sports infrastructure**

Our local community published in **2017 a list of local projects regarding the development of the infrastructure** needed for our local community in which were presented a series of projects **regarding swimming pools and local bike roads**.

Also, Timiș county became in 2021 **the first community member of European Cyclists' Federation**. The European Cyclists' Federation was founded in 1983 in Copenhagen, Denmark and aims to promote cycling and improve the conditions of use of this means of transport in Europe - being the strongest voice in this field. With 69 members from over 40 countries, the European Cyclists' Federation (ECF) brings together the strongest cycling associations, making their voices heard both in Europe and worldwide.

c. Specific physical activity guidelines connected to these policies

i. Timing, frequency and duration at different ages: preschool, primary and secondary

Age	Grade	Educational level	Number of PE classes
18	12 th	High school education	1
17	11 th		1
16	10 th		1
15	9 th		1
14	8 th	Secondary school education	1
13	7 th		2
12	6 th		2
11	5 th		2
10	4 th	Primary school education	2
9	3 rd		2
8	2 nd		2
7	1 st		2
6	Preschoolers	Preschool education	-
5	Toddlers 2		-
4	Toddlers 1		-

ii. Delivery: qualifications and training of teachers, coaches, animators etc

The qualifications for PE teachers are given by promoting a three-year bachelor degree from any Faculty of Physical Education and Sports plus a module for teacher training in order to be able to teach in primary and secondary schools. In order to achieve further training a graduate student must follow a master degree in the field of sports science and physical education and a second module for teachers training.

Coaches are qualified by each sports federation with the help of National Centre for Coach Training and Development (<http://www.cnfpa-sna.ro/>). Our national coach system has four levels of development, for each of it the coaches need to pass a national exam.

iii. Delivery: where physical activity takes place (school and extracurricular)

Physical education classes take place in schools (gym or sports fields) and each sport club has its own location.

d. Content of PE, sport and physical activity curriculum

The objectives of physical education curricula are divided into specific stages regarding child development.

Primary school: from grade 1-4, age 6/7 to 10/11 years old;

Secondary school: from grade 5-8, age 11/12 to 14/15 years old;

High school years: from grade 9 to 12, age 15/16 to 18/19 years old.

For children from **primary school** the **1st and 2nd grade** the general competences are: **capitalizing on psycho-motor acquisitions in maintaining healthy and harmonious physical development** and **exercise of motor skills and abilities** according to the individual psycho-motor capacity.

For **3rd and 4th grade** the general competencies are more about **terminology acquisition and fair play behaviour**.

In primary education, daily recesses are organized by teachers, with activities such as gymnastics and games among groups. These opportunities are used both during both breaks and lessons after prolonged sitting.

In secondary school individual or group activity is necessary, according to the practical reality and to ensure a modern teaching process. This process aims to provide the optimal educational offer, capitalizing on the differentiated training of students, and allowing some individual learning routes, as in grades V-VIII. Thus it ensures that students acquire the skills necessary to act on physical development and motor skills, as well as the practice of sports disciplines / tests, as follows:

5th grade:

- Athletics: three athletic events, preferably from different events;
- Gymnastics - an integral exercise with static and dynamic acrobatic elements and combinations; a jump on any apparatus;
- Sports games: a sports game (football, basketball, handball or volleyball).

6th grade:

- Athletics: three athletic events, from different groups (those taught in the 5th grade);
- Gymnastics - an integral exercise with static and dynamic acrobatic elements and combinations; a jump on any apparatus
- Sports games: two sports games, one of which is the one taught in the 5th grade.

7th grade:

- Athletics: three athletic events from different groups (two of those taught in the sixth grade; one new event);
- Gymnastics: an integral exercise with static and dynamic acrobatic elements and combinations; gymnastic jumps, from the program, at choice;
- Sports games: a sports game (one in which students were introduced in the sixth grade).

8th grade:

- Athletics: two athletic events, to choose from those taught in previous years;
- Gymnastics - an integral exercise with static and dynamic acrobatic elements and combinations; gymnastic jumps, from the program, at choice;
- Sports games: an optional sports game from those taught in previous years

In order for the pupils to achieve a modern education process it is necessary to act on physical development and motor qualities as follows:

9th grade:

- Athletics: two events
- Gymnastics: dynamic and static acrobatics elements learned during 5th and 8th grade
- two sports games.

10th grade:

- Athletics: same two events as in 9th grade;
- acrobatic gymnastics;
- two sports games.

11th grade:

- Athletics: three events;
- acrobatic gymnastics;
- one sports game.

12th grade:

- Athletics: three events;
- Gymnastics own choosing: aerobics, ritmics or artistic;
- one sports game.

e. Barriers to inclusion and participation, and strategies to overcome these

Major barriers for participation can be summarised as follows:

- **insufficient awareness** of the population, regarding the effects of practicing physical activity, as a lifestyle;
- **lack of sustainability of physical activity programs** aimed at population categories (children, young people, elderly, etc.);
- **reduced number of physical education lessons** in the school curriculum;
- **difficult or insufficient access of the population to the already existing sports facilities;**
- **insufficient or misdirected funding;** insufficient private sector funding, directed to sport for all;
- **fewer and fewer sports facilities** in terms of number and standards of operation;
- the **absence of a short-, medium- and long-term strategy** in the field of physical education and sport;
- the **existence of a decreasing number of well-trained teachers** and dedicated to the promotion of sport for all; the **lack of legislative acts** focused on the issue of sport for all;
- **few initiatives to access non-reimbursable funds** for the development of sport.

f. Links between curriculum in sport, PE, sustainability, health, social education

Not reviewed at this time

g. Promoting lifelong healthy activity to children

There are different national programs which promotes Healthy lifestyle for Romanian citizens like Pas – Sănătate prin mișcare, Rural Sport, Pro Natura, Baby sport, Old-Sport

h. Reviews of effectiveness or impact of these policies and strategies for children

A survey carried out by the researchers from University of Galati concluded that **PE in schools is lower than the European average**. Regarding the **quality viewpoint, physical education classes are affected by the lack of an adequate material** endowment. Also, the **decreasing number of school pupils' and students' interest in physical activity, in the conditions of the increasing appetite for gadgets and information technology novelties** is another concern.

The authors found that the **number of school pupils and students affected by obesity and overweight is correlated with the reduction of the quality of physical education classes**. Also, the authors proposed the diversification of the physical activities in school by promoting attractive forms as a viable solution in order to increase the pupils' and student's interest and engagement in physical activity.

In order to achieve this objective, **it is necessary for the school pupils to have a minimum of comfort in practicing school physical activities in a sport hall**. The legislative measures proposed by the governing bodies related to the increase of the number of physical education classes cannot lead to the expected results, considering the low number of sport halls compared to the size of the school population.

16. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies and initiatives in place relating to children

[Play to Get More Kids Active in Sports](#) and [Play for life](#) are two programs implemented in Romania with the help of Aspen Institute Romania. This program was developed into three steps:

- Step 1: Organize the Thought
- Step 2: Organize the organizations
- Step 3: Organize the gatekeepers

[APNSR](#) (*Asociatia Politici noi ale sportului în România – Asociation New Politics of Sports in Romania*) is an organization which reunite sports clubs, sport associations and federation which organizes, coordinates, and controls activities carried out in the field of amateur and professional sports, in order to develop the sport, raise the level of performance and assert itself internationally.

[Discover Timiș](#) is another organization in our county which developed a series of cycling tours for young children and adults who want to discover the surroundings.

Timis County Youth Foundation (FITT) is an organization from the Timiș county which give support the youth NGOs. All the programs and activities implemented by FIIT are from social programs for disadvantaged young people to cultural programs or active citizenship.

b. Broad aims and objectives across these policies

[Play for Life](#) (Joacă pentru Viață) seeks to improve the formation of policy through transparent, non-partisan, evidence-based, multiple stakeholders' dialogue. The main objective of our program is to initiate a process of physical literacy development of the Romanian children between 5 and 12 years, aiming to stimulate their ability, confidence and desire to be active for life.

The public policy recommendations made within this program aim to:

- **Recognize physical literacy as a national priority;**
- **Raise the attractiveness of sport among children;**
- **Increase the opportunities to practice sport and physical activities through better access to appropriate facilities,** also from socially disadvantaged environments.

[APNSR](#) main objectives are presented below:

- **defending the rights of all types of member structures** in relation to the Ministry of Youth and Sports, the Ministry of National Education and Scientific Research, the Romanian Olympic and Sports Committee and the Government of Romania;
- **financing** with 1% of GDP the Romanian sport;
- involvement as an **active actor in the process of defining a National Strategy for the Development of Sports and Youth** systems in the medium and long term (4-5 Olympic cycles) to be approved by the Romanian Parliament;

- **promoting legislation to encourage the development of sports activities**, including stimulating the involvement of private economic operators in the process of developing specific infrastructure and sports activities;
- **promoting education through sports**, as an integral part of general education;
- the **development of school and university sports** as the basis of the Romanian sports pyramid;
- promoting policies for the development and implementation of an organizational framework that allows sports activities and infrastructure to become, in the context of decent funding, the **engine of development of related economic activities (tourism, services, transport, insurance, production and trade of sports equipment, mass -media etc.)**;
- **consolidating a sports industry** in Romania;

c. Specific physical activity guidelines connected to these policies

Not reviewed at this time. NGOs' physical activities take place in various locations inside community considering the specificity of the event. Some of them have their own location where they can do almost any activity, such as FITT, but most have to do it elsewhere.

d. Connections between these and PE, sport and physical activity curriculum (if any)

Usually all the NGOs provides additional support for children in order for them to achieve specific goals. Even if they have some activities that are in PE curriculum they do not have a specific connection. In our county cycling, as a sport, doesn't have a big number of participants. Usually people use this kind of activity for commute or leisure. At a local level our city has made a bicycle road that would connect Timisoara (Romania) and Zrenjanin (Serbia) after all the border problems will be solved. Also, there is an increased trend in bicycle usage among children who are part from various sports club as an alternative activity during the days off or just for sightseeing. Also, the local authority implemented a program for urban commute by bicycle where any individual can rent one from any station in town (<http://www.velotm.ro/harta-statii-biciclete>).

Regarding swimming lessons since there are few schools with a swimming pool it is not included in the PE curriculum, but children can participate at various clubs in swimming lessons.

e. Barriers to inclusion and participation, and strategies to overcome these

In these cases the cost is one of the biggest barriers. All of the activities provided by private sports clubs are, usually, expensive and are not available for entire population of children. On the other side all the activities provided by NGOs do not have the possibility to help a large number of pupils.

Further Resources

A google drive folder can be accessed below were you can find all the documents used here:
https://drive.google.com/drive/folders/1ZYt_9Px1GRj6GJ8Jiq9osEt5y-bLIQVC?usp=sharing

SPAIN

17. National/regional /local government policies and strategies

a. Government policies, strategies and initiatives in place relating to children

Several levels of government in Spain have responsibility for social protection policies and investment in children. The overall responsibility for some policies may lie at the central level in some cases, but the country's regional governments have room to manoeuvre in terms of implementation, as shown by the many different ways in which these policies are managed across Spain. In other cases, when the responsibility lies solely with sub-national governments, the central level has developed relevant legislative or financial mechanisms. The current public welfare system in Spain is defined by this model, which is intended, in theory, to ensure collaboration and the complementarity of programmes and resources.

Please follow the link and see pages 13-19 Tables representing **Targets to be reached through the European Child Guarantee by 2030**.

Schools in Spain are governed by the Ministry of Education and Vocational Training (*Ministerio de Educación y Formación Profesional*). However, they work more directly with the local autonomous communities (*Comunidades Autónomas*), which allocate funding, guide the curriculum, and oversee education standards.

Spanish schools fall into three groups: state-funded (colegios públicos), state-subsidized private (colegios concertados), and privately-funded (colegios privados) which include international schools.

Public administrations are responsible for the promotion and development of sports practice. **At the state level**, the *Consejo Superior de Deportes (CSD)* establishes sports programs for all, with special attention to school sports. **At the regional level**, each **regional government** has different organizations that participate in the development of sport, either through the construction of facilities, aid to clubs and schools or by organizing competitions. Sports participation is also promoted in other areas such as education, where **physical education is established by law as a compulsory subject in a large part of the educational stage**.

The CSD is the organization in charge of promoting, and helping schools to organize, extracurricular sports. Through the **national framework project for physical activity and sport at school age**, the CSD establishes the guidelines that schools have to follow to guarantee a good offer of school sport in non-school hours. There are also several regional organizations that also help in the organization of school competitions, such as the School Sports Associations. In this case, those in charge of directing the sports activities are not the schoolteachers themselves, but monitors are usually hired to carry them out.

II National Strategic Plan for Childhood and Adolescence 2013-2016 (II PENIA)

The II National Strategic Plan for Childhood and Adolescence 2013-2016 (II PENIA) is an instrument for the integration of child and adolescent policies in Spain and is shaped as an integrating instrument for childhood and adolescence policies in Spain, thus responding to the Recommendation of the Committee on the Rights of the Child on the "need to formulate a global strategy for children based on the principles and provisions of the Convention on the Rights of the Child" a global strategy for children based on the principles and provisions of the Convention". II National Strategic Plan for Childhood and Adolescence is the **reference cooperation framework for the coordination of agencies with competencies in the promotion of child welfare with competencies in the promotion of child and adolescent welfare**

Table 1. National Level Legislation

LEGISLATION	LINKS
<ul style="list-style-type: none"> ▪ Organic Law 8/1985, of July 3, 1985, regulating the Right to Education. 	<p>https://www.boe.es/buscar/act.php?id=BOE-A-1985-12978</p>
<ul style="list-style-type: none"> ▪ Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, 2006, on Education. 	<p>https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264</p>
<ul style="list-style-type: none"> ▪ Royal Decree-Law 31/2020, of September 29, adopting urgent measures in the field of non-university education. 	<p>https://www.boe.es/buscar/act.php?id=BOE-A-2020-11417</p>
<ul style="list-style-type: none"> ▪ Royal Decree 1630/2006, of December 29, 2006, which establishes the minimum teaching requirements for the second cycle of early childhood education. 	<p>https://www.boe.es/buscar/act.php?id=BOE-A-2007-185</p>
<ul style="list-style-type: none"> ▪ Royal Decree 1513/2006, of December 7, 2006, which establishes the minimum teaching requirements for primary education. 	<p>https://www.boe.es/buscar/act.php?id=BOE-A-2006-21409</p>
<ul style="list-style-type: none"> ▪ Royal Decree 126/2014, of February 28, establishing the basic curriculum for Primary Education (pg.47-50) 	<p>https://www.boe.es/buscar/act.php?id=BOE-A-2014-2222</p>
<ul style="list-style-type: none"> ▪ Royal Decree 1105/2014, of December 26, establishing the basic curriculum of Compulsory Secondary Education and Baccalaureate (pg.313-317). 	<p>https://www.boe.es/buscar/act.php?id=BOE-A-2015-37</p>
<ul style="list-style-type: none"> ▪ Law 10/1990 on Sports 	<p>https://www.boe.es/buscar/act.php?id=BOE-A-1990-25037</p>

Five pillars form the base of the new text of the **Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, 2006, on Education ('LOMLOE')**:

1. In the first place and for the first time, a Spanish educational law includes the **child rights approach among the guiding principles of the system**, as established in the United Nations Convention on the Rights of the Child (1989), thus recognizing the best interests of the children in their right to education and the obligation of the State to ensure the effective fulfilment of this right. Along those lines, the LOMLOE intends to progressively increase the number of public places in the first cycle of Early Childhood Education (ECE). In addition, the government plans to regulate the curriculum and the minimum requirements in both cycles of ECE (0-3 years and 3-6 years), including the qualifications of all professionals, the student-teacher ratio and the number of school positions. Early detection and early attention to specific needs for educational support will be especially relevant at this stage.
2. As second pillar, **the legal text adopts a gender equality approach** through co-education. It promotes, at all stages of learning, the effective equality between men and women, the prevention of gender violence and the respect for affective-sexual diversity. For the secondary education, the law fosters the educational and professional orientation of students with an inclusive and non-sexist perspective.
3. The third pillar is a transversal approach aimed at raising the results of all students through **continuous improvement of schools** and greater personalization of the learning process.
4. Fourth, the law recognizes the importance of addressing sustainable development as established in the 2030 Agenda. Thus, **education for sustainable development and global citizenship** must be included in the plans and programmes of the entire compulsory education.
5. Lastly, the reform insists on the need to consider the digital change that is taking place in our societies and that affects educational activities. With the objective of **adapting the education system to the digital advances**, attention to the development of digital competence of students at all educational stages is foreseen in the text, both through specific content and in a transversal perspective.

Since the publication of the LOMLOE, a progressive implementation period has begun. **The law will be fully implemented by the 2023/2024 school year.**

Source: Eurydice Unit Spain (https://eacea.ec.europa.eu/national-policies/eurydice/content/new-education-law-spain_en)

It is also important to mention the following competencies of the Sports Law 10/90, requiring coordination and collaboration between central government and that of the Autonomous Communities:

- To act in coordination with the Autonomous Communities **with respect to general sports activity and to cooperate with them in the development of the competencies attributed to them** in their respective statutes.
- To coordinate with the Autonomous Communities **the programming of school and university sport, when it has national and international projection.**

- To collaborate in **environmental and nature protection matters with other public bodies with competencies in this area and with the Federations especially related** to this subject.

From a regulatory point of view, the LOMLOE (2020) includes among the objectives of the Physical Education Area in Primary Education the following:

"The educational administrations shall adopt measures so that physical activity and healthy eating are part of the behavior of children and young people. With the aim of **encouraging and consolidating healthy lifestyle habits**, these Administrations will promote the daily practice of sport and physical exercise by students during the school day, in the terms and conditions that, following the recommendations of the competent bodies, guarantee an adequate development **to promote a healthy and autonomous** life, to promote healthy eating habits and active mobility, reducing sedentary lifestyles.

The centers will promote the development of educational activities in open spaces and natural environments. The design, coordination and supervision of the measures adopted for these purposes will be assumed by teachers with appropriate qualifications or specialization in these areas."

In the Secondary Education:

The aims of Compulsory Secondary Education are added to ensure that they **acquire the motor aspect as one of the basic elements of culture, and that they develop and consolidate healthy life habits** (article 22.2).

Other sources:

Childhood in data (<http://www.infanciaendatos.es/datos/graficos.htm>)

Order DSA/1009/2021, of September 22, creating the State Council for the Participation of Children and Adolescents (https://www.boe.es/diario_boe/txt.php?id=BOE-A-2021-15582)

National framework project for physical activity and sport in school age (<https://www.csd.gob.es/sites/default/files/media/files/2018-09/Proyecto%20marco%20nacional%20de%20la%20actividad%20f%C3%ADsica%20y%20el%20deporte%20en%20edad%20escolar.pdf>)

The sports habits of the school population in Spain (<https://www.csd.gob.es/sites/default/files/media/files/2018-09/Estudio%20los%20h%C3%A1bitos%20deportivos%20de%20la%20poblaci%C3%B3n%20escolar%20en%20Espa%C3%B1a.pdf>)

The LOMLOE – ‘what is changing in the field of Physical Education?’
<https://www.consejo-colef.es/post/lomloe-ef>

At regional level (Madrid Community):

Table 2. Regional Level Legislation (Autonomous Community of Madrid)

LEGISLATION	LINKS
<p>ORDER 974/2017, of April 3, of the Regional Ministry of Education, Youth and Sports, which implements the Sports Institutes Program in the Community of Madrid and regulates the call for the incorporation of new Secondary Education Institutes into it.</p>	<p>http://www.madrid.org/wleg_pub/secure/normativas/contenidoNormativa.jsf?opcion=VerHtml&mnorma=9751#no-back-button</p>
<p>Decree 48/2015, of May 14, of the Governing Council, which establishes for the Community of Madrid the curriculum for Compulsory Secondary Education.</p>	<p>http://www.madrid.org/wleg_pub/secure/normativas/contenidoNormativa.jsf?opcion=VerHtml&mnorma=8934#no-back-button</p>
<p>DECREE 89/2014, of July 24, of the Governing Council, which establishes for the Community of Madrid the Curriculum for Primary Education (pg.63-67)</p>	<p>https://www.bocm.es/boletin/CM_Orden_BOCM/2014/07/25/BOCM-20140725-1.PDF</p>
<p>ORDER 2160/2016, of June 29, of the Regional Ministry of Education, Youth and Sports, approving subjects of free autonomic configuration in the Community of Madrid.</p>	<p>http://www.madrid.org/wleg_pub/secure/normativas/contenidoNormativa.jsf?opcion=VerHtml&mnorma=9405&cdestado=P#no-back-button</p>

According to the **DECREE 89/2014**, of July 24, of the Governing Council, which **establishes for the Community of Madrid the Curriculum for Primary Education** (pg.63-67) the curriculum of the **Physical Education in the Primary Education** is set up in function of five blocks.

According to the **ORDER 2160/2016**, of June 29, of the Regional Ministry of Education, Youth and Sports, regarding subjects of free autonomic configuration in the Community of Madrid, the 4th course in **Secondary Education** highlights the following:

The way of life of our current society is characterized, among other things, by a progressive adoption of sedentary lifestyles by the school population, as well as a lack of healthy habits of physical activity and nutrition.

All this is leading to an excessive prevalence of childhood obesity and overweight, which the World Health Organization (WHO) itself defines as an epidemic and a public health problem.

Children and adolescents spend too much time watching television (a habit related, according to studies, to a poor diet) or playing computer or video games, surfing the Internet, chatting, etc. Furthermore, very few of them comply with the WHO recommendations regarding healthy physical activity: sixty minutes a day.

Educational centers should help students to acquire healthy habits that can last into their adult life.

b. Broad aims and objectives across these policies

II PENIA, the II National Strategic Plan for Childhood and Adolescence 2013-2016 (II PENIA) is based on the following guiding principles:

1. **The principle of the best interests of the child**, according to which all actions concerning children taken by public or private institutions social welfare, courts of law, administrative authorities or legislative bodies, will act to the interests of the child. This involves a commitment to ensure for the child the care and protection for their wellbeing, taking into account the rights and duties of their parents, guardians or other persons responsible for him before the law and, to that end, implement all adequate legislative and administrative measures.

2. **The principle of non-discrimination**, under which all rights apply to all children without distinction of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status of the child, their parents or their legal representatives, promoting gender equality and the principle of equity.

3. **To ensure the child's fundamental right to life and to the full development of all its potential**, guaranteeing that basic needs are met in the various contexts in which he spends his life. All this from the consideration of the child as an active and interactive subject to whom his environment should provide with all the necessary resources and support for his development, without obstacles or barriers of any kind.

4. **The right to education**, which involves not only universal access to education and the obligation of the same until age 16, but also a quality education to reduce the cases of school failure.

5. **The principle of participation** results in the right of all children to be heard and to receive age-appropriate information to express informed opinions knowingly. The objective is to consider the necessity and the right of children to have an active role in the various environments in which they live. Although the involvement of children in formal matters, such as litigation, is necessarily linked to their level of cognitive development, their ability to form their own judgment and, obviously, the more or less appropriate way in which they are provided with information, participation occurs in an early age in the usual contexts in which he spent his life. Thus, children participate initially in the family and in the playschool from the earliest stages of life and then, in the school, associations and

local contexts. Therefore, it is necessary to promote educational and parenting styles that encourage dialogue and participation of children from the earliest stages of life. It is also necessary to generate new forms of school participation previous to those formally regulated for Compulsory Secondary Education schoolchildren and continue promoting participation at the local level.

At the Autonomous Regional Level, as described in the previous section with the example of Madrid the **Physical Education curriculum in Primary Education** is set up in function of five blocks. The first three blocks are linked to the **development of the motor skills**, the third and fifth blocks are more related to the **acquisition of cultural forms of motor skills**, while **health education and education in values** have great affinity with the fourth and fifth blocks, respectively.

Block 1. The body: image and perception, corresponds to the contents that allow the development of perceptual-motor skills. It is especially aimed at acquiring knowledge and control of one's own body, which is decisive both for the development of one's own body image and for the acquisition of subsequent motor learning.

Block 2. Motor skills, gathers those contents that allow students to move efficiently. Acquisitions related to motor mastery and control will therefore be involved. The contents that facilitate decision making for the adaptation of movement to new situations stand out.

Block 3. Artistic-expressive physical activities, incorporates contents aimed at fostering expressiveness through the body and movement. Communication through body language has also been taken into account in this block.

Block 4. Physical activity and health, is made up of the knowledge necessary for physical activity to be healthy. In addition, content is incorporated for the acquisition of physical activity habits throughout life, as a source of wellbeing. The inclusion of a block that gathers the contents related to body health from the perspective of physical activity intends to emphasize the necessary acquisition of learning that is obviously included transversally in all blocks.

Block 5. Games and sports, presents contents related to games and sports activities understood as cultural manifestations of human motor skills. Regardless of the fact that games can be used as a methodological strategy, it is also necessary to consider them as content due to their anthropological and cultural value. On the other hand, the importance that, in this type of content, the aspects of interpersonal relationships acquire, makes the proposal of attitudes directed towards solidarity, cooperation and respect for others noteworthy.

According to the **ORDER 2160/2016**, of June 29, of the Regional Ministry of Education, Youth and Sports, introduced above, **Physical Education in Secondary Education** can be **structured around five different types of motor situations**, each characterized by common features of internal logic and different from those of the other types: **in stable environments, in opposition situations, in situations of cooperation, in situations of adaptation to the environment, and in situations of an artistic or expressive nature** (see <https://www.boe.es/boe/dias/2015/01/03/pdfs/BOE-A-2015-37.pdf>, pg.313).

*From the field of Physical Education, and specifically from the subject "Sport", the aim is to offer students **tools that facilitate the practice of physical activity**, as well as to contribute to the **fulfilment of the official recommendations of daily practice of healthy physical activity** and to **promote habits that help students' healthy lifestyles** and that can last throughout their lives.*

The contents of the subject are distributed in five blocks:

- *Water polo and/or Kayak Polo.*
- *Aquatic rescue.*
- *Swimming styles.*
- *Synchronized swimming.*
- *Triathlon.*

These contents can be adapted by the educational centres to other types of sports, depending on their characteristics and possibilities.

c. Specific physical activity guidelines connected to these policies

i. Guidelines specific to different ages: preschool, primary and secondary

Spain's current guidelines are from 2015 and are based on WHO recommendations (2010), the Physical activity guides of Public Health Agency of Canada (2011) and Start Active, Stay Active, and a report on physical activity for health from the four home countries' chief medical officers in the Department of Health, Physical Activity, Health Improvement and Protection of the United Kingdom National Health Service (2011).

Spanish guidelines for under 5 years old children are divided differently for those who do not walk yet and those who walk. Then there are specific guidelines for children and adolescents (5-17 years old), and adults (>18 years old). Specific guidelines for older adults and pregnant and breast feeding women exist, but not for people with disabilities nor people with chronic conditions (<https://sport.ec.europa.eu/document/spain-physical-activity-factsheet-2021>)

Table 3. shows the preschool, primary and secondary children's guidelines for physical activity (PA), taken from in the government website <https://estilosdevidasaludable.sanidad.gob.es/>.

Table 3. Spanish guidelines for Physical activity for infants, children, and adolescents (summary)

Age groups		Physical activity (PA) guidelines	Further comments	Sedentariness	Screen time
< 5 years	Do not walk yet	Several times a day (any intensity)	Encourage movement, active play and enjoyment	Minimise the time spent sitting or restrained in chairs or stroller's prams, when awake, to less than one hour at a time.	< 2 years: Spending time in front of a screen is not recommended 2 to 4 years: No more than 1 hour/day of screen activities.
	Once they walk	At least 180 min/day (any intensity)	Activities and games that develop basic motor skills (running, jumping, climbing, throwing, swimming, etc.) in different environments (at home, in the park, in the swimming pool, etc.).		
≥ 5 years to ≤ 17 years		At least 60 min/day of moderate-to-vigorous PA	Include, at least 3 days/week, vigorous intensity activities and activities that strengthen muscles and improve bone mass.	Reduce prolonged periods of sedentary periods. Encourage active transport and outdoor activities.	No more than 2 hours/day of leisure screen-related activities.

Below is explained with further details the PA, sedentariness and screen time guidelines for preschool, primary, and secondary children, and adolescents

Guidelines for preschool children (below 5 years old)

Children do not walk yet.

- Encourage "them" to **do physical activity several times a day** within safe environments, specifically through floor games or supervised activities in water (either in swimming pools or at bath time at home).
- Reduce prolonged **sedentary periods**: Minimise the time spent sitting or restrained in chairs, prams, or rockers, when awake, to **less than 1 hour at a time**.
- For children under two years of age, it is recommended to **keep them from** spending time in front of **TV screens**, computers, mobile phones, etc.

Children already walking.

- Encourage them to be physically active for **at least 180 minutes a day (3 hours)**, spread throughout the day, including all types of physical activity:

- Structured activities and free play.
- Both at home and outdoors.
- At all levels of intensity. As children get older, a gradual increase in the activity is needed.
- Reduce prolonged sedentary periods. When they are awake, it is recommended not to spend more than 1 hour at a time in sedentary activities such as sitting or sitting in chairs, strollers or rocking chairs or watching television, playing mobile phones, computers, video games, etc.

Guidelines for primary and secondary children (5 to 17 years old)

- Perform **at least 60 minutes** (1 hour) per day of moderate* to vigorous** physical activity; these 60 minutes can also be achieved by adding shorter periods throughout the day.
- Include **at least 3 days a week**:
 - vigorous-intensity activities and
 - muscle-strengthening and bone-building activities involving large muscle groups.
- Reduce prolonged sedentary periods:
 - Limit time in front of the television or other screens (mobile phones, video games, computers, etc.) for recreational purposes to a **maximum of 2 hours**
 - Minimise motorised transport time (by car, bus, metro) and encourage **active transport** by walking or cycling at least part of the way.
 - Encourage **outdoor** activities.

IT SHOULD BE NOTED THAT:

- **If a child does not meet the guidelines**, gradually increase his/her activity so that he/she learn to enjoy physical activity. A simple way to start is by incorporating physical activity into daily life.
- **If a child meets the guidelines**, continue to be physically active, even trying to increase the daily activity. Scientific evidence suggests that physical activity above the minimum recommendations may provide additional health benefits.
- **If a child exceeds the recommendations**, maintain his/her activity level and try to combine several types of physical activity.

The note continues, to stress the following

IMPORTANT!

Parents or guardians need to be aware that, as children reach adolescence, they generally reduce their physical activity. This is very important, especially in adolescent girls, who have physical activity levels well below those of boys and below what is recommended for their age. Therefore, **parents or guardians play a vital role in promoting and facilitating opportunities for age-appropriate physical activity**. In doing so, they help set an important base for physical activity that promotes lifelong health.

ii. Delivery: qualifications and training of teachers, coaches, animators etc

The [Spanish government \(2010\) acknowledges](#) that all agents involved in the development of physical and sports activities at school age are responsible of promoting physical activity and fair play among children and adolescents, including family members.

Teachers: For both preschool and primary they need to have a university degree. For secondary education, teachers need a university degree and a master's degree specific for physical education in secondary education. Within the [NAOS Strategy](#), several actions have been conducted to provide [documents and teaching aids](#) related to both physical activity promotion and other healthy habits. Teaching aids are for [different educational stage](#).

Coaches (extracurricular sports for preschool, primary and secondary children) and Animators are required to have specific qualification (Tables 4 and 5 below).

Table 4. Coaches' qualification

University degrees	Bachelors' degree
<ul style="list-style-type: none"> • Physical Activity and Sports Sciences • Teaching specialization in physical education 	<ul style="list-style-type: none"> • Senior Technician Animation Physical Activity and Sports (TAFAD; No longer existing) • Senior Technician in Teaching and Socio-sporting Animation (TSEAS) • Senior Technician in Physical Conditioning (TSAF) • Technician in Conducting Physical-Sports Activities in the Natural Environment (TECO) • Senior Sports Technician (TSD; specific for each sports modality [only for 12 sports]) • Sports Technician (TD; specific for each sports modality [only for 12 sports])

Table 5. Animators' qualification

University degrees	Bachelors' degree	Others
<ul style="list-style-type: none"> • Physical Activity and Sports Sciences • Teaching specialization in physical education 	<ul style="list-style-type: none"> • Senior Technician Animation Physical Activity and Sports (TAFAD; No longer existing) • Senior Technician in Teaching and Socio-sporting Animation (TSEAS) • Senior Technician in Physical Conditioning (TSAF) • Technician in Conducting Physical-Sports Activities in the Natural Environment (TECO) • Senior Sports Technician (TSD; specific for each sports modality [only for 12 sports]) • Sports Technician (TD; specific for each sports modality [only for 12 sports]) 	<ul style="list-style-type: none"> • Leisure and Free Time Animator. • Manager of Leisure and Free Time.

- **Relatives (family):** Different documents such as [NAOS pyramid](#) include the main guidelines for physical activity and [healthy nutrition](#).
- Further requirements exist for 9 of the 17 Spanish Autonomous Communities (Andalucía, Aragón, Castilla y León, Cataluña, Extremadura, La Rioja, Madrid, Navarra, Región de Murcia) <https://www.consejo-colef.es/regulacion-autonomica>

iii. Delivery: where physical activity takes place (school and extracurricular)

Spanish Government do not distinguish between different [places where children and adolescents may take part in physical activities](#), but encompass all of them (2010) under the term “physical activity and sport at school age”. “*School-age sport is defined as all those activities which, in an organised way, are held outside the Physical Education syllabus in schools, clubs, associations, etc. and in which school-age sportsmen and sportswomen take part.*”

Based on this definition, Spanish Government encourage regional and local public bodies to promote physical activity among children and adolescents in both at school and after school.

Physical activity at school:

Spanish government encourage both public bodies (regional and local) and educative centres to develop sports project at school age. Providing [guidelines \(2010\)](#) for these three agents and a [monitoring and surveillance system](#) for physical activity at education centres.

In addition, the government support projects at educational centres:

- [Give me 10! \(Dame 10!\)](#): Active pauses (5 to 10 minutes’ duration) for exercise to be implemented in the classroom in both primary and secondary schools
- [Playground](#): No specific action is supported by government but they acknowledge Physical activity in playground is low and decreases with age
- [Gaining Health at school. Guidelines to achieve it!](#) (2009) Guidelines ‘to raise levels of health amongst students, but also to improve the school environment’.
- [Health at school](#): Teaching materials for promoting health and physical activity at school, guidelines for educative administrations, guidelines for students, teachers and families , etc.

Physical education: Spanish government encourage educative centres to improve physical activity within physical education classes

- [Active Didactics Units \(UDAS\)](#): Improve intensity within physical education classes.

- [Early childhood physical education](#): Improve motor competence in early childhood.
- [Guidelines for physical education teachers](#)

Physical activity after school: Spanish government (2010) acknowledges the importance of structured physical activity after school by [identifying coaches, managers and referees as promoters of healthy physical activity](#) and fair play among children and adolescents.

- **ADB 2020 II:** Support Plan for Grassroots Sport aimed at increasing the number of people practising sports.
- **Sports at school age:** Aids to support the structured physical activities apart from physical education that are performed in educational centres, clubs and associations. Also, awards and competitions

[Travel to and from school:](#) Funding for developing plans to promote active commuting to and from school

Other initiatives:

- **Aids for inclusive sports to Spanish sports federations:** aids for Spanish Sports federation for promoting Physical Activity in school age population.
- **“Towards Healthy Routes”:** healthy exercise trails
- **[National strategy plan 2010-2020:](#)** There is no new after 2020. This document includes a section for physical activity in school age
- **Guidelines for implementation of Local strategy for Health promotion and prevention within the SNS:** Guidelines for local bodies to implement actions and strategies [to promote physical activity among different collectives](#) (including school age people) also [public assistance for implementing these actions](#) and strategies
- **[Project Health Behaviour in School-aged Children \(HBSC\):](#)** monitoring project implemented in several European countries. <http://www.hbsc.org/>

d. Content of PE, sport and physical activity curriculum

National Level

The new Spanish Education Law, **Organic Law 3/2020**, of 29 December, which modifies Organic Law 2/2006, of 3 May, on Education, **mentions the subject of Physical Education a total of 8 times** throughout its document published in the Official State Gazette. These contributions correspond to:

Elementary Education

- Modification and specification of the stage objective "K" (Primary Education) related to the **valuation of hygiene and health, with the aim that pupils accept their own body and that of others, respecting differences and using Physical Education, sport and nutrition as means to favour personal and social development.**
- Furthermore, the subject of Physical Education is conceived as a specific area of organisation in the three stages that comprise this educational stage (6-12 years).

Secondary Education

- Modification and specification of stage objective "K" (Secondary Education) related to the **knowledge and acceptance of the functioning of one's own body and that of others, respecting differences, strengthening body care and health habits and incorporating physical education and the practice of sport to favour personal and social development.** Furthermore, the aim is **for students to constructively criticise social habits related to health, consumption, care, empathy and respect for living beings, especially animals, and the environment**, contributing to their conservation and improvement.
- Furthermore, Physical Education is conceived as a compulsory subject taught from 1st to 4th year of Compulsory Secondary Education (12-16 years old).

Bachelor's Degree

- Modification and specification of the stage objective "m" (Bachelor's Degree) related to **the use of Physical Education and sport to favour personal and social development, the strengthening of physical and sporting activity habits to favour physical and mental well-being.**
- Furthermore, Physical Education is conceived as a common subject in the Bachelor's Degree (17 years).

In this regard, the **General Council of Physical Education and Sport (COLEF)** mentions some of the changes related to the area of Physical Education (<https://www.consejo-colef.es/post/lomloe-ef>):

General

- **Elimination of the distinction between core and specific subjects, which relegated Physical Education to the latter** (with all the implications that this entailed).
- The fourth additional provision of the LOMCE on '**Promotion of physical activity and a balanced diet**', which in no case was incorporated as a modification of the LOE, **is now introduced as an additional forty-sixth provision, on 'Promotion of physical activity and healthy eating', within the Organic Law on Education of 2006**, with the following wording:
 - "The educational administrations will adopt measures to ensure that physical activity and healthy eating form part of children's and young people's behaviour. With the aim of encouraging and consolidating healthy lifestyles, these Administrations shall promote the daily practice of sport and physical exercise by pupils during the school day, under the terms and conditions which, following the recommendations of the competent bodies, guarantee adequate development to favour a healthy and independent life, to promote healthy eating habits and active mobility, reducing sedentary lifestyles. Schools will encourage the development of teaching activities in open spaces and natural environments. The design, coordination and supervision of the measures adopted for this purpose will be undertaken by teachers with appropriate qualifications or specialisation in these areas.

Secondary Education

- **The aims of Compulsory Secondary Education are added to include the acquisition of motor skills** as one of the basic elements of culture, and the **development and consolidation of healthy lifestyles** (Article 22.2).

Bachelor's Degree

- **Extension of the Bachelor's Degree objective of "using physical education and sport to promote personal and social development"** (article 33.m), adding that it should also **"strengthen the habits of physical and sporting activities to promote physical and mental well-being, as well as a means of personal and social development"**.
- At this educational stage, **Physical Education is one of the common subjects of the stage without specifying the year** in which it is to be taken (Article 34.6). Previously, its obligation was specified for the first year (Article 34bis.4), while in the second year it was indicated as an optional subject of the autonomous free configuration block (Article 34ter.5).

To these contributions must be added those made in the drafts of the **Royal Decrees** for each of the stages:

Preschool Education

- **No contribution is made with regard to physical activity, Physical Education and/or sport.** The only specific competences mentioned are the use of motor skills to experience the knowledge, appreciation and control that children acquire of themselves and the use of the resources of their own

body to advance in dynamic control in movement and movement, overcoming challenges and developing an increasingly adjusted body scheme.

Primary education

- Reference is made to the contributions made in Organic Law 3/2020, of 29 December, which modifies Organic Law 2/2006, of 3 May, on Education.

Secondary Education

- In addition to the aforementioned contributions of Organic Law 3/2020 of 29 December, which amends Organic Law 2/2006 of 3 May on Education, **a specific section is devoted to the subject of Physical Education.**
- This section **indicates that Physical Education in Secondary Education aims to give continuity to what has been worked on in previous stages**, building and consolidating a key motor competence for the comprehensive and multilateral development of pupils, **with a strong global and interdisciplinary character**, since movement is an essential and inseparable element of learning.
- One of the most characteristic contributions of this new educational law in Secondary Education is the **inclusion of a series of specific competences for this subject, with the aim of developing competences and meeting the needs of 21st century citizenship.**
- These *specific competences aim to consolidate an active and healthy lifestyle that allows students to perpetuate it throughout their lives by means of autonomous planning and self-regulation of their physical practice and of all the components that affect their health.*
- In addition to the specific competences of Physical Education, the new education law has **organised Physical Education into six blocks of basic knowledge** on which the different learning situations must be developed:

- (1) Block A: **active and healthy life,**
- (2) Block B: **organisation and management of physical activity,**
- (3) Block C: **problem solving in motor situations,**
- (4) Block D: **emotional self-regulation and social interaction in motor situations,**
- (5) Block E: **manifestations of motor culture, and**
- (6) Block F: **efficient and sustainable interaction with the environment.**

Bachelor's Degree

- Reference is made to the contributions made in Organic Law 3/2020, of 29 December, which modifies Organic Law 2/2006, of 3 May, on Education.

Autonomous Regions (Region of Murcia)

The contributions at regional level (Region of Murcia) are contained in Decrees 198/2014 (Primary Education), 220/2015 (Secondary Education) and 221/2015 (Baccalaureate), coming from the old education law, Organic Law 8/2013, of 9 December, for the improvement of educational quality. The most important aspects are:

Primary Education (Decree 198/2014)

- **Physical Education is conceived as an essential subject to consolidate learning** in pupils related to the motor area, as they are essential for the full development of the individual.
- This subject **should provide varied learning situations and contexts** in which the aim is to **control one's own movements and to learn more about one's personal possibilities**.
- Furthermore, it is **specified that the area of Physical Education contributes to developing the different competences of the curriculum**, although it contributes especially to the following competences: social and civic competences, learning to learn, and the sense of initiative and entrepreneurship.
- **Five main blocks of content** are also specified

- (1) The body. Image and perception,
- (2) Motor skills,
- (3) Artistic-expressive physical activities,
- (4) Physical activity and health, and
- (5) Games and sports activities.

- Finally, **methodological guidelines are specified** in order to adequately develop the teaching action. These include: the **use of motor games, the body and movement as fundamental axes, the promotion of healthy lifestyles and the use of active methodologies for the transfer of autonomy in students**.

Secondary Education (Decree 220/2015) and Bachelor's Degree (Decree 221/2015)

- **Physical Education is conceived as a fundamental subject** for pupils to acquire the necessary resources to reach an adequate level of motor competence.
- This subject should **have a focus aimed at alleviating sedentary lifestyles and their risk factors**: cardiovascular diseases such as obesity, hypertension, etc.
- Furthermore, it is **specified that the area of Physical Education contributes to the development of the different competences of the curriculum**, although it contributes especially to the following competences: social and civic competences, learning to learn and the sense of initiative, entrepreneurship, mathematics and science and technology.
- **Four large blocks of content** are also specified

- (1) Health-oriented physical fitness,
- (2) Games and sports activities,
- (3) Artistic-expressive physical activities, and
- (4) Common and cross-cutting elements.

- Finally, **methodological orientations are specified** in order to adequately develop the teaching action. These include: an **eminently practical** nature, **physical activity recommendations** made by international organisations, the **use of active methodologies** for the **transfer of autonomy in students** and teaching resources and materials that favour the **development of digital competence** (use of Information and Communication Technologies).

In respect of specific physical activities, the following should be noted.

Swimming

Swimming is not included in the educational system as an essential subject in the development of children's training. **It is being considered as an example of activity to improve physical capacities and motor skills in a stable environment.** In fact, in the previous educational law (Organic Law for the Improvement of Educational Quality, 2013; Royal Decrees 126/2014 and 1105/2014), it is only mentioned on one occasion within Primary and Secondary stages national curriculum.

Swimming is only mentioned more specifically in the Autonomous Communities, where the capacity to carry out sports activities is transferred to the schools. We can present the example of the Community of Madrid: "by virtue of their pedagogical and organizational autonomy and depending on their own resources or the possibility of using external facilities and resources (municipal sports centers or those of other bodies), the schools shall draw up a sports program that includes the physical and sports activities that pupils will carry out in each of the years of the stage". (Decree 89/2014, p.72)

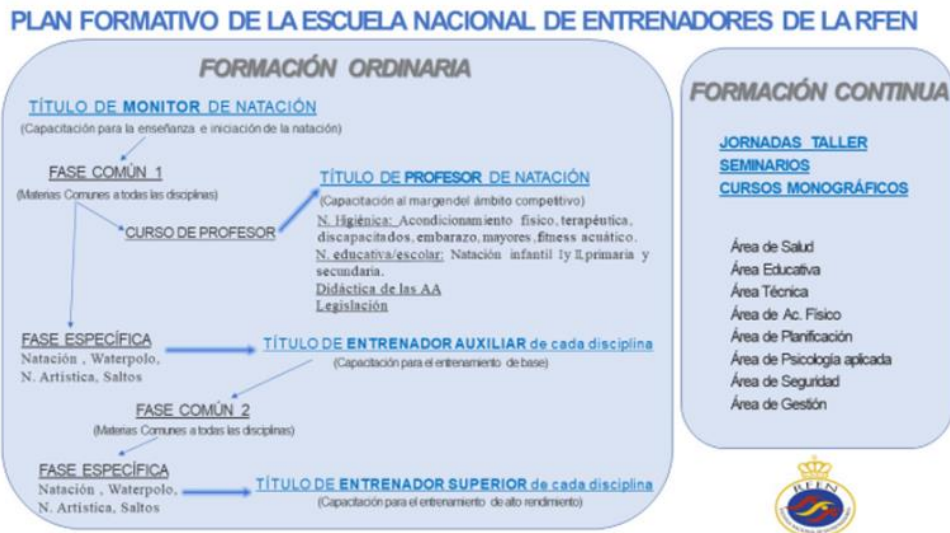
The initiation to sporting activity is promoted in the first three years (1st, 2nd, and 3rd) of primary education with the only prerogative (in reference to swimming) to include swimming activities and highlighting the objective of "moving in any style 15 meters" (pp. 75 and 76). **In the last three school years (4th, 5th and 6th) the possible content is extended to include the concept of safety:** "Schools which have the possibility of using a training pool may include swimming in their program of sporting activities. In this case, it should be ensured that schoolchildren, at the end of the stage, have achieved the following competences: to swim safely over a distance of at least 25 meters; to know and move in the water with different styles (crawl, backstroke, breaststroke); to know some water rescue and life-saving techniques" (p.77).

The new education law (Organic Law 3/2020, of 29 December, which modifies Organic Law 2/2006, of 3 May, on Education) is pending the articulation of its state curriculum and its territorial transfer. But it seems that there will be no change in relation to aquatic content in its future application.

Public schools usually present a lack of aquatic sports facilities, and they must rely on possible agreements with municipal public sports centers to try to achieve these objectives. On the other hand, private/subsidized schools tend to have their own facilities and usually include certain swimming programs, either educational or utilitarian, but there are no specific programs from political institutions.

Teaching and practice of swimming in the Spanish population usually takes place in public or private facilities, with various programs that include all ages and populations, from purely utilitarian and formative swimming, through recreational and health swimming, to competitive sports practice. These programs are designed independently, without being homogeneous and according to the specific interests of each promoter.

The training of professionals in aquatic activities has traditionally been provided by the National School of Coaches of the Royal Spanish Swimming Federation (RSSF), with different global basic courses, specialized ones adding continuous trainings, covering the different areas of interest in the world of swimming. This structure is observed in the figure presented below (Source: RSSF-National Coaching School, 2021. <https://rfen.es/es/section/plan-de-estudios>).



Currently, the Spanish state, through the regulation of the training of special regime teaching and aquatic sports specialties, conforms a homogeneous national training structure (Royal Decree 1363/2007, of 24 October and Order ECD/158/2014, of 5 February) establishing 3 levels of Sport Technician training (I, II and III). The first level is based on the didactics of swimming teaching, prevention, safety, aquatic legislation, and sport initiation. The rest of the levels are based on content oriented towards sports and competitive swimming.

This training and qualification of swimming teachers may be given by authorized public or private institutions that meet the requirements established by the authorities; the RSSF being among them. The figure of the Higher Technician derived from Vocational Training also has competences to develop teaching and activities in the aquatic environment, through its curriculum (Order EFP/923/2019).

Cycling

Cycling is not included in any syllabus for the subject of physical education at primary, secondary or baccalaureate level. It is not included in any Royal Decree establishing the minimum teaching in the three stages mentioned above. Despite having a training plan made on 12 April 2012, it is not included in any of these three stages.

The lack of material and budget in public education is the main reason why this activity is not carried out during the first formative stages, preventing this activity, which is very beneficial for the pupil's own development, from being carried out.

The cycling training plan (Resolution of 22 March 2012) **is divided into 3 levels,** including at all levels **professional development and regulations** as well as **cycling technique and tactics.** It also covers the **various disciplines** within this physical activity such as MTB or BMX. There is also a section exclusively for **adapted cycling,** which is a great attraction of this discipline due to the multiple benefits and facilities it provides during its implementation.

e. Barriers to inclusion and participation, and strategies to overcome these

The Spanish government identifies different barriers or factors that might cause school age people not to engage in physical activity.

External factors:

- More importance for winning than for playing
- No making progresses
- No help for improving skills
- Doing the same once and again
- Pressure for playing
- Frequent injuries
- Feeling ridiculed
- The external imposition of the activity being performed

Strategies to overcome barriers

- [Guidelines/training/information to families](#). There is a whole documents that includes tips and guidelines for supporting families in assisting children and adolescents in adopting an active lifestyle
- [Guidelines/training/information teaching materials](#), etc. for physical education teachers: Resources referred-to in section c(ii) above
- [Guidelines for health and active schools](#) and for [promotional campaigns](#).

Strategies:

- Law 17/2011 of 5 July 2011 [on food safety and nutrition](#): It includes several articles related to physical activity in school age population, the rights of these population and measures/actions/strategies that must be taken.
- [Benefits of physical activity in children's and adolescents' health \(<18 years\) and a National Framework for Physical Activity and Sport at School Age](#)
- **Funding for the promotion of physical activity for health:** [Health, Education, Sports, Environment, Urban Planning, Transport](#)
- **Active Schools:** The Educational Programme "**Active Schools**" developed during the confinement by Covid-19 in 2020 and continues in 2021 is based on methodologies that aim to provide concrete solutions to a real problem, overweight and obesity through physical exercise and a healthy diet. The challenges are presented as activities, tasks or challenges that require the active involvement of students in the search for a solution.
- **MADRID COMUNIDAD DEPORTIVA is a programme for the promotion of physical activity and sport, aimed at schools (2021-2022).** It is organised by the Subdirección General de Programas de Actividad Física y Deporte de la Comunidad de Madrid in collaboration with the Madrid Sports Federations, which provide their technicians with the appropriate qualifications and skills. E.g. initiatives in sports such as Swimming: "Madrid School Swimming Championship"; "Padel+Duathlon" joint activities.
- **A [best practice exchange](#) of information system**

Examples for school age kids to do Physical Activity:

See <https://estilosdevidasaludable.sanidad.gob.es/mapaWebGrupos.do?grupo=Menores>

f. Links between curriculum in sport, PE, sustainability, health, social education

This section includes examples of regulation and strategies intended to link physical activity with other aspects of curriculum such as sustainability and social development.

National Education Act. Preamble of Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May, on Education, makes specific reference to the **the importance of governments adopting policies that support a healthy diet and physical activity regime in schools** (as noted above), but also makes the following **links with social education**.

Forty-sixth additional provision requires educational administrations to adopt “measures to ensure that physical activity and healthy eating form part of children's and young people's behaviour” with the aim of

- a. encouraging and consolidating healthy lifestyles,
- b. development to favour a healthy and autonomous life,
- c. to promote healthy eating habits and active mobility,
- d. reducing sedentary lifestyles.

Physical activity in Infant Education, Primary Education and Compulsory Secondary Education (ESO) should **favour personal and social development** “to promote physical and mental well-being, as well as a means of personal and social development.”

Royal Decrees and Autonomous Community Regulations (of the Autonomous Communities in which the Spanish territory is established), similarly call for the competent Regional Ministry to “promote the daily practice of physical exercise by pupils during the school day, with sufficient guarantees to ensure that adequate development is achieved in order to favour an **active, healthy and independent life**.”

Modification of the new Law on Sport (at national level), contemplates Sport and health as a ‘strategic axis’. Sport and health must be configured as a strategic axis of public sport policies in the coming decades". José Manuel Franco (the President of the *Consejo Superior de Deportes* in Spain), highlighted (in an official interview of 11 Nov. 2021) that "every euro invested in physical activity avoids up to 15 euros of health expenditure", and in this sense, the *Consejo Superior de Deportes* is working to articulate a national strategy for sport and healthy habits.

A **State Bicycle Strategy**, drafted by the Spanish government after years of work, offers aid programmes **for cycling activities in schools** in order to "train pupils, parents and teachers in safe mobility and cycling skills", **to be applied until 2025**. Some of the hundreds of measures included in the strategy include teaching schools to use and operate bicycles and creating an official state-level qualification for bicycle mechanics. The National Strategy is divided into 10 thematic areas with 28 blocks of action. **The first aims to achieve a greater increase in the use of bicycles and a cultural change in favour of sustainable mobility**.

Guides to reduce sedentary lifestyles and promote ‘Active Life’ have been published in terms of types of physical exercise to be carried out with the youth population and, with populations with "specific" pathologies. These relate mainly to metabolic diseases with specific strategies for professionals in Physical Education and Sport Sciences but **clearly have explicit links to the promotion of health in schools both in and outside the curriculum**.

The **Sport, Physical Activity and Health project -PEAFS-** (of the Autonomous Community of Valencia [Generalitat Valenciana]) is the framework document where the philosophy, objectives, plans, actions and activities for the promotion of physical activity and sport **with the aim of training in healthy habits and education in values**, which is carried out in the educational centre, both in its own facilities and outside them. Examples of specific actions include the the "Aula ciclista" programme - an educational innovation project that aims to promote the practice of physical activity and the knowledge and dissemination of cycling in schools, **encourage the use of bicycles as a model of sustainable mobility and provide training in healthy habits and education in values**. It is carried out firstly in the recognised Educational Centres for the Promotion of Physical Activity and Sport-CEPAFE, prioritising the existence of a local cycling club in the municipality, and is aimed at pupils in 5th and 6th years of Primary Education and 1st and 2nd years of Compulsory Secondary Education.

Healthy School Projects of the Community of Castilla-La Mancha . Sports activities are developed to encourage healthy competition, development of active breaks (with physical-sports activities during school breaks) and active travel.

Programmes to promote cycling in schools. Private entities such as the "Ciclería" which develop healthy training programmes for the use of bicycles on the way to school and in everyday life. Walking or cycling to school increases school performance but also promotes sustainable transport. They have a safe cycling programme for pupils in the third cycle of primary and secondary school. More than a thousand pupils have been trained with La Ciclería since its launch, based on consolidated experiences such as *Bikeability*, in the United Kingdom, and *Pro-Velo*, in Belgium. In order to adapt it to the reality of southern European cities, they have relied on similar programmes developed by the Catalan cooperative *Biciclot* in Vitoria, Barcelona and Terrassa.

Project "Swimming is life" is the programme developed by the Royal Spanish Swimming Federation to guarantee the quality of swimming education in Spain. It is designed to offer great advantages to all the parties involved in the teaching process, both for schools, monitors, parents and, above all, for children, who are the real protagonists.

Swimming is Life is a program for the certification of standards in the teaching of swimming in Spain, seeking a consistency of the curricular aspects in Spanish swimming schools, certifying the quality of these after a complete assessment. The **aim is to develop children's skills and abilities to improve their safety, autonomy, and confidence in the aquatic environment**, at the same time as acquiring healthy habits for themselves, including assessments to certify the level. It **also includes a work on values and transversal competences where, among others, respect for the environment and especially for the aquatic environment** is added. Moreover, it is attractive for the youngest children because the program is put into practice with the context of Disney's environment as a main contributor (Figure 2). Membership of this program is voluntary, it has a fixed cost, and its application is currently based on its use by private entities.

The Learning structure of the Swimming Is Life program is illustrated below, with annotations.

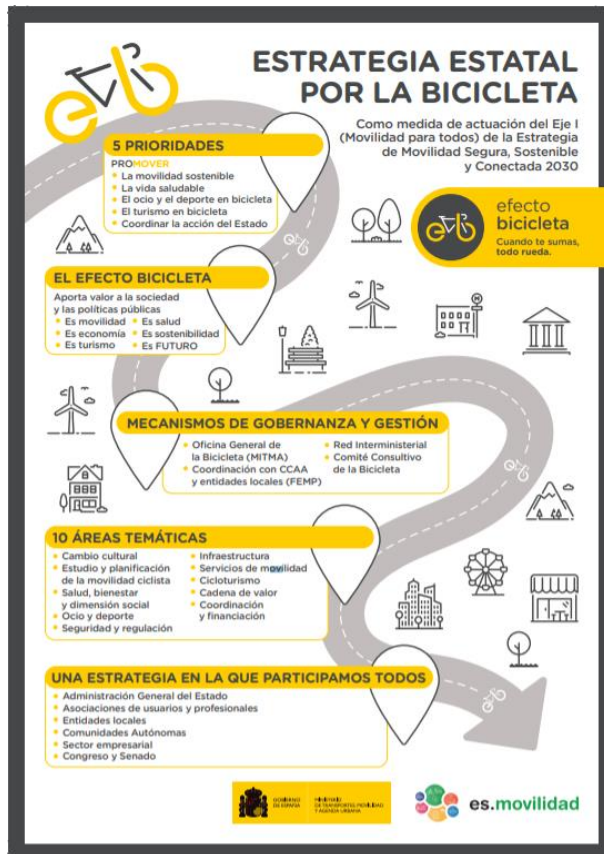


Other **swimming projects in schools in Spain** include the Bilingual School of Brunete (Community of Madrid), by means of games, objectives are worked on such as: overcoming fear of the aquatic environment, valuing aquatic games as a means of physical activity, as a means of enjoyment, of relationship, diving with basic mastery of breathing rhythms, balancing in any position in deep or shallow pools, encouraging habits of regular physical practice in the aquatic environment. There is also a **draft programme of aquatic activities and management of sports facilities** published by Miguel Ignacio Salmerón Sánchez (2012).

g. Promoting lifelong healthy activity to children

Bicycle State Strategy (BSS).

The Ministry of Transport, Urban Mobility (MITMA) has developed "es.movilidad", the *Strategy for Safe, Sustainable and Connected Mobility 2030*, which will guide MITMA's actions in the area of mobility, infrastructure and transport in the next 10 years. The Strategy constitutes the important basis of the Ministry to face the challenges of mobility in the next 10 years.



Under this framework, MITMA has developed, based on the work carried out by the General Directorate of Traffic (DGT), the State Bicycle Strategy (BSS), with a time horizon until 2025. The Strategy aims to promote the bicycle in all its areas, covering 10 thematic areas: Cultural change, Study and planning of cycling mobility, Health, well-being and social dimension, Leisure and sport, Safety and regulation, Infrastructure, Mobility services, Cycle tourism, Value chain, Coordination and financing.

It Involves a large number of protagonists, public administrations, as well as the business sector and civil society. (General State Administration, User and Professional Associations, Local Entities, Autonomous Communities, Business Sector, Congress and Senate)

The BSS is understood as one of the fundamental actions within the Strategy for Safe, Sustainable and Connected Mobility 2030, being included within the axis of action 1, “Mobility for all”.

This state strategy is based on promoting 5 priorities:

- Sustainable mobility
- Healthy life
- Leisure and sports by bicycle
- Tourism by bicycle
- Coordinate State action

To achieve this, a system of instruments is established that, led by organizations from both the public and business sectors and the social sector, coordinate and promote a set of more than 200 actions.

In recent years, several strategies to promote cycling have been approved locally and internationally, within the latter, the European Cycling Strategy stands out, developed by the European Cycling Federation (ECF), or the European Bicycle Plan, approved in May 2021. However, **currently there has not been a national strategy, a plan that is highly demanded by all sectors interested in cycling.**

Swimming

Swimming is known for its numerous benefits and is recommended by all organizations and institutions, but in Spain there is no a global strategy to get an appropriate development in this area from the political establishment. It is established as a basic utilitarian learning from the earliest childhood to old age. When swimming learning is acquired, it can provide a way to enjoy a daily healthy physical activity or enroll in the field of competitive sport.

In relation to the need for a good command of motor skills in the aquatic environment, it is established as a vital demand in order to prevent drowning at any age. According to the National Drowning Report 2020 (Royal Spanish Federation of Rescue and Lifeguarding - RSFRL, 2021) the number of drowning deaths that year amounted to 338, most of them avoidable. The profile of the victims was:

- Spanish
- Male
- During the middle of the day and summer months in coastal and beach areas and unattended places.
- Higher incidence rate: over 35 years of age and a striking number in the over 65 age group.

This data gives us an image of the need not only to promote the teaching of swimming from an early age. Also, is necessary to maintain physical activity programs that include this aquatic skill in adults and the elderly.

h. Reviews of effectiveness or impact of these policies and strategies for children

Sports participation indicators of the [Spanish Sports Habits Survey \(published September 2021\)](#) state: the survey offers indicators of sporting practice evaluated in groups of people in which a particular sporting practice is observed, which show the strong interrelationships between them. The following are some examples:

- the rate of hiking has increased considerably.
- There is a 22.5% rate of swimming, twice as high as in the total population. In the group of those who cycle, in annual terms, there is a strong increase in the rate of swimming, 25.2% compared to the 11% estimated for the total population analysed.
- Among those who swim, there are also strong increases in their rates of gymnastics, either gentle, 58.6% compared to 28.6% for the general population, or intense, 42.1% compared to 18.6%, and in their rates of cycling or walking, which stand at 42.9% and 43.2%, respectively.
- More than half of those who practice hiking also practice gentle gymnastics, 50.7%, and among them 40.2% practice cycling, more than double the rates observed in the total population investigated, and 34.9% practice intense gymnastics, almost twice as much as in the total population investigated.
- Among those who have played football 11 or 7-a-side football in the last year, annual cycling rates amounted to 45.7%, compared to 18.7% in the general population. They more than doubled the rate of swimming, 26.9% compared to 11%.
- The annual rate of running (30.3% compared to 15.5% in the general population) and hiking (24.6% and 15.8% respectively) increased significantly.

18. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies and initiatives in place relating to children

A selection of non-governmental organisations is listed below with an interest in children and physical activity.

Agencia Española de Protección de la Salud en el Deporte: Protection of Health and Sport

Asociación Española de Pediatría de Atención Primaria (AEPap): Primary Paediatrics

Centro Nacional de Innovación e Investigación Educativa (CNIIE): Education Innovation and Research

Children in movement and adolescents in movements (at different medical centres in Álava, Alicante, Andorra, Asturias, Barcelona, Bilbao, Castellón, Córdoba, Galicia, Girona, Guipuzcua, La Rioja, Las Palmas de Gran Canaria, Lledia, Madrid, Malaga, Palma de Mallorca, Sevilla, Tarragona, Teruel, Valencia, Vizcaya, Zaragoza)

España se mueve / Blog España se mueve: promotes healthy lifestyle through sport and physical activity

Fundación España Activa: Active Spain Foundation

Fundación Española de la Nutrición (FEN): nutrition

Sociedad Española para el Estudio de la Obesidad (SEEDO): study of obesity

Sport for Education and Health Association. This association aims to promote inclusive-educational sport and healthy lifestyle habits in schools.

b. Barriers to inclusion and participation, and strategies to overcome these

Different studies have analysed the barriers that the Spanish youth population faces in practicing physical activity. Some of them are:

Alcántara-Porcuna, V., Sánchez-López, M., Martínez-Vizcaíno, V., Martínez-Andrés, M., Ruiz-Hermosa, A., & Rodríguez-Martín, B. (2021). Parents' perceptions on barriers and facilitators of physical activity among schoolchildren: A qualitative study. *International Journal of Environmental Research and Public Health*, 18(6), 3086. <https://doi.org/10.3390/ijerph18063086>

- This study shows the main barriers encountered by school-aged children, among which the following stand out: children's preferences for sedentary activities (individual factors), academic tasks as parents' main priority, the influence of older siblings and unfavourable school environment (microsystem), lack of family reconciliation (mesosystem) and barriers related to the built environment or lack of facilities for physical activity (exosystem). While facilitators were preferences for active play (individual factors), parental role models including parental co-participation in activities, influence of friends, living in large houses, support provided by teachers and school

(microsystem), living in rural areas, sufficient facilities, favourable weather conditions (exosystem) and the existence of free or subsidised activities (macro system).

Rué Rosell, L., & Serrano Alfonso, M. A. (2015). Educación Física y promoción de la salud: estrategias de intervención en la escuela (Physical Education and health promotion: strategies of intervention in the school). *Retos*, 25, 186-191. <https://doi.org/10.47197/retos.v0i25.34510>

- This study reviews the strategies that can be used in the primary school stage for the development of physical activity in the school-age population.

Casado Pérez, C., Alonso Fernández, N., Hernández Barrera, V., & Jiménez García, R. (2009). Physical activity in Spanish children: associated factors and evolution 2003-2006. *Pediatría Atención Primaria*, 11(42), 219-232.

- This study analyses the main factors affecting physical activity habits in Spanish youngsters between 6 and 15 years of age. The study obtains data from 2003 to 2006, but a relationship can be made between those years and the current ones.

c. Reviews of effectiveness or impact of these policies and strategies for children

In relation to effectiveness or impact of these policies and strategies for children, the aim is to analyse the existence of reports that evaluate the effectiveness of the different initiatives that have been proposed for evaluation. To this end, the existence of different reports or articles evaluating the effectiveness of the initiatives developed has been detected. Therefore this section will be divided into three sections.

- Firstly, the most recent reports evaluating (H1) **physical activity rates** in different groups of young people will be presented.
- Then (H2) **obesity rates in children and adolescents** will be presented.
- Finally, in order to evaluate the effectiveness of the different territorial policies for the achievement of the SDGs, (H3) **a proposal of indicators made by the political association of 54 states known as 'The Commonwealth' and an example of how these reference indicators are applied to the population of Spain** according to the different autonomous regions will be presented.

H.1 Assessment of physical activity in children and adolescents

H.1.1 WORLD REPORT- “Physical activity among adolescents: a pooled analysis of 298 population-based surveys with 1-6 million participants”

World Health Organization (WHO) researchers conclude that more than 80 per cent of school-age adolescents worldwide - 85 per cent of girls and 78 per cent of boys - do not reach the recommended minimum level of one hour of physical activity per day. The study - based on data from 1.6 million students aged 11-17 - reveals that, among the 146 countries that participated in the study between 2001 and 2016, girls were found to be less active than boys in all but four (Tonga, Samoa, Afghanistan and Zambia).

The difference between the percentage of boys and girls reaching the recommended levels in 2016 exceeded 10 percentage points in about one in three countries (29 per cent, or 43 out of 146 countries), with the largest differences in the United States of America and Ireland (more than 15 percentage points). Most of the countries considered in the study (73 per cent, or 107 out of 146) saw an increase in this gender gap between 2001 and 2016.

Source: <https://www.thelancet.com/action/showPdf?pii=S2352-4642%2819%2930323-2>

H.1.2 Annual Report France “Report Card (2020)”

This 2020 edition of France's Report Card again highlights the **alarming levels of physical activity and sedentary behaviours among French children and adolescents**, and calls for the development of effective national action. It also draws attention to the particular harmful effects of COVID-19 confinement on young people's movement behaviours, which significantly worsened the situation.

Other sources: https://www.euro.who.int/_data/assets/pdf_file/0009/288108/France-Physical-Activity-Factsheet.pdf

H1.3 Annual Report Spain - Pasos (España, 2019)

PASOS (**Physical Activity, Sedentarism and Obesity in Spanish Youth**) is a pioneering study whose objective is to evaluate the physical activity, sedentarism, lifestyles and obesity of Spanish children and adolescents aged 8 to 16 and their families. This initiative stems from the Gasol Foundation's commitment to the fight against childhood obesity and the need to have objective data on the level of physical activity and health of children in this age group, as well as to have scientific evidence of the association between the level of physical activity and social and lifestyle determinants. It is confirmed that in Spain we are suffering an epidemic of childhood obesity that is having a

significant effect on the development of children and adolescents. 14.2% of the child and adolescent population suffers from this problem as measured by the Body Mass Index (BMI) and 24.5% have abdominal obesity.

The prevalence of childhood obesity has grown in the last two decades: 1.6% according to BMI and 8.3% according to abdominal obesity.

H.2 Assessing obesity rates in children and adolescents

H.2.1 Global report (WHO, 2021)

Children under 5 years of age

For children under 5 years of age: overweight is weight-for-height that is more than two standard deviations above the median of the WHO child growth standards; and obesity is weight-for-height more than three standard deviations above the median of the WHO child growth standards.

[Figures and tables: WHO growth standards for children under 5](#)

Children aged 5-19 years

For children aged 5-19 years, overweight and obesity are defined as follows: overweight is BMI-for-age more than one standard deviation above the median established in the WHO child growth standards, and obesity is greater than two standard deviations above the median established in the WHO child growth standards.

Charts and tables: [WHO growth standards for children aged 5-19 years:](#)

Other international source. [The Heavy Burden of Obesity](#) report (OECD, 2019).

H.2.2 Results in France – [La Ligue nationale contre l'obésité \(2021\)](#)

18% of children aged 2 to 7 years and 6% of children aged 8 to 17 years are obese. Prevalence among 8-17 year olds is twice as high in boys (62%) as in girls (38%). Young people from disadvantaged backgrounds are over-represented. 75% of 8-17 year olds who are overweight or obese fall into this category, more than 9 points above the general population.

H.2.3 [Results in Spain](#)

In Spain, there is an incipient downward trend in the prevalence of overweight and obesity in the latest COSI round (ALADINO 2015) compared to the previous rounds (2013 and 2011), which can be assessed more consistently once the prevalence data from the 4th round (ALADINO 2019), currently under development, are available.

Table 6. Studies on prevalence of childhood overweight and obesity in Spain (Source: Observatorio NAOS, 2019)

Estudio	Año	Edad (años)	Metodología	Resultados (Total)	Niñas	Niños
ALADINO (AESAN)	2011	6-9	Datos medidos (OMS)	44,5 % de exceso de peso • 26,2 % sobrepeso • 18,3 % obesidad	EP: 41,2 % SP: 25,7 % OB: 15,5 %	EP: 47,6 % SP: 26,7 % OB: 20,9 %
ALADINO (AESAN)	2013	6-9	Datos medidos (OMS)	43,0 % de exceso de peso • 24,6 % sobrepeso • 18,4 % obesidad	EP: 40,4 % SP: 24,9 % OB: 15,5 %	EP: 45,6 % SP: 24,2 % OB: 21,4 %
ALADINO (AESAN)	2015	6-9	Datos medidos (OMS)	41,3 % de exceso de peso • 23,2 % sobrepeso • 18,1 % obesidad	EP: 39,7 % SP: 23,9 % OB: 15,8 %	EP: 42,8 % SP: 22,4 % OB: 20,4 %
COSI (Región Europea OMS) – España	2015	7	Datos medidos (OMS)	-	EP: 40,4 % SP: 23,6 % OB: 16,8 %	EP: 42,2 % SP: 23,5 % OB: 18,7 %
Estudio Nutricional de la Población Española (Aranceta)	2015	3-8	Datos medidos (OMS)	39,8 % de exceso de peso • 23,9 % sobrepeso • 15,9 % obesidad	EP: 37,7 % SP: 24,4 % OB: 13,3 %	EP: 41,9 % SP: 23,5 % OB: 18,4 %
		9-18		34,0 % de exceso de peso • 22,4 % sobrepeso • 11,6 % obesidad	EP: 25,8 % SP: 17,3 % OB: 8,5 %	EP: 41,6 % SP: 27,0 % OB: 14,6 %
Observatorio OMS	2016	5-19	Datos medidos (OMS)	34,1 % de exceso de peso • 23,3 % sobrepeso • 10,8 % obesidad	EP: 31,0 % SP: 22,6 % OB: 8,4 %	EP: 37,0 % SP: 23,9 % OB: 13,1 %
ALADINO (AESAN)	2019	6-9	Datos medidos (OMS)	40,6 % de exceso de peso • 23,3 % sobrepeso • 17,3 % obesidad	EP: 39,7 % SP: 24,7 % OB: 15,0 %	EP: 41,3 % SP: 21,9 % OB: 19,4 %
PASOS (Gasol Foundation)	2019	8-16	Datos medidos (OMS)	34,9 % de exceso de peso • 20,7 % sobrepeso • 14,2 % obesidad ICA: 23,8 % obesidad	-	-
Estudio enKid (Serra-Majem)	1998 - 2000	2-24	Datos medidos (IOTF)	≥ p85: 24,4 % de exceso de peso • 18,1 % sobrepeso (≥ p85-< p97) • 6,3 % obesidad (≥ p97)	EP: 19,0 % SP: 14,4 % OB: 4,6 %	EP: 29,5 % SP: 21,6 % OB: 7,9 %
Encuesta Nacional Salud en España (MSCBS)	2017	2-17	Datos auto-referidos (IOTF)	28,6 % de exceso de peso • 18,3 % sobrepeso • 10,3 % obesidad	EP: 28,4 % SP: 18,2 % OB: 10,2 %	EP: 28,7 % SP: 18,3 % OB: 10,4 %
Encuesta Europea de Salud	2020	15-17	Datos auto-referidos (IOTF)	20,7 % de exceso de peso • 17,8 % sobrepeso • 2,9 % obesidad	EP: 19,8 % SP: 15,8 % OB: 4,0 %	EP: 21,6 % SP: 19,9 % OB: 1,7 %

Key:

exceso de peso (EP) = % of excess weight; *sobrepeso (SP)* = % of population overweight ; *obesidad (OB)* = % of population obese

H.3 Indicators for the achievement of the Sustainable Development Goals through Sport and Physical Education

H.3.1 Proposed global indicators

The main objective of a [Commonwealth project](#), based on was to create a "toolkit" outlining a common and systematic approach to measure and evaluate the contribution of sport, physical education and physical activity to the Sustainable Development Goals (SDGs). To this end, this toolkit outlined a common approach to the development of sport-related policies, plans and implementation strategies related to sport, along with the basic principles associated with the design of sport-related frameworks that will maximise sport's contribution to the SDGs. The toolkit sets out a theory of change (ToC) for sport's contribution to these goals, **proposes a measurement framework for sport, physical education and physical activity policy and strategy**, and presents a model of indicators that can be used by different stakeholders to measure the contribution of sport, physical education and physical activity to sustainable development.

Table 7. Example of indicators of achievement for contributing to the SDGs from Physical Education and sport

Appendix A: Category 1 - common indicators

Category 1 indicators comprise a small suite of global indicators to be collected consistently across countries/stakeholders. These indicators are conceptually clear and have an existing or proposed international data measurement source.

Code	Category 1 indicator name	Source	Availability	Type	Unit of analysis	Notes	Linked SDG target and indicator
1.a	% of population sufficiently physically active	WHO GPAQ Items P10-15	Currently available and fit for purpose	Impact	Population level (per country) Refers to percentage of entire population that meets WHO recommended levels of physical activity Disaggregated to gender, age, disability, income and education level	This indicator measures all forms of physical activity, including sport, recreation and leisure but also work, home and transport-related activity (as per GPAQ). Enhancing the contribution of sport, physical education and physical activity to ensuring more people are physically active is an important prerequisite to Policy Area II.1 of the Kazan Action Plan: <i>II.1 Improve health and well-being of all at all ages.</i>	3.4 By 2030, reduce by one third premature mortality from NCDs through prevention and treatment and promote mental health and well-being Indicator 3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease

Source: <https://thecommonwealth.org/sites/default/files/inline/Sport-SDGs-Indicator-Framework.pdf>

H.3.2. Example of measuring indicators through sport in Spain

Research in Spain by [Camillo-Sanchez et al \(2021\)](#) argues that sport has an important role to play in achievement of Sustainable Development Goals between now and 2030. The paper concludes that, in presenting the Spanish Government's Transformation, Recovery and Resilience Plan (October 2020):

“many of the resources to be promoted will be framed in the context of the SDGs in this quest to contribute to cities and a more sustainable society. A state strategy is needed more than ever to serve as a roadmap to guide policies based on lessons learned and international recommendations, contribute to solving existing gaps and guarantee a coordinated and coherent use of these resources that allows maximizing the contribution from sport to sustainable development. It is up to all the actors in the sports field to actively join in this process and contribute to defining those transformative projects for the future”.

Table 8 below shows a list of measures and indicators necessary to enhance the contribution of sport to sustainable development.

Table 8. Measures in Kazan Action Plan (UNESCO, 2018), relating to Sustainable Development Goals (SDGs), targets and examples of indicators (Campillo et al., 2021)

Measures to Enhance the Contribution of Sport to Sustainable Development	SDGs	Target	Examples of Concrete Indicators Aligned with the Commonwealth Proposal, with the Support of UNESCO
Improve the health and wellbeing of everyone at any age.	SDG 3	3.4	% of population sufficiently physically active % of the population that practices sports, physical conditioning and active recreation with some regularity.
Make cities and settlements inclusive, safe, resilient and sustainable.	SDG 11	11.7	Average building surface in cities dedicated to open spaces for public use for sports, leisure and active recreation. % of the sports budget allocated to the development, operation and maintenance of sports infrastructures
Provide quality education and promote lifelong learning for all and the acquisition of skills through sport.	SDG 4	4.7	% of the total education budget allocated to Physical Education.
Build peaceful, inclusive and equitable societies.	SDG 10	10.2	% of sport bodies financed with specific policies that promote equality and inclusion in sport
Facilitate economic growth and full and productive employment and work for all.	SDG 8	8.1	% of the contribution of sport, physical conditioning and active recreation to GDP
		8.6	% of employees in sports, fitness and recreation (leisure) sectors
Promote equality between men and women and empower women and girls.	SDG 5	5.1	% of sports bodies funded that have a strategy or action plan on gender equality with an allocated budget
		5.5	% of women in positions of president, member of the council or executive management of sports organizations
Guarantee sustainable consumption and production patterns and take urgent measures to combat climate change and its effects.	SDG 12	12.6	Annual percentage change in (1) carbon footprint and (2) recycling rate of (a) large sports facilities and (b) national events.
	SDG 13	13.1	Number of bodies that cite the use of sport or sport infrastructures in local risk reduction strategies.
Build effective and inclusive accountable institutions at all levels.	SDG 16	16.6	% of sporting bodies that have adopted policies in favor of good governance

Source: <https://www.mdpi.com/2071-1050/13/6/3505/htm#B6-sustainability-13-03505>

Source for the Spanish research article and further detail: Campillo-Sanchez, J., Segarra-Vicens, E., Morales-Baños, V. and Diaz-Suarez, A. (2021) *Sport and Sustainable Development Goals in Spain. Sustainability* 2021 13(6), 3505

<https://doi.org/10.3390/su13063505> available at <https://www.mdpi.com/2071-1050/13/6/3505/htm>

SWEDEN

19. National/regional /local government policies and strategies

a. Government policies, strategies and initiatives in place relating to children

The Convention on the Rights of the Child

In Sweden the Convention on the Rights of the Child became a law in 2020. This law has since then (and even some years before that) been incorporated in the [sport policy of the Swedish Sports Confederation](#) (SSF/RF) – a confederation of individual sports federations (governing bodies). See Section 19 for detail.

National Agency of Education

For the Swedish National Agency of Education (SNAE) both the *Convention on the Rights of the Child* and the *Agenda 2030* are part of the policy and guidelines for compulsory and optional school described as a ‘whole of a school approach’ to be paid attention to.

To ensure lifelong learning for sustainable development, and achieve a transition to a sustainable society, [Education for Sustainable Development \(ESD\)](#) must be a fundamental part of formal, informal and non-formal education. ESD concerns everyone: government agencies, civil society organisations and local communities. It is therefore incorporated into regulations at all levels of the Swedish education system.

ESD is incorporated into governing documents at all levels of the Swedish education system, including:

- Curriculum for the Preschool
- Curriculum for the compulsory school, preschool class and school-age educare
- Swedish Higher Education Act

See also link below which has been presented to the UNESCO as part of the National Agency’s work with education for sustainable development.

<https://unesco.se/wp-content/uploads/2021/05/Education-for-sustainable-development-in-Sweden.pdf>

b. Broad aims and objectives across these policies

The objectives of Education for Sustainable Development (ESD) are that education should **promote the development and learning of all children**, as well as a **lifelong desire to learn**. It must also **instil respect for human rights and democracy** and **promote gender equality**. ESD lays the **foundation for active participation in civic life** by explaining how society’s different functions and people’s ways of living can adapt to promote sustainable development. ESD must be available throughout life, through formal, informal and non-formal learning opportunities.

c. Specific physical activity guidelines connected to these policies

i. Timing, frequency and duration at different ages: preschool, primary and secondary

According to the Swedish Sports Confederation, the sports movement shall, in collaboration with the school, contribute to increased physical activity within the framework of the overall school day.

The Swedish school has **an obligation to secure daily physical activity, both in compulsory school and upper secondary school. This is a school regulation decided by the Swedish Parliament and included in the curriculum.**

In general, Swedish pupils have **two PEH lessons per week (45-50 minutes)**. An **extra amount of PE hours (100) for schoolyear (1-9)** was decided in 2019. Each municipality decides where to place these “extra hours”. In upper secondary the time amount is one hour/week for three semesters.

ii. Delivery: qualifications and training of teachers, coaches, animators etc

Currently there are **no qualifications or training of teachers on a national regional level for this daily physical activity**. Schools handle daily physical activity according to local conditions and staff resources. Voluntarily organisations support schools that become members in for example Generation PeP.

[Generation Pep](#), according to its own website, is “ a non-profit organisation working to give children and young people the opportunity and will to live active and healthy lives. We are part of the Swedish Crown Princess Couple's Foundation ... working to engage society as a whole in the health of children and young people.”

If one would like to become a member in GeN PeP then one can use their tool for securing quality in all parts in school for promoting physical activity.

iii. Delivery: where physical activity takes place (school and extracurricular)

Mostly sports activities in Sweden are taken care of the above mentioned Swedish Sports Confederation with its Special sport Associations and clubs. That is how club sport is organized in Sweden. Club sport is supposed to be easy to access and part of a what is called a people movement (non-governmental). **The Swedish state has an implicit contract with the SSF** and gives around 2.5 billion Swedish Crowns to support sports participation.

Therefore **after school sports activities are almost non-existent in Sweden**. There are leisure centres taking care of children after school time but these do not arrange club sport activities.

d. Content of PE, sport and physical activity curriculum

Preschool curriculum:

Play is the foundation of development, learning and well-being For children, playing is an important activity in its own right. Play gives children the **opportunity to imitate, fantasise and process impressions**. This enables them to **form an idea of themselves and other people**. Play **stimulates imagination and insight**. Play can also **challenge and stimulate children’s motor skills, communication, collaboration and problem-solving, as well as the ability to think in terms of images and symbols**. It is therefore important to give children time, space and peace so that they can invent games, experiment and experience.

No specific goals described in relation to PE or physical activity.

PE and Health (PEH)

In general, Swedish pupils have **two PEH lessons per week (45-50 minutes)**. An **extra amount of PE hours (100) for schoolyear (1-9)** was decided in 2019. Each municipality decides where to place these “extra hours”. In upper secondary the time amount is one hour/week for three semesters.

Compulsory school:

(quoted with structural edits from the curriculum document in English, Section 5.4)

Physical activities and a healthy lifestyle are fundamental to people’s well-being.

Positive experiences of movement and outdoor life during childhood and adolescence are of great importance if we are to continue to be physically active later on in life. Having skills and knowledge about sports and health is an asset for both the individual and society.

Aim

- developing all-round movement capacity and an interest in being physically active and spending time outdoors in nature.
- encounter a range of different kinds of activities.
- the opportunity to develop knowledge about what factors affect their physical capacity, and how they can safeguard their health throughout their lives.
- the opportunities to develop a healthy lifestyle and also be given knowledge about how physical activity relates to mental and physical well-being.

The curriculum contains three core areas:

- **Movement,**
- **Health and Lifestyle issues**
- **Outdoor life and activities**

Teaching in sports and health should essentially give pupils the opportunities to develop their ability to:

- **move without restriction** in different physical contexts,
- **plan, implement and evaluate** sports and other physical activities based on different views of health, movement and lifestyle,
- **carry out and adapt time recreational and outdoor life** to different conditions and environments, and
- **prevent risks during physical activities**, and **manage emergency situations** on land and in water.

See link for details: <https://www.skolverket.se/publikationsserier/styrdokument/2018/curriculum-for-the-compulsory-school-preschool-class-and-school-age-educare-revised-2018?id=3984>

Upper secondary school and PE and health

(quoted with structural edits from the curriculum document 2012-05-03 in English)

Sports, outdoor life and different forms of exercise and recreation are of great importance for both individual and public health. The subject of physical education and health **nurtures a cultural heritage of physical activities and outdoor experiences**. It provides **opportunities to experience and understand the importance of physical activities and their relationship with well-being and health**. Skills in and knowledge of physical activities and how various lifestyle factors impact human health is fundamental in **enabling people to be able to take responsibility for their health**.

Aim of the subject

- develop their physical ability, and the ability to plan, carry out and assess a variety of physical activities that promote all-round physical capacity.
- develop their interest in and ability to use different physical activities, outdoor environments and nature as a source of well-being.
- developing knowledge of how their own bodies function at work, and the importance of lifestyle and of the consequences of physical activity and inactivity.
- the opportunity to develop knowledge of managing safety and emergency procedures for physical activities.
- develop their health and environmental awareness, and an interest in working with health issues in working life and society.

Teaching in the subject of physical education and health should give students the opportunities to develop the following:

- 1) The ability to **plan and carry out physical activities which consolidate and further develop physical ability and health**.
- 2) The ability to **carry out and adapt time spent outdoors** to different conditions and environments.
- 3) Knowledge of the **importance of physical activities and experiences from nature for physical ability and health**.

- 4) The ability to **handle safety and emergency situations** related to physical activities.
- 5) Knowledge of **cultural and social aspects of physical activities and experiences from nature**.
- 6) The **ability to take an ethical stand on issues of gender patterns, gender equality and identity** in relation to the performance of exercise and sport.
- 7) Knowledge of the **demands different situations place on the ergonomic adaptation of movement**.
The ability to **ergonomically adapt their movements to different situations**, and to **assess how environments can be ergonomically adapted** to people.

e. Barriers to inclusion and participation, and strategies to overcome these

There are **no official strategies or reports with guidelines, although inclusion is part of the whole school approach** – and teachers are required to act for an inclusive classroom.

The **National Agency for Special Needs Education and Schools** (SPSM in Swedish) task is to ensure that children, young people and adults – regardless of functional ability – have adequate conditions to fulfil their educational goals. This is done through special needs support, education in special needs schools, accessible teaching materials and government funding.

f. Links between curriculum in sport, PE, sustainability, health, social education

Currently there are no formal links in Sweden between sport, PE, health and social education.

In a recent review made there were no studies pointing to that sustainability in relation to the sustainable development goals (the Agenda 2030) and PEH could be identified (Fröberg, A. & Lundvall. S. (2021). "The Distinct Role of Physical Education in the Context of Agenda 2030 and Sustainable Development Goals: An Explorative Review and Suggestions for Future Work" Sustainability 13, (21): 11900.
<https://doi.org/10.3390/su132111900>.

There are a couple of outdoor education courses that have just started in physical education teacher education programs where sustainability is mentioned in relation to (Friluftsliv).

g. Promoting lifelong healthy activity to children

The EU '[Healthy Lifestyle 4 All](#)' is not (to my knowledge) part of Swedish schools or the Swedish sports Confederation.

h. Reviews of effectiveness or impact of these policies and strategies for children

The following is taken from a recent thesis: Högman, J. *Children in motion alternative sports activities as settings for developing interest in physical activity*. Karlstad University:

To promote physical activity among insufficiently active children, various kinds of alternative sports programs have been launched over the past several decades. The idea is to introduce children to physical

activity by organizing and offering sports that are adapted to the children's needs and, thereby, to complement conventional physical activity arenas. The initiatives have been considered beneficial for sports clubs and schools as well as for authorities responsible for health, and therefore, they have been organized through collaborations between such organizations on local and regional levels. Politicians, officials, and practitioners have shown strong faith in the initiatives, arguing that they constitute innovative strategies for reaching children based on their own premises. Yet evaluations have indicated that alternative programs have had limited success in contributing to more children being sufficiently active. Most often, these programs appear to attract children who are already active, and in cases where less-active children do participate, the programs often fail to sustain their engagement in physical activity in the long term (Ekblom, 2015; Elvhage & Linde, 2012; Fahlén & Karp, 2010; Pate & O'Neill, 2009; Russ et al., 2015).

The main finding of this dissertation project is that the alternative sports activities, aiming to provide alternative developmental paths, actually create an environment—an ecological landscape—that, first and foremost, reaches children and promotes development among those who are already physically active.

Although the target is the cohort of children who are insufficiently active, the activities are designed in such a way that they reproduce many of the sociocultural patterns of traditional sports. Hence, these efforts are unsuccessful in offering children the alternative developmental paths that are the aim. As in many organized sports settings, masculinity and physical ability are highly valued among the participants in alternative sports activities and, thus, build the foundation for the creation of physical capital (Evans, 2004; Shilling, 2010).

The combination of heterogeneous groups and the participative design distinguish alternative sports activities from many other sports environments. However, children participating in the activities observe that the idea of their co-determination is used mainly by those children with a certain amount of physical capital. This leads to activities being governed by those who are already physically active and have strong interests in sports. Consequently, the activities continue to be significantly influenced by the culture, focusing on certain abilities related to organized sports.

A practical implication of the findings of the dissertation is that, in order to be successful, alternative sports activities should be designed as programs that target the specific needs of physically inactive children rather than those who are already sufficiently active. In addition, such activities should continue over a longer time in order to create conditions for the development of an interest in physical activity. In line with this, future research should focus on what it means to create conditions for authentic alternative developmental journeys for inactive children who find themselves in different ecological landscapes.

What lessons have been learned?

The SSF have since the beginning of the 2000s had the assignment to enhance children's and young people's participation in sport and physical activity. There are still lessons to be learned. The above thesis represents well some of these challenges where to reach those that are not physically active, or having parents with, for example, experience from club sport.

20. Non-governmental policies, strategies and guidelines or programmes

a. Policies, strategies and initiatives in place relating to children

Ongoing SSF work for sustainable development

At the SSF national meeting in 2019, the united sports movement decided to take a joint approach to sports working with sustainable development, based on the idea program *Idrotten vill (Sports Will)* and Strategy 2025 .

There is now a policy for sustainable development within the Swedish sports movement, decided by the National Sports Board in January 2021. The policy establishes the Swedish sports movement's common view of how to define sustainable development with the aim to help and guide special sports federations, sports associations, RF-SISU districts and the RF and SISU Sports Educators nationally to be able to easily make conscious choices, both in the strategic and in the daily sustainability work.

At the National Sports Meeting 2021, the sports movement decided to include sustainable development in the [strategic plan 2022–2025](#), as an area that will permeate all activities.

The Strategy 2022-2025

The sports movement has decided on **five overall goals in four strategic areas**. The goals are common to the sports movement and therefore the special sports federations, RF members, also have an indirect responsibility to lead their associations towards the goals:

- **Lifelong sports**
i/Swedish sports will further develop the activities so that children, young people, adults and the elderly choose to play sports together throughout their lives.
ii/Swedish sports must achieve more sporting success internationally.
- **The value base of sport is our strength**
iii/everyone lives and leads according to Swedish sports' values.
- **Sports in association**
iv/Swedish sports must be further developed, collaborate with other players and provide good opportunities to play sports together.
- **Sport makes Sweden stronger**
v/The sports movement is an even stronger social actor.

The goals are based on each other. In order to achieve the goal of lifelong sports in association, Swedish sports need to strengthen the work with the values and further develop association sports by focusing on commitment and membership. All in all, it will make Sweden stronger.

The sports movement has also decided on five priority development journeys to achieve the overall goals:

- A new view of training and competition

- The modern association engages
- Inclusive sports for everyone
- Gender equality for a successful sport
- Strengthened leadership

Follow the link for more detail on the idea program of [Sports Will](#) in English translation or it is available [here](#) in Swedish.

b. Broad aims and objectives across these policies

The following is quoted verbatim from the [Swedish Sports Confederation website](#) using GoogleTranslate

The Swedish sports business concept (in SSF's statutes) states that club sport associations belonging to a special sports confederation as part of the SSF should conduct sports in order for children and young to have fun, feel good and develop throughout life. In the idea program Sport Will, SSF develops the ideas with guidelines for how both children's sports and youth sports should be conducted. Here is also describes that children's sports should be based on play.

Children and youth sports must comply with the UN Convention on the Rights of the Child (the Convention on the Rights of the Child).

By children's sports SSF generally mean sports up to and including the age of twelve. The business focus specifically describes how we view children's sports:

"In children's sports, we play and give the children the opportunity to try out different sports. Giving children the opportunity for all-round sports development sets the standard for the activity. Competition is part of the game and should always take place on the children's terms. "

Sports for children

- Sports for children **must be conducted from a child rights perspective** and comply with the Convention on the rights of the child.
- Sports for children **must be playful, versatile and based on the children's own needs and conditions** and take into account variations in the pace of development.
- Sports for children **must be designed so that they can learn the sport and have a lifelong interest** in it.
- Sports for children **should primarily be conducted in simple forms in the local area**. The competition activities must also take place mainly locally and the results must be given little attention.
- Sports associations must offer all children **a friendly and safe social environment**, where they can develop and become involved in the design of the activities and thereby **get used to taking responsibility for themselves** and other sports for children should be led by leaders with basic knowledge of children's physical, mental and social development.

- In sports activities, **children should learn to take peers and leaders into account** and learn the importance of clean play.
- **Children feel good about practicing several different sports and should have the right to do this** in different associations.
- **The sports movement shall, in collaboration with the school, contribute to increased physical activity within the framework of the overall school day**

Grassroots sports for youth (SSF/RF)

- Sports for young people up to the age of 18 **must be conducted from a child rights perspective** and comply with the Convention on the Rights of the Child.
- The transition between children's and youth sports **must take place gradually and the individuals' different needs, conditions and pace of development are taken into account.**
- **The transition between grassroots sports and elite-oriented competitive sports or vice versa for young people will take place gradually.**
- The sports movement will to a greater extent develop forms of training and competition that **respond to girls 'and boys' needs for general sports.**
- The sports movement must **take advantage of the young people's own experiences and views** in the design and management of training and competition activities.
- **Leaders in youth sports in associations and federations** will have the opportunity to **deepen their knowledge both about training planning in their own sports** and about girls 'and boys' physical, mental and social development.
- **Leadership should be a natural part of young people's sports education** as a stimulus for and preparation for future leadership assignments.

Sustainability and sport

Less is written about how sustainability shall be implemented as a strategy and practice. There are no specific goals formulated yet. On the [SSF website](#) is stated:

One goal is to make it easy to adjust. With clear guidance, knowledge through public education, increased awareness and networks, everyone in the sports movement will become a carrier of sustainable development.

Again, quoting directly from the [SSF website](#) via GoogleTranslate, the Swedish Sports Confederation identifies the following challenges for sport in respect of sustainability:

Ecological sustainability

- **Travel.** Trainings, matches, training camps, cups, events and the international activities of elite sports involve a large number of transports.
- **Food.** Many sports clubs and events serve food.
- **Clothes, equipment and materials.** Things that the sports movement consumes and sells in large quantities.

- **Facilities and sports environments** . They affect the natural environment through material selection and construction and have a high energy and water consumption.

Social sustainability

- **Inclusion and availability**. There are some obstacles for those who want to participate in the sports movement's activities. It can be about a person's financial limitations. But also about physical and mental accessibility, and obstacles due to lack of equality and inclusion.

Economic sustainability

- **Corruption, doping and illicit influence** are undesirable activities that also occur in the sports movement.

c. Further comments

To work with sustainability within the area of PE and club sport is tricky and challenging. These areas have a long tradition with regulative discourses in terms of what is legitimate knowledge and practices. These discourses are closely linked to competitive sport. And this turns out to be problematic in relation to several social issues like gender, cultural background and socio-economic factors. Other movement cultures have difficulties to both get funding but also space and recognition.

The European Physical Education Observatory (EuPEO)



The Erasmus-funded [EuPEO](#) research project (2018-2020) had as a central rationale that physical education (PE) is “the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, ... citizenship promotion, health promotion... social inclusion” along with cognitive development and broader preparation in skills for the 21st century. The purpose of the project was to develop a means and guidance for monitoring and evaluating the quality of PE across European countries. The EuPEO final report highlighted the [resources](#) it had produced, including a manual for external assessment, and an internal assessment toolkit for use by schools.

External (country) assessment of the quality of PE considers the existence of national government policy; characteristics of teacher demographics and education; the flexibility of the curriculum in terms of PE organisation, assessment and time allocation; school and extracurricular sports. The EuPEO (2020) Final Report argues that

to “ensure the quality of Physical Education and to harmonize the conditions of its educational offering for the promotion of active and healthy citizenship in the European project, it is necessary to build and develop resources for monitoring, using a broad set of quality indicators of Physical Education along with co-curricular and extracurricular Physical Activity in schools

Although the EuPEO toolkit piloted focuses on assessment of quality PE only during the *final stages of compulsory education* (an ‘exit measure’) its quality indicators are worth noting for this current report into physical activity and PE at all stages of childhood. The ‘EuPEO Reporting indicators’ are identified as:

- Pupils’ learning achievement and outcomes in PE
- Amount and Nature of PE, School Sport and other forms of Physical Activity
- Pupils’ Experience of school-based Physical Activity (in terms of satisfaction, pedagogical principles, assessment, facilities, equipment and finances)
- Teacher Education and Workforce Organisation of PE Teachers
- Focus and Importance of Community Partnerships (both Public and Private)
- Educational Policy structure for PE (status, existence of national policy and a national learning assessment system)

These indicators are used to judge *opportunities* and provision for physical activity and physical education, but not their integration with the development of understanding and competencies relating to sustainability as a wider concept.

At school level, the internal monitoring toolkit considers the school context and management; curricular flexibility in terms of PE, school sports and any other forms of physical activity; teacher workforce; community partnerships; and resourcing of facilities, equipment and finance.

Below this report summarises some of the key findings which the EuPEO reveal, adding further detail to the contributions of universities on each of the countries outlined earlier in this document.

21. National/regional /local government policies and strategies

Piloting of the EuPEO Manual for External Assessment in 2020 considered 7 countries via a convenience sample: The Czech Republic, France, Germany, Ireland, Portugal, Slovenia and Switzerland. Thus, its findings add to the detail in previous sections of this report, particularly in the form of an objective evaluation using specific indicators of ‘quality of Physical education’ at the end of compulsory education. The EuPEO’s focus on this latter stage restricts somewhat the comparisons and conclusions that can be drawn, but do provide a valuable additional perspective. Should the pilot result in refinement and development of the tool for wider application, this value would of course be considerably increased.

a. Government policies, strategies and initiatives in place relating to children

According to EuPEO, 3 of the seven countries (France, Portugal and Slovenia) have no national PE policy beyond the curriculum itself. 4 of the seven have National Learning Assessment Systems (Czech Republic, Portugal, Slovenia and Switzerland), incorporating standardised assessment of pupils’ learning outcomes during their compulsory education, and the availability or imposition of external assessment such as by a national institute or directorate.

b. Broad aims and objectives across these policies

EuPEO did not extend to identification of aims and objectives of national policies for PE and physical activity, other than an implicit expectation of consistent curriculum and assessment within any given administrative region.

The ‘existence of pedagogical principles’ in the national PE curriculum was ‘assessed’ by EuPEO by a pupil questionnaire, but the ‘PE national representatives’ consulted by EuPEO identified the pedagogical principles explicitly present in the curriculum as below in an extract from the document. The bold is the principles expected and the plain font indicates pupil’s perceptions of their experience of these in practice:

- **Developmentally appropriate** Physical Education is rated among the three least experienced pedagogical principles in Germany, Czech Republic, and Switzerland.

- **Learning focused** Physical Education is rated among the three least experienced pedagogical principles in all participating countries, except in Portugal.
- **Inclusive** Physical Education is rated among the three most experienced pedagogical principles in all participating countries, except Switzerland.
- **Socially just** Physical Education is rated among the three most experienced pedagogical principles in Germany and Switzerland, but among the three least experienced in Portugal.
- **Health-oriented** Physical Education is rated among the three most experienced pedagogical principles in all participating countries.
- **Holistic** Physical Education is rated among the three least experienced pedagogical principles in all participating countries, except Germany and Ireland.
- **Pupil-centred** Physical Education is rated among the three least experienced pedagogical principles in all participating countries, except in Germany, where it is ranked among the three highest.
- **Emotionally and physically safe** Physical Education is rated among the three most experienced pedagogical principles in all participating countries.
- **Reflective** Physical Education is rated among the three most experienced pedagogical principles in Slovenia, but among the three least experienced in Germany.

c. Specific physical activity guidelines connected to these policies

i. Timing, frequency and duration at different ages: preschool, primary and secondary

The pilot reported that PE is mostly (though not entirely) compulsory between Primary and lower Secondary Education, but that there is significant inconsistency between countries and even between administrative regions concerning at what stage PE is actually compulsory.

- **Early Years PE** was found to be compulsory only in **Czech Republic, Slovenia and Switzerland**
- **Primary School PE** was compulsory in **Czech Republic, Germany, Portugal, Slovenia and Switzerland**.
- **Lower Secondary PE** was compulsory in **Czech Republic, Germany, Ireland, Portugal, Slovenia and Switzerland**
- **Upper Secondary PE** was compulsory in **Czech Republic, France, Germany, Ireland, and Portugal**

At the end of compulsory physical education (14 to 15 years), the recommended minimum ranges from 45 to 157 minutes per week. All 7 countries have a minimum and all schools appear to be meeting or exceeding this minimum thanks to a degree of autonomy in schools.

The minimum frequency of lessons per week was reported as 1 in France and Ireland, 2 in Czech Republic, 3 across Germany, Portugal, Slovenia and Switzerland.

ii. Delivery: qualifications and training of teachers, coaches, animators etc

Initial teacher education for PE specialists takes on average four years of study across all 7 countries and requires a masters degree in 4 of the seven countries surveyed. Training focuses on planning, assessment, teaching intervention, research and innovation. School placement is included in 5 of the 7 countries and a

twelve month professional induction of newly qualified teachers is either compulsory or recommended in 5 of the 7.

Continuing professional development (CPD) for PE teachers is compulsory in only 2 of these countries (Ireland and Portugal).

iii. Delivery: where physical activity takes place (school and extracurricular)

The EuPEO report evaluates pupil access to and satisfaction with school-owned and outsourced sport facilities in a sample of 32 schools across the seven countries. Access to indoor and outdoor facilities during 'recess' periods was extremely variable from no schools allowing access to indoor facilities (in the German sample) to all schools in the Swiss sample. Access to school-owned outdoor facilities seemed much more common.

Satisfaction with outsourced facilities was relatively high in 3 of the countries, but low in Czech Republic, Ireland, Portugal and Slovenia.

Approaches to providing opportunity for 'other forms of physical activity' recorded in the report included **physically active learning, classroom active breaks, structured school recess, and an active commute.** Physically active learning was most commonly found across the sample countries, but it was at the schools' initiative rather than as a formal expectation of educational policy, and the report found 'a generally low level of pupil participation'.

d. Content of PE, sport and physical activity curriculum

In common with the focus on physical activity competence and fitness rather than cognitive or psychological outcomes across the majority of the countries surveyed, curriculum content was described by physical activity content. The broad range of learning outcomes considered across the curriculum were judged only by a pupil questionnaire of the value they assigned to each. There is no more detailed summary of the PE curricula, but the outcomes considered in the pupil questionnaire were:

- **Social** (e.g., teamwork, positive relationships, respect)
- **Psychological** (e.g., valuing physical activity, self-esteem, body image)
- **Behavioural** (e.g., attendance, punctuality, attire, effort)
- **Motor** (e.g., skills, sports techniques)
- **Health-Related Fitness** (e.g., strength, stamina, flexibility, body composition)
- **Cognitive** (e.g., understanding, memory) dimensions of learning

The most commonly provided contents by schools are Athletics, Fitness, FMS (fundamental movement skills), Gymnastics, Health-related Fitness, Team Games and Pre-sport games, while the least commonly provided content was Cycling, Combat, Dance, Outdoor and Adventure, Racket sport, Skating sports, Swimming and Winter sports.

e. Reviews of effectiveness or impact of these policies and strategies for children

The EuPEO (2020) Final Report offers commentary on the findings of a limited sample pilot, and recommendations drawn from these observations. Readers are referred to the [original documents](#) to explore these in suitable depth and detail.

Non-governmental policy and initiatives were not considered beyond the existence of partnerships between schools and other bodies. The report identified that partnership with non-government bodies included regional and national sports governing bodies (RGBs and NGBs), 'mostly for Organising Extracurricular Sports Activities', with an average of 69% of responding schools engaging with these bodies. This was followed, in order of frequency by Coaching or Organising School Sports (44%), Extracurricular Sport Coaching (25%), Award of Coach Badges (25%), Coaching Pupils in PE (22%) and Sports Talent Identification (9%).

CONCLUSION

22. Sport and Sustainable Development Goals (SDGs) in Childhood

Given the aim of this report, to inform discussion, debate and forward progress on the subject, it would not be appropriate to draw specific conclusions at this stage. Instead, we will only summarise some of the key issues arising from these contributions, without drawing any detailed conclusions.

On National Policy, Strategy and Initiatives (existence and aims) for education, children, sport and sustainability

There is clearly a wide variety of structures across the ten countries reviewed in this report, in respect of responsibilities for children and their education, for sport and sustainability. Education is the remit of all the national governments but is combined with youth and sport in the Czech Republic and France, yet these are very separate ministries in England, Norway, Spain and Germany. Education, science and sport are linked in Lithuania, but youth and sport in Romania.

In Norway and Sweden, physical activity, sport and the outdoors are strongly intertwined with their cultures and thus in the countries' legislation. Each of the ten countries reviewed has a body responsible for sport policy, but some such as Sweden and Italy are led by the federations and the Olympic movement while others such as the Czech Republic, Lithuania and England are much more strongly linked to government. Sport policy priorities all include 'sport for everyone' and the need to attract more participants at an early age, with the aim of establishing a basis for lifelong participation. All appear to recognise the benefits of sport for health and wellbeing, personal and community development. Objectives of physical activity and PE consistently recognise their health and developmental value but not in most cases with reference to sustainability.

Sustainability as a policy area with the UN's *Agenda 2030* driving objectives, in the form of the 17 Sustainable Development Goals. These goals cut across, but are not always coordinated within, policies in transport, community, health, education and sport. In Norway and Sweden a focus on outdoor living means that appreciation and use of the outdoors is highly valued and such understanding is an essential part of the physical education curriculum.

Initiatives come from a variety of sources – sports federations promoting their own sport; professional associations and campaigning groups, sometimes collaborating with each other; local groups and regional authorities where they are given the freedom and resources to do so.

Comparison will need to be made not only of objectives and strategies, but also of policy- and decision-making structures, involvement (and coordination) of state and non-governmental actors in and outside sport at national, regional and local level.

On Physical Activity Guidelines

Physical activity guidelines vary in detail and the contributions below focus in some cases on formal physical activity in school, while others are more general. For example, in Spain, there are different guidelines for many age and ability groups, while in England there is a single broad guide.

Professionals and policy-makers, aiming for a more consistent approach to harnessing the transformative power of sport and physical activity, must consider why such variation exists, whether it is appropriate and how best to implement guidelines once they have been agreed.

Country	Preschool	Lower Primary	Upper Primary	Secondary
Czech Republic	no national physical activity guidelines			
England	an average of at least 60 minutes per day across the week, inc. 30 per day in school			
France	30 to 45 minutes / day	108 annualized hours, i.e. 3 hours per week over 36 weeks , divided into (3x1 hour or 2x1.5 hours or 1x2 hour +1x1 hour)		Grade 6, 4 hours/week ; Grades 7-9, 3 hours/week ; Grades 10-12: 2 hours/week .
Germany		two to three school hours (45 min. each) of physical education per week		
Italy		2 hours of physical activity per week	'increased' physical activity	
Lithuania	2 hours per day of physical activities	3 compulsory physical education lessons per week and 1 lesson per week for dance or theater optional		grades 5-8 : 3 compulsory physical education lessons per week , grades 9 onwards: 2 compulsory physical education lessons per week .
Norway		Year 1-7 (age 6 to 13): 478 hours / year	Year 8-10 (age 13 to 16): 223 hours (optional <i>Friluftsliv</i> or PA, Year 8-10: 56 hours) Year 11 ('vg1' age 16): 56 hours	
Romania		Age 7-10 : 2 PE classes per week	age 11-13: 2 PE classes per week age 14-18: 1 PE class per week	
Spain	Not walking: 'several times a day' Once walking: At least 180 min/day (any intensity) - Activities and games that develop basic motor skills	Age 5-17: At least 60 min/day of moderate-to-vigorous PA Include, at least 3 days/week, vigorous intensity activities and activities that strengthen muscles and improve bone mass.		
Sweden		two PE and Health lessons per week (45-50 minutes). An extra amount of PE hours (100) for schoolyear (1-9) was decided in 2019, allocated locally		

On the Delivery of, and Barriers to, Physical activity

Physical activity and sport for children has strong links with schools and clubs, but the linkages between school and club are variable. For example, links are reported to be too fragmented in England to be effective, and in Sweden there is said to be almost no 'after-school sport' because most sport activity is provided by clubs themselves. In Spain, the government encourage after school sport and support local initiatives promoting sport in school.

Barriers to inclusion and participation are suggested to include socio-economic inequalities, cost of access, an overt focus on competition and performance rather than participation and enjoyment, availability and infrastructure. The latter ranges from outdated and deteriorating public or school facilities to opportunities for safe active travel.

It will not be enough to identify and compare barriers or initiatives, but to assess their impact and situate them within the contexts of each country. What, for example, are the key success factors in overcoming barriers within the political, economic, social and structural environments in which those initiatives operate?

On Physical Education Curriculum and Physical Literacy

PE curricula are summarised to varying levels of detail in the document, and readers are advised to explore and compare these in terms of objectives and content.

It will be important to compare these curricula not only in terms of objectives and content but to consider progression throughout childhood and to contextualise these comparisons in the cultural, natural and socio-economic environment.

Physical literacy has growing support as a basis for physical education and physical activity. This needs to be explored in terms of how it relates to the increasing importance of physical education and activity in schools, and how it relates to other curricula.

On the Sustainability - Physical Literacy link

There seems little evidence of a formal, explicit link between policies on sport, physical education and sustainability and much evidence of fragmented policymaking in this regard. The Spanish contribution to this report highlights the potential of a framework used by the 'Commonwealth' (historically though no longer under British control) to summarise the links and evaluate the contribution of sport to the SDGs.

Physical literacy is a concept with much support and the French contribution in particular relates at some length the need to research and apply this in relation to the SDGs.

There is significant scope to consider how the concept of physical literacy can be used to explore many of the wider issues of sustainability, and how development of physical literacy can go hand-in-hand with development of sustainability competences in childhood and on into later life.

On Evaluation of Impact

The lack of evidence of the impact of policy interventions is highlighted, with some initiatives in place and others proposed, both by sports bodies and by governments. This is presented as a strategic priority for

these organisations – in the case of sports bodies aiming to raise their level of influence on sport policy, and on the part of government sometimes as a means of assessing where their funding and support should be allocated. Research by students and staff in academic institutions offers some degree of evaluation but generally not at a national level.

Therefore, consideration should be given to how a coordinated approach between governments, universities and others can connect the need for evidence-based policy with the interest and expertise of universities in carrying out research. Ultimately how can this be used to inform policy and help monitor progress in sport, physical activity, health and sustainable development goals?



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