



**GRASSROOTS
EXCHANGE AND
MOBILITY IN SPORT**

Best Practice Collection



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Co-funded by
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1. INTRODUCTION OF GEM PROJECT

„Grassroots exchange and mobility – empowering youth sport professionals” (GEM) project – according to the EU-Mobility action – focuses on grassroots sport, by improving the knowledge and know-how of sport staff and developing international cooperation in the field of learning mobility in sport. Overall objective of the project is to use mobilities and exchanges to develop individual competencies and organisational networks that will drive sport participation and mutual relations forward between 5 Western Balkan countries and 5 European partner countries.



Specific objectives of the project are the followings:

- Developing competencies (knowledge, skills, and attitudes) of participated experts involved in mobilities and knowledge transfers.
- Establishing and strengthening networks and securing long-term relations and cooperation between partners.
- Find common grounds for empowering Western-Balkan, channelling good practices between the involved Western Balkan and other European partners.

Along the following three dimensions tendencies, good practices, strategies are share between partners:

1. Association between sport sector and educational sector – state of school sport
2. Basis of grassroots sport – PE, school sport and PA in schools
3. Peer volunteering in school sport and school PA.

Technical information of the project:

- Project: Grassroots exchange and mobility - empowering youth sport professionals
- Project Coordinator: Hungarian School Sport Federation
- Funder: European Commission
- Programme: EAC/S07/2020 – Preparatory Action - Exchanges and mobility in sport
- Reference: EAC-2020-0610
- Timeline: 1 January 2021 – 31 December 2022

Website of the project: <https://gem.move-transfer.com/>

Disclaimer

"This project has been funded with support from the European Commission. This brochure reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



2. INTRODUCTION OF GEM PARTNERS

2.1. HUNGARIAN SCHOOL SPORT FEDERATION (HSSF), HUNGARY



Hungarian School Sport Federation (HSSF) is the biggest civil organisation in the fields of youth sport and education in Hungary. It has received public benefit status according to Hungarian law which means that the activity of the organisation is recognised by the state as of public interest. The Federation, founded in 1987, went through a major transformation in 2012, extending its mission beyond school sport: HSSF decided to support teachers to implement quality physical education, and to promote health-conscious, future-oriented lifestyle through regular physical education and fitness assessment. The mission of our organisation is therefore significantly wider today than it was before: the main goal is to increase the number of children who are actively involved in physical activity programmes and promote the concept of health-enhancing physical activity (HEPA) and grassroots sport. HSSF also participates in promoting values like volunteering and social integration through physical activity. To effectively follow these goals, we are also keen on strengthening our international activities further.

Website: <https://www.mdsz.hu/>

2.2. INTERNATIONAL SPORT AND CULTURE ASSOCIATION (ISCA), DENMARK



International Sport and Culture Association (ISCA) is a global platform open to organisations working within the field of sport for all, recreational sport, and physical activity. Created in 1995, ISCA cooperates with its 260 member organisations from 89 countries, international NGOs, and public and private sector stakeholders. Collectively, its members have up to 40 million individual members representing a diverse group of people active in grassroots sport and physical activity promotion.

Website: <https://www.isca.org/>

2.3. EUROPEAN PHYSICAL EDUCATION ASSOCIATION (EUPEA), LUXEMBOURG



EUPEA is the umbrella organisation of the national Physical Education Associations in Europe, representing approx. 200.000 individual members (Physical Education teachers) in 32 countries. EUPEA's vision is to promote Physical Education as an important educational area within the school system and the training of young people. Its mission is to guarantee the presence of Physical Education within the curriculum through a continuously adjusted and actualized argumentation and lobby for the position of Physical Education in all countries of



Europe. One of EUPEA's core objectives is to continuously investigate the situation of Physical Education and school sport in the different member countries in Europe. EUPEA's specific expertise lies in the field of Physical Education (PE) and school sport as well as in Physical Education Teacher Education (PETE). Besides, EUPEA has an excellent multi-level Physical Education and school sport network in Europe consisting of National Physical Education Teacher Associations, Physical Education teachers and corresponding schools. EUPEA could profoundly contribute to the project by its expertise and networks in the field of Physical Education and School Sport. EUPEA conducted several studies on Physical Education and school sport in Europe (compare Onofre et al., 2012; Holzweg et al., 2014; Marques et al., 2014). The experience from these studies and activities could also be brought in the project.

Website: <https://eupea.com/>

2.4. YOUTH SPORT TRUST INTERNATIONAL (YSTi), UNITED KINGDOM



Youth Sport Trust International is a sport for development charity which uses the unique power of sport to improve the life chances of young people around the world. We are the international arm of the Youth Sport Trust, a UK based charity devoted to building a brighter future for young people. Over the past 10 years, Youth Sport Trust International has inspired young people in over 60 countries across five continents. We have an outstanding track record of delivery and a reputation for effective partnerships, having established relationships with the British Council, UK Sport, UNICEF and United Nations Office on Sport for Development and Peace, as well as European partners and Governments. In the UK, YST has developed a Quality Mark which is an online self-review tool to support schools to audit their provision of physical education and identify priorities for development.

Website: <https://www.youthsporttrust.org/yst-international>

2.5. DEPORTE PARA LA EDUCACIÓN Y LA SALUD (DES), SPAIN



Sport for Education and Health is a Spanish NGO working at an international level on the promotion of sport as a tool for values such as education and promotion of healthy lifestyles among students, families, and staff of schools. DES could be defined as a technical and social initiative, as well as an independent (financial, political, and geographically) organisation committed to sport as a tool for education and health. DES creates knowledge with very committed educational institutions recognizes and distinguishes committed schools and institutions investigates and innovates. DES aims to promote and strengthen SPORT as a vehicle for education and health and to promote the training and transfer of good practices among sports education professionals and educational centers. DES organizes activities of retraining, professional development and other training activities demanded by teachers, educational centers and professionals of physical education. DES aims to facilitate the access



to other services and basic products of interest of professionals of the education and the sport related to the professional activity. DES also aims to support sports education professionals in projects aligned with the values of our Association, promoting solidarity, development, peace, and global citizenship.

Website: <https://www.educacondeporte.org/>

2.6. FEDERATA SHQIPTARE E SPORTIT SHKOLLOR (FSHSSH), ALBANIA



The Albanian School Sport Federation, known as Federata Shqiptare e Sportit Shkollor (FSHSSH), is an NGO, founded in Tirana (Albania) in 2016 by PE teachers' associations members. The federation has extensive experience and expertise in implementing projects, school sport events for all children aged 6-18 (including children with special needs), moving entertainment games for kids in kindergarten aged 3-6, in delivering professional trainings for PE teachers and kindergarten teachers in Albania (theoretical and practical) and in leading scientific seminars, conferences (national & international), school championships, workshops, as well as publishing books and studies on educational standards. FSHSSH's work is guided by scientific principles to take care of the health and wellbeing of the Albanian society and is the leader for implementing the new scientific strategy 'Physical Education Scientific Platform in the Pre-University Education System in Albania'. The Federation cooperates with the Ministry of Education, Sports and Youth and other authorities related to youth, sport and health in Albania. It has a strong cooperation with international school federations and is member of the International Sport and Culture Association (ISCA); International School Sport Federation (ISF) and Albanian National Olympic Committee (KOKSH). The federation cooperates extensively for the development of physical education and sport with all Regional Educational Directorates of Albania, with the members of PE associations and other experts. FSHSSH involves all actors in its work together: the support of school staff, PE teachers and other teachers, including students, parents, leading citizens, decision makers, sport centres, sport clubs, record men and women/talents, public health, media, and the wider community. Through physical activity and sport, FSHSSH helps to foster societal change by addressing the urgent need to improve the health and activity level of our younger generation. Movement builds health!

Website: <https://www.fshssh.al/en/>

2.7. ZDRAV ŽIVOT – KINEZIS, BOSNIA AND HERZEGOVINA



The approach of the association "Zdrav život - KINEZIS" is interdisciplinary with a strong reliance on MOVEMENT as an irreplaceable phenomenon and innate human need. Therefore, the projects run by the association are based on the promotion of healthy lifestyles and the importance of physical exercise. The association organizes mass



sports and recreational events. Leads physical exercise projects for vulnerable groups such as people with Down syndrome. We pay special attention to the youngest through the organization of various sports courses.

Website: <http://kinezis.ba/home/>

2.8. KOHA NE DUART TONA (KNDT), KOSOVO



Koha ne duart tona is a non-governmental organization founded in 2011 in Vushtrri, Kosovo. KNDT was founded to identify the problems that young people face and the possibility of organizing various activities for the benefit of young people, develop local and national partnerships and building a democratic culture in decision-making and cooperation with communities, develop economic activities that would lead to employment and improve conditions for young people. Since 2018 KNDT started being part of different sport projects and grassroot projects in Kosovo, as a helping hand the organization has been part of projects with different sportive Kosovo stakeholders. Social Inclusion Sports (European week of Sport 2019), Sports Festival Pristina 2019 and some other grassroots projects are part of our past projects. We aim to build more capacities in terms of our human resources for the Sport Program that we have in order to reach different topics that can be raised through sport.

Website: <https://www.facebook.com/ojqKNDT/>

2.9. FEDERATION OF SPORTS PEDAGOGUES OF REPUBLIC OF MACEDONIA, NORTH MACEDONIA



The Federation of Sport Pedagogues of Republic of Macedonia (FSPRM) was founded in 1953 and is one of the oldest federations in the Republic of Macedonia. It works in the field of professional development and scientific development of PE teachers, sport pedagogues, coaches and all types of sport workers. Its activities are oriented in organization of educational workshops, seminars, conferences, congresses and symposiums for sharing and exchange of knowledge, good practice, experiences and scientific results; in initiation and realization of projects and researches aimed to improve quality of work of PE teachers, sport workers and coaches; organize many practical workshops to improve the practice in PE, organization of different activities that promote PE, physical activity, health and wellbeing of children, youth and other age groups as well as health and wellbeing of PE teachers, coaches and sport pedagogues etc.

The Federation actively works in the segment of scientific work and international cooperation. In this regard, one of the traditional activities of the FSPRM are traditional International Scientific Conference of Sport and Physical Education of Youth (17 years in a row) and International Symposium on Sport and Physical Education of Youth (24 years in a row). At this



events, PE specialists, coaches, scholars and scientific workers from Balkan and European countries participate and cooperate. These events are followed and supported with publishing of two international scientific Journals “Research Kinesiology” (publishing 49 years in a row, first established as “Physical Culture” and since 2011 renamed in Research in Kinesiology) and “Activities in Physical Education and Sports” (published 11 years in row).

The Federation closely cooperates with the Ministry of Education and Science and other related ministries, the Agency of Youth and Sports, the Macedonian Olympic Committee and other sports federations; Universities, Faculties and Departments for sport and PE in North Macedonia, Bulgaria, Serbia, Albania, Croatia, Kosovo, Slovenia, Turkey, Romania, Hungary etc. It also has well established cooperation with similar international federations including federations from Hungary, Bulgaria and Albania. The FSPRM is also a member of EUPEA.

In respect of its members and professional education, it counts over 1.500 sports pedagogues from North Macedonia, most of them with high education in the field of kinesiology. A part of them are Masters and PhDs in that field. A significant number of them are active members in the Federation working bodies. The federation has a close cooperation with schools in North Macedonia and has well establish network with PE teachers and schools from all over the country.

Website: <https://fsprm.mk/en/>

2.10. TOGETHER ADVANCING COMMON TRUST, NORTH MACEDONIA

Together Advancing Common Trust (TAKT) is a non-governmental organization which work in built on three main strategic pillars: Empowerment of girls and women; Strong advocacy agenda on advancing gender equality, Peacebuilding and social cohesion through sport. Our programs have allowed girls and women to use their leadership skills to capitalize on their education, to express their opinions and ideas and to take action on issues of societal importance. Consequently, our sport-based programs have become a powerful tool for challenging patriarchal social norms and furthering development goals. In addition, TAKT’s goal is to harness the power of sport to promote inclusion, reconciliation and peacebuilding. We implement Sport for Development and Peace as a social intervention strategy which uses sport to address peace and objectives, building on the targets of the UN Sustainable Development Goals. TAKT has established the first Sports Diplomacy Programme on grass-roots level, and we provide expertise and inputs on promoting the strategic approach of EU Sports Diplomacy. We are an impact driven organization that ensures our services deliver tangible change in the lives of the young people we support. TAKT is a women-led organization.



Website: <http://www.takt.org.mk/>



2.11. SERBIAN SCHOOL SPORT FEDERATION (SSSF), SERBIA



School sport in Serbia have a tradition for more than 50 years. The system of competitions started in 1969/70.

In the beginning, competitors were only competing in five (5) sports (athletics, handball, basketball, volleyball and football). Since 1976/77, every four years, Federation started to organize Olympic sports games for the students and so far 10 Olympic games were held. Today school sport is a priority in the development of sport of the Republic of Serbia. With its programs and activities, Serbian School Sport Federation creates conditions that involve more children in sport activities. The system of school competitions today has 135.000 competitors both, boys and girls. In addition to competitions, the Federation has started other educational programs and, in this way, included 40.000 more students.

Programs of the Federation:

- National school sports competitions (14 sports)
- International program
- Project „Sport in Schools“
- Project „Student reporter“
- Project „Your like for our dance“
- Project „Healthy Growing“
- Project „School sport day“
- Professional development (accredited seminars)
- From 2016 Federation was host of major international events under the auspices of International School Sport Federation:
 - 2016 World School Championship in volleyball
 - 2018 World School Championship in basketball 3x3
 - 2019 World School Championship in football
 - 2020 ISF General Assembly
 - 2021 ISF U15 School Sport Games

Website: <http://skolskisportsrbije.weebly.com/>



3. AIM OF THE BROCHURE

The aim of this brochure is to collect best practices of GEM project partners according to each dimension of the project related the 3 following topics:

- Dimension 1: Association between sport sector and educational sector – state of school sport
- Dimension 2: Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3: Peer volunteering in school sport and school PA.

This collection helps:

- knowledge sharing in the field of grassroots sport;
- publicise good practice in the field of grassroots sport;
- identify possible common points for future cooperation and collaboration for GEM partners;
- identify possible common points for future cooperation and collaboration for partners outside of GEM project;
- to find common grounds for empowering Western-Balkan, channelling good practices;
- stablishing and strengthening networks and securing long-term relations and cooperation between partners;
- improving grassroots sport and raise the quality of it with the help of new ideas, best practices.

Based on the collection of good practices well-functioning strategies can be developed as well.



4. GOOD PRACTICES OF GEM PARTNERS

4.1. WIND IN YOUR HAIR (VETER V LASEH)

Partner sharing the good practice: ISCA (The published good practice is the good practice of Slovenian member organisation of ISCA)



Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA)

Description of the good practice

Content	Explanation
Title and type	WIND IN YOUR HAIR (Slovenian title: VETER V LASEH). A programme with a national network of local sports events for youth and families – a case study, a manual is prepared.
Project/sponsors	The national programme is co-funded by the Slovenian funding programme of Foundation of sport. Local events are co-funded by organizer and sometimes by the municipality or school.
Target audience	Target group – the event participants are children, in some cities also families.
Objective	<ul style="list-style-type: none"> • To encourage youth to participate in sport and physical activities; • to promote sport and active use of leisure time; • to raise awareness about the benefits of physical activity and the negative consequences of various addictions (including too much screen time); • to present the sport programmes of local sport clubs, NGOs, • to promote healthy habits and active lifestyle; • to foster cross-sector collaboration.
Introduction	<p>WIND IN YOUR HAIR – Having fun with your friends and family through sports.</p> <p>“Wind in your hair” is a project which has been inspiring and physically activating young people throughout Slovenia for the last 26 years. With this project we bring together and reach out to 12.000 people every year. It is namely the largest sport and social initiative for children and adolescents in Slovenia, which allows us to alert and encourage the youngsters and to offer them an active, friendly, cheerful and dynamic view on life and on spending leisure time. Local organisers hold a one-day event, which is full of various sports activities as well as creative</p>



	<p>workshops. It is based on team spirit, cooperation and connecting the members of the team. The team (5 members) chooses which activities they would prefer, and in which order. All the activities are prepared in a way that children with no additional know-how can do it, but they are still interesting also to those, who have practiced the particular sport before. Motivation and engagement are rewarded while the efficiency of the execution is not so important. Local sport clubs and NGOs can present their programmes, which leads to increased participation in sport activities in local community.</p> <p>An ambassador – elite athlete and/or mascots Športko and Vihra make the event even more interesting and attractive for children. The volunteers pay special focus on providing relaxed, positive atmosphere, they motivate the participants to be active and to support each other and cheer for the teammates. The moderator and good music contribute to the fun spirit of the event.</p> <p>The Sports Union of Slovenia has published a manual with guidelines how to organise a local event, including the relay games and sport games, including the most popular sports and traditional games. Therefore, the main organizer can implement the event with volunteers. The anthem of the project was prepared by a known Slovenian rapper Zlatko.</p> <p>The project has established SUS as a proficient association in working with children and young people, and the project is being delivered locally in collaboration with schools and other stakeholders.</p>
<p>Stakeholders and Partners</p>	<ul style="list-style-type: none"> • Target group – the event participants are children, in some cities also families. • The main organizer can be a sports club, school, municipality entity, NGO, youth center.. • Partners are local sports clubs, various NGOs, local fire department, local health center and/or individuals working in grassroot sport.
<p>Methodological Approach</p>	<p>The programme has 26 years of tradition. In 2012 the concept of the event was renovated and adjusted to the modern youth generation. Local organisers hold a one-day event, which is full of various sports activities as well as creative workshops. It is based on team spirit, cooperation and connecting the members of the team. The team (5 members) chooses which activities they would prefer, and in which order. All the activities are prepared in a way that children with no additional know-how can do it, but they are still interesting also to those, who have practiced the particular sport before. Motivation and engagement are rewarded while the efficiency of the execution is not so important. Local sport clubs and NGOs can present their programmes, which leads to increased participation in sport activities in local community.</p>

	The Sports Union of Slovenia has published a manual with guidelines how to organise a local event, including the relay games and sport games. Therefore, the main organizer can implement the event with volunteers.
Impact	The impact of the programme: Over 12.000 participants each year ; Local sport clubs and NGOs can present their programmes, which leads to increased participation in sport activities in local community; cross-sector collaboration on local level; capacity building (volunteers); promotion of healthy lifestyle; promotion of sport and active use of leisure time; raising awareness about the benefits of physical activity and the negative consequences of various addictions (including too much screen time) among youth.
Conclusion	Participants enjoy different physical activities during the one-day sports event. All activities are prepared for them to have fun and enjoy spending time with their friends. The volunteers pay special focus on providing relaxed, positive atmosphere, they motivate the participants to be active and to support each other and cheer for the teammates. There are various activities and games organised, so everyone can have a great time. The smiles on the participants' faces are the best reward for the organizer and the volunteers.
Additional information	web: www.vetervlaseh.si Manual: https://www.vetervlaseh.si/datoteke/brosura_2014.pdf Project anthem: https://www.youtube.com/watch?v=j8nTCrOo2BA Photos: https://www.dropbox.com/sh/1tu8sidaxpe80rv/AAC6bK19xmD2mU4OmQHVP7Z4a?dl=0 https://www.vetervlaseh.si/?t=3160000000 Video: https://www.youtube.com/watch?v=xco8-ZHVOos

4.2. СЕДМИЦА НА ФИЗИЧЕСКАТА АКТИВНОСТ И СПОРТА (MOVEWEEK BULGARIA)

Partner sharing the good practice: ISCA (The published good practice is the good practice of BG Be Active, Bulgarian member organisation of ISCA)

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)



Description of the best practice

Content	Explanation
Title and type	<p>Title (Bulgarian): <i>“Седмица на физическата активност и спорта”</i></p> <p>Title (English): <i>“MOVE Week”</i></p> <p>MOVE Week has been conducted in Bulgaria since 2012 and is a large-scale celebration of physical activity involving municipalities, sports clubs, NGOs, and volunteers. BG Be Active has further taken a step to introduce MOVE Week as an annual event and practice in schools across the country.</p> <p>The programme provides tools, guidelines, and materials to support teachers in engaging their students. The initiative encourages partnership between sports clubs and schools where teachers, professionals and athletes can build the programme together. Teachers are also encouraged to include children in the planning process.</p>
Project/sponsors	<p>MOVE Week is a self-funded project with small financial support received in 2014 from the Human Resource Development Center in Bulgaria.</p>
Target audience	<p>MOVE Week activities target all school ages, while the direct target group is school teachers.</p>
Objective	<p>Ultimately, we want children to be able to experience various physical activities and sports and be inspired to be more active every day. Introducing MOVE Week in Schools encourages participation in sports and physical activity in all facets of a student's life. To accomplish this, we empower and support teachers to develop their MOVE Week programmes using a set of tools and guidelines as well as collaborating with athletes and sporting clubs.</p>



Introduction	Inactivity and sedentary behaviour among children become more prevalent every year. As part of MOVE Week's programme and activities, teachers can positively influence children by using fun, interactive methods and an element of competition between schools to create a sense of novelty and excitement. On a national level, the campaign was launched in 2014 and continues to engage more schools.
Stakeholders and Partners	<ul style="list-style-type: none"> • Children from primary and secondary schools are the ultimate beneficiaries, while the teachers are the ultimate users. • ISCA launched the campaign, which was then implemented by BG Be Active and expanded across Bulgarian schools. • It is conducted each year with the non-financial support from the Ministry of Youth and Sport, Education Ministry, and Health Ministry.
Methodological Approach	BG Be Active has extensive experience developing educational and behavioural change handbooks, tools and materials. To help, support MOVE Week, a guidebook that provides multiple implementation elements has also been created. The materials were developed with feedback and input from educational experts and teachers.
Impact	The programme and the practical elements have been well received by schools and teachers and continue to be implemented across the country since 2014.
Conclusion	It is easier to motivate, inspire and involve children in various sporting activities and influence their attitude and perceptions through movement. Financial support from Ministries to further grow and extend the programme would be beneficial to scale the campaign and ensure sustainability.
Additional information	<p>Project news:</p> <ul style="list-style-type: none"> • MOVE Week re-enters schools • Schools participating in MOVE Week receive their prizes • Your school can now be part of MOVEWeek 2021 <p>Project handbook and materials:</p> <ul style="list-style-type: none"> • Move Week Bulgaria 2014



4.3. VERDENSMÅL I BEVÆGELSE (SUSTAINABLE DEVELOPMENT GOALS IN MOVEMENT)

Partner sharing the good practice: ISCA (The published good practice is the good practice of Danish member organisation of ISCA)



Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

Content	Explanation
Title and type	Title (Danish): <i>“Verdensmål I bevægelse”</i> Title (English): <i>“Sustainable Development Goals in Movement”</i> This is a good practice programme summary; the programme is a tool consisting of 30 learning modules/activities for schools to incorporate SDGs in teachings through movement.
Project/sponsors	Danish Ministry of Foreign Affairs “Information pool” supported the project financially.
Target audience	<ul style="list-style-type: none"> • The programme activities are differentiated to all primary school class levels. • The direct target group are primary school teachers.
Objective	The objective is to enable children to learn and reflect on the SDGs through exciting and movement-based activities.
Introduction	SDGs can seem broad and hard to grasp or discuss. But through this programme and the activities, teachers will be able to make the SDGs tangible and discuss them with the students. The programme was initiated in 2020.
Stakeholders and Partners	<ul style="list-style-type: none"> • The ultimate beneficiaries are school-aged children. • The users of the programme are the teachers. • The programme was developed with The UN City Copenhagen (who knows about the SDGs and tour the country with the programme), • and supported financially by the Danish Ministry of Foreign Affairs.
Methodological Approach	Lasse Højstrup Sørensen is an expert in developing didactical materials for education and was hired to deliver the methodology for the programme elements. Schools, experts and teachers were consulted in the development.



Impact	The programme and the 30 modules have been well received as evidenced by the project web site traffic.
Conclusion	It is feasible and advisable to teach school children about the SDGs through movement. Support in the form of programme activity modules is helpful to scale the reach.
Additional information	Project front page: https://skoleidraet.dk/bevaegelse-hele-skoledagen/projekter/verdensmaal-i-bevaegelse/forside/ Project video explainer: https://vimeo.com/458178430 30 activity modules, differentiated for different ages: https://skoleidraet.dk/bevaegelse-hele-skoledagen/projekter/verdensmaal-i-bevaegelse/aktivitetsmoduler/ School Sport Day activity module: https://skoleidraet.dk/bevaegelse-hele-skoledagen/projekter/verdensmaal-i-bevaegelse/aktivitetsloeb-til-skolernes-motionsdag/ Webinar on the programme: https://vimeo.com/453951638



4.4. GOOD PRACTICE OF A SPANISH SCHOOL (COLEGIO EL CATÓN)

Partner sharing the good practice: Deporte Para La Educación Y La Salud (DES) (The published good practice is the good practice of a Spanish school, Colegio el Catón)

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	Good practice of a Spanish School (Colegio el Catón) A schoolyear long communication and activity strategy developed for school children aiming to motivate them to be more physically active. One of the main elements is a campaign mixing two trendy things kids interested in: social media and Tabata sessions.
Project/sponsors	Self-funded. No sponsors were involved.
Target audience	<ul style="list-style-type: none"> • This is a best practice useful for schools, • for organizations working to promote PE, school sport or interested on promoting PA to kids and teens.
Objective	The main objective was to motivate students to be active and looking in a more positive way on Physical Education, school sport and the celebration of Sport events at school.
Introduction	<p>The initial situation is the known problem of students with inactive behaviour and more interested on the digital world than on playing outside. By identifying the motivation factors for kids (social media, new trends on practicing sport shared on the SM by influencers) the school stablished a strategy based on different key elements to be included on different campaigns for each month during 2020-21 school year:</p> <ol style="list-style-type: none"> 1) Tabata exercises (as the most current trendy ones). 2) Video recording of the students to produce a video in which they are the main actors. 3) Use of SM own channels (form schools) to hang and share the videos. Facebook, Instagram and YouTube. 4) Supervision of PE teachers to ensure the exercises are done in an adequate way (QPE) for the age of the different students.

Stakeholders and Partners	<ul style="list-style-type: none"> • This best practice beneficiaries are students (getting more active through the year) and school (promoting its image on social media). • Through different months, different stakeholders were involved (DES, Municipality, ESSD-HSSF, No Elevators Day-ISCA, other civil organizations) for charity events. • The main agents to make this strategy possible were the PE department with a complete support of all teachers.
Methodological Approach	<p>The only methodological approach used was mixing two trendy things for students: Social Media channels and Tabata sessions. In a systematized way that would ensure a new motivation each month by celebrating, ESSD (link to video recorded with Tabata celebration).</p>
Impact	<p>The most relevant impact of this practice is that, in a school year while kids at all schools in Spain decreased their activity levels, in this school, the PA was raised in comparison with previous years. Awareness of kids about being active has also been increased as well as the awareness of the school staff about the importance of making kids more active.</p>
Conclusion	<p>Without the need of investing any budget, only by finding items that are motivating the different stakeholders, the PA of kids could be increased. As it increases and they get more involved, other stakeholders (families, municipality, civil organizations...) want to join. It's important making kids the center of the project (the actors at the videos) by a way they love and understand (social media).</p>
Additional information	<p>Additional video links:</p> <ul style="list-style-type: none"> • https://www.facebook.com/watch/?v=906029956805358 • https://www.instagram.com/p/CHyVgSSKh7J/?igshid=1peawklkrdqxs • https://www.facebook.com/890129324380913/videos/3965964286797386 • https://www.facebook.com/890129324380913/videos/3927726527287829 • https://www.instagram.com/p/Clv1bJtqdte/?igshid=e29vdwsx001y <p>School Web links:</p> <ul style="list-style-type: none"> • https://www.colegioelcaton.org • https://www.colegioelcaton.org/reglamento-de-régimen-interno

4.5. NATIONAL SCHOOL SPORT WEEK (NSSW)

Partner sharing the good practice: Youth Sport Trust International (YSTi)



Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

Content	Explanation
Title and type	National School Sport Week (NSSW) Information sheet
Project/sponsors	Led by Youth Sport Trust, NSSW has attracted a range of sponsors over its lifetime, these have included Lloyds TSB Bank and Sky Sports and partners such as PJ Masks, the Football Association, Super Movers and the Together Campaign.
Target audience	Schools, teachers, and parents across the UK, with children and young people's health and wellbeing at the heart of the campaign.
Objective	NSSW aims to boost health and wellbeing of children across the country. Each year the week-long event is focused on a theme. In 2021 the theme was Active Recovery which aimed to: <ul style="list-style-type: none"> • Rebuild relationships and connect • Have fun, create, play and inspire • Learn and develop skills • Use space and the environment to rediscover
Introduction	Youth Sport Trust started the annual NSSW campaign in 2008 . Schools sign up to the week-long event which takes place in the summer term. This gives them access to a range of materials (including a PR guide) and suggested activities which they can facilitate during the school day or out of school hours for their students. Alongside this, schools are encouraged to take part in a social media campaign to raise the profile of NSSW, their school and the benefits of physical activity.
Stakeholders and Partners	<ul style="list-style-type: none"> • Stakeholders include schools, teachers and parents, with children's and young people's health and wellbeing at the heart of the campaign. • Sponsors have been listed in the separate section. • NSSW has become an established event in the calendar for many schools and is also recognised as associated event with European School Sport Day.



Methodological Approach	<p>The Youth Sport Trust promotes NSSW widely to schools. Schools are asked to register and then receive free resources to support their participation. These include: a guide to staging an inclusive sports day, top tips and how to give young people a voice in organising their sports days.</p> <p>Showcase events are held during the week which help to promote NSSW and gain media coverage.</p>
Impact	<p>In 2021, research published by the Youth Sport Trust highlights how empowering young leaders holds the key to getting a generation of young people more active.</p> <p>A new study of young people aged between 5 and 16, carried out by Foresight Factory in 2020 on behalf of the Youth Sport Trust, found that:</p> <ul style="list-style-type: none"> • A majority of young people want to do <u>more</u> sport and exercise (54% agreed with this now vs 44% who said the same in a study published in 2015). • There has been a significant increase in young people who say they would play more sport if it was led by somebody their own age. 36% of young people agreed with this, compared with 23% who said the same in the 2015 study. • Taking part in sport led by somebody their own age is particularly important for young disabled people, with 46% saying this would lead to them playing more. <p>As a result, part of the NSSW 2021 campaign encouraged schools to put pupils in the driving seat and empower them to lead their own activities.</p> <p>NSSW 2021: The highlights</p> <ul style="list-style-type: none"> • More than 800,000 young people enjoy week of inclusive ‘Together Again’ school sports days for NSSW 2021 • Schools, charities and sporting organisations share activities on social media as #NSSW2021 hashtag appears more than 30 million times. See some of the <u>social media highlights</u>. • Sporting stars, teachers and politicians unite to promote the importance of school sport and PE.
Conclusion	<p>Alice Braybrook, Director of Together, said:</p> <p>“The theme of NSSW this year aligns perfectly with our ambition to create kinder, closer and more connected communities. What better way to achieve this in the build up to National Thank You Day on 4th July than through using the power of sport and play to reconnect.”</p> <p>June Fletcher, PE teacher at Stroud High School, said:</p> <p>“The physical and mental benefits that sport has brought throughout this difficult time in the world is phenomenal. It’s why Physical</p>

	<p>Education is prioritised at our school as an essential part of our broad and balanced curriculum and extensive extra-curricular programmes. On the Youth Sport Trust’s National School Sport Week, we want to shine a spotlight on PE and school sport and ensure our pupils have an amazing experience on this important week.”</p> <p>Lipa Nessa, Youth Sport Trust youth board member, said:</p> <p>“We want to enthuse other young people like us to create change. National School Sport Week is a way for us all to be involved in celebrating the power of sport.”</p>
<p>Additional information</p>	<p>Youth Sport Trust social media links:</p> <ul style="list-style-type: none"> • Twitter page: https://twitter.com/youthsporttrust • Facebook page: https://www.facebook.com/YouthSportTrust • YouTube: https://www.youtube.com/user/YouthSportTrust • News article from the start of NSSW 2021 – Together Again: https://www.youthsporttrust.org/news-insight/news/ready-set-school-sports-days-are-go-for-national-school-sport-week-2021 • Overview of activities and events from NSSW 2021 – Together Again: https://www.youthsporttrust.org/news-insight/blogs/national-school-sport-week-2021-together-again-blog • Sky Sports coverage of NSSW 2021 – Together Again: https://www.skysports.com/more-sports/other-sports/news/29877/12342631/national-school-sport-week-over-800000-kids-enjoy-week-long-celebration-of-sport

4.6. PRIMARY SPORT PREMIUM

Partner sharing the good practice: Youth Sport Trust International (YSTi)

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

Content	Explanation
Title and type	<p>Primary Sport Premium.</p> <p>This is an initiative that has been developed and is being delivered across all primary schools in England.</p> <p>It was announced in October 2021 that this initiative will continue for a further 4 years at a cost of £320 million per year that is paid directly to schools.</p>
Project/sponsors	<ul style="list-style-type: none"> • Funded by government. • There is a partnership between Youth Sport Trust, UK Coaching, UK Active Kids and the Association for Physical Education that supports schools.
Target audience	<p>There are examples of good practice in primary schools and groups of schools across England, these are disseminated through regional Active Partnerships to other primary schools.</p>
Objective	<p>Profile of Physical Education, physical activity and school sport is raised.</p> <p>More young people enjoy regular physical activity.</p> <p>There is increased confidence of generalist teachers to deliver physical education and physical activity.</p> <p>There is a broader range of sports and activities offered to young people.</p> <p>There is increased participation in regular sport.</p>
Introduction	<p>Teaching of physical education remains a great challenge in primary schools where it is delivered by generalist teachers who have had very little training. Young people get very unstructured physical activity and there are limited opportunities for young people to take part in school sport. Inactivity levels and obesity levels in young people are very high.</p>



Stakeholders and Partners	<ul style="list-style-type: none"> • The beneficiaries are young people in primary schools. • Previously mentioned organisations Youth Sport Trust, UK Coaching, UK Active Kids and Association for Physical Education are the primary delivery partners. • They provide a framework into which local partnerships and personnel contribute such as local clubs and coaches. • All of this work is coordinated by the 43 regional Active Partnerships. Active Partnerships have an overview of all community sport, clubs, governing bodies and provide both signposting to primary schools and advise on best value for money. Active partnerships provide the link from national and regional stakeholder to schools at the local level.
Methodological Approach	<p>There have been numerous national reports commissioned by government from the Chief Medical Officer, and through the annual review undertaken by Sport England. All reports have concluded that primary aged children are not meeting the recommended daily amount of physical activity. National inspections of schools also conclude on a yearly basis that the amount and quality of physical education and provision of sport is unsatisfactory.</p> <p>With the knowledge from reports, primary schools are grouped into cluster and sit within the geographical remit of the Active Partnerships.</p> <p>This organization coordinated a series of meetings with all partnership stakeholders to develop an action plan for each primary school.</p> <p>Draft plans, guidance and advice is provided for the Headteacher of each school who can then make a decision as to who and which organisations can best meet their individual needs. For example, it could be greater support for physical education, or it could be a need to provide a greater range of sporting opportunities for young people.</p> <p>Primary Sport Premium fund is delegated directly to each school and can only be spent on activities, training and support for physical education, physical activity and school sport.</p> <p>This ability to individualise the support for each school makes the programmed very flexible and gives schools autonomy.</p>
Impact	<p>This programme has been running for 5 years and data suggests a greater number of young people are involved in more sports and undertaking more physical activity.</p> <p>National government have agreed to fund for a further 4 years.</p>

Conclusion	Providing individual school solutions to a nationally funded programmed has had a beneficial effect. Using the expertise of a range of stakeholders underpinned by a regional organization who are very familiar with the geographical, cultural, health needs of their schools together with an in-depth knowledge of all providers has given the flexibility needed.
Additional information	<p>Guidance on the pupil premium and school accountability can be found at:</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/pupil-premium • www.gov.uk/guidance/pupil-premium-effective-use-and-accountability • www.gov.uk



4.7. LEICESTERSHIRE AND RUTLAND SCHOOL GAMES

Partner sharing the good practice: Youth Sport Trust International (YSTi)

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

Content	Explanation
Title and type	Leicestershire and Rutland School Games Information sheet.
Project/sponsors	<p>The School Games is funded by Sport England National Lottery funding and is delivered by the Youth Sport Trust. It is a government-led programme designed to deliver competitive school sport to all young people. The School Games inspire young people to be physically active for life through positive experiences of daily activity and competition. A national programme, the School Games are delivered locally by Active Together, School Games Organisers and 10 School Sport and Physical Activity Networks (SSPANS).</p> <p>Active Together is a movement encouraging and supporting people to be physically active for the benefit of both physical health and mental wellbeing.</p> <p>An SSPAN works within its locality area to build an integrated school sport model that begins with school learning and teaching outcomes but is clearly linked to a wider community sport, physical activity and health offer.</p> <p>School Games Organisers are based in the SSPANS and are roles specifically developed to support the delivery of the School Games. Although a national programme, this case study focuses on delivery of the School Games locally in one region - Leicestershire and Rutland.</p>
Target audience	Schools, children and young people in Leicestershire and Rutland.
Objective	Mission – Supporting the wellbeing and development of children and young people and tackling inequalities through sport and physical activity.

Introduction	The Leicestershire and Rutland School Games provide schools with the opportunity to enhance their existing work in school sport and create a year-round calendar of competition for all students. This includes Inter-School Competitions (Level 2), and County Finals known as School Games Championships (Level 3) which usually take place in the summer term.
Stakeholders and Partners	Stakeholders in the region include schools, Team Leicestershire and Daily Boost.
Methodological Approach	<p>Key principles of the programme are to:</p> <p>INSPIRE Encouraging young people to engage, participate and learn through fun sport and physical activity opportunities that interest and excite them; developing fundamental and physical literacy competencies, acquiring lifelong learning and promoting social and emotional wellbeing.</p> <p>DEVELOP Giving young people opportunities to learn and grow key skills such as confidence, self-belief and determination, as well as improving their physiological and psychological skills in a fun, safe, supportive environment that has key values at its core and engenders a lifelong love of movement.</p> <p>EXCEL Providing opportunities for young people who aspire towards further progression and success in sport and physical activity; either as an individual or as part of a team, through competition structures, talent pathways and performance programmes.</p>
Impact	<p>The virtual School Games Summer Championships 2021 highlights included:</p> <ul style="list-style-type: none"> • Over 2,500 young person engagements over the course of the week. • 245 total downloads from the event resource web page. • 20+ schools involved in the challenges entering almost 500 teams in the team challenges <p>A copy of the final report can be found here: https://www.active-together.org/uploads/2021-virtual-summer-champs-final-report-final.pdf?v=1625652687</p>

<p>Conclusion</p>	<p>Virtual School Games Summer Championships 2021 Case Studies:</p> <ul style="list-style-type: none"> • Water Leys Primary got every child from Year 1 -6 involved in the Football Target and Basketball challenge. A total of 349 students got involved from the school. • Pastures Primary School promoted the challenges across the whole school and got involved in the Speed Bounce, Hurdle Challenge, Football Target and Football Dribble Challenges. • Reigning Champions Ab Kettleby Primary School retained their overall crown and once again threw themselves into the activities on offer, with blanket coverage via their own social media channels and also featuring on both BBC Radio Leicester and BBC East Midlands Today. <p>Virtual School Games Summer Championships 2021 School Feedback:</p> <p>The kids have loved it - just a pity there isn't more time. Some classes have continued trying to beat their scores this week!</p> <p><i>St Mary's Primary (Melton)</i></p> <p>The pupils all had a great week taking part in the challenges.</p> <p><i>Stathern Primary (Melton)</i></p> <p>It's been fantastic seeing all the children taking part in the challenges.</p> <p><i>Ab Kettleby Primary</i></p>
<p>Additional information</p>	<p>Leicestershire and Rutland School Games Summer Championships 2019: https://youtu.be/MiDrrGZqBaM</p> <p>Active Together: https://www.active-together.org/schoolgames</p> <p>Youth Sport Trust: https://www.youthsporttrust.org/search?q=school+games</p> <p>School Games National finals: https://www.schoolgamesfinals.org/</p>

4.8. MENDJE E QESHUR (SMILEY MIND)

Partner sharing the good practice: Albanian School Sport Federation



Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	<p>Mendje E Qeshur (Smile Mind)</p> <p>Free platform providing accessible tools (videos, nutrition tips, wellness and various physical education materials, exercises etc.) to support healthy mind and body in Albanian language.</p> <p>website: https://www.mendjeegeshur.org/</p>
Project/sponsors	<p>Agency for the Support of Civil Society http://amshc.gov.al/</p>
Target audience	<p>Creating a healthy generation for children in:</p> <ul style="list-style-type: none"> • Kindergarten, age 3 to 6 • Basic Education age 7-14 • Upper Secondary (Gymnasium) age 15-18 <p>MQ is a great source for children, teachers and parents in Albanian language. Project dissemination Albania and expand in Balkan Region for Kosovo and Macedonia.</p>
Objective	<p><u>The overall goal</u> of the project is the health and well-being of children, ages 3-18 through the four dimensions of well-being.</p> <p><u>The specific goal</u> of this project is to equip all children and schools that comprehend the Albanian language, with the easily accessible online guide package of exercises, to cooperate as effectively as possible according to the directives on children's physical initiatives based on the PISA Program (https://www.oecd.org/pisa/Well-being-Infographics.pdf) Well-being Infographics OECD. (https://www.oecd.org/pisa/Well-being-Infographics.pdf)</p> <p>MQ' <u>mission</u> is to expand physical education and wellness in pre-university education system, for a healthy, metabolic, functional and structural formation of children as a practical guide establishing the basis for the development of mindfulness, physical and sports education, which guarantee physical, psychological, intellectual, economic, productive, social progress and a healthy wellbeing society in addition "Abolishing bullying" by creating a new healthy mindset.</p>



<p>Introduction</p>	<p>Project starting period August 2020 – March 2021 Agency for the Support of Civil Society 1st Call No. 13</p> <p>August 2021 – March 2022 (project ongoing), 2nd Call No. 14 - ASCS</p> <p>MQ is the 1st platform for children in Albania focused on Physical Education, Mindfulness and Wellness providing accessible life-long tools to support healthy bodies and minds.</p> <p>The initial situation being addressed were:</p> <ul style="list-style-type: none"> • MENTAL HEALTH Childhood and adolescence are critically important life stages for mental health and wellbeing. During this period, children further develop skills and capabilities such as self-control, autonomy, social interaction and learning that directly influence their mental health for the rest of their lives. Dealing with mental health is challenging, yet it is a neglected area. Mental illness is the leading cause of disability in the WHO European Region and half of all mental problems start to develop before the age of 14. Source: WHO Europe • Mental health specially during our present pandemic. Due to the Covid-19 pandemic in 2020, children and adolescents around the world have faced major life disruptions. Children, just like adults, have experienced big changes to their daily routines, including school closures and physical distancing, as well as uncertainty and perhaps even loss. During this time, they may have felt deep concerns, worry, fear, isolation from their friends, anger and stress. FSHSSH thought September 2020- when schools returned to a “new normal” -, this would be an ideal opportunity for schools to integrate physical and mental health awareness into their transition back to the classroom. • Prevalence of overweight and obesity in Albania. Data from a 2013 study by the Institute of Public Health (page 10) shows that 15.2% of children aged 9-10 are overweight, therefore resulting in 3.8% obese. • The importance of school environment.
<p>Stakeholders and Partners</p>	<ul style="list-style-type: none"> • MQ was created in 2020 by wellness experts Prof. assoc. dr. Rauf Dimraj & Certified Yoga teacher Jimena Lujan in collaboration with the Albanian School Sport Federation and sponsored by the Agency for the Support of Civil Society and FSHSSH. • We are always looking to partner with like-minded organizations that are passionate about taking a proactive approach to building mental health and well-being within communities and schools.
<p>Methodological Approach</p>	<p>The project aims to implement and develop a strategy and leadership in Albania based on the European expertise and good examples of physical activity that will give schools the opportunity to learn and improve the mental health and physical activity of children.</p>

	<p>School children’s health and wellbeing are shaped by many intertwined factors coming from the psychological, physical, cognitive and social domains. All are important and can be addressed by schools holistically or in a targeted way.</p> <p>FSHSSH will teach and guide schools how to consider using 4 dimensions as a framework for mental health, Programme for International Student Assessment contributes to students’ well-being at school- PISA.</p> <p>MQ is also guided by the scientific principles to take care of health and wellbeing of the Albanian society, ‘Physical Education Scientific Platform in the Pre-University Education System in Albania’.</p>
Impact	<p>The digital platform results with a positive impact. Currently, 781 users; while on the website as of November 04, 2021 there are 1785 visitors / viewers who have accessed the MQ 2579 times. Website viewers not necessarily do access the platform.</p>
Conclusion	<p>We have created a feedback option for users to contact us, and to create a community network, with corrective steps. So far we have lots of positive feedback from children, parents and teachers who are satisfied and enthusiastic about the content of MQ. Engaging in social networks (likes & shares, etc.) shows satisfaction.</p>
Additional information	<p>website: Mendje e Qeshur / SM: Instagram MQ ; MQ Facebook</p> <p>We care about the wellbeing of our young generation and we focus on the community. We invite all to use for FREE the platform with physical education and yoga videos, nutrition tips, wellness and various physical education materials, exercises for awareness, breathing and emotional freedom technique (EFT). An active lifestyle at a young age can help foster an active lifestyle-seeking behaviour as an adult. It has positive effects on mental health among children and adolescents too. MQ is a great source for children, teachers and parents.</p> <p>Access ‘Mendje e Qeshur’</p> <ol style="list-style-type: none"> 1. Access the webpage MendjeeQeshur or register in the platform mendje-e-qeshur.thinkific 2. Select 1 of the 3 courses corresponding to the student's age 3. Watch videos of physical education, yoga and practice

4.9. LET KIDS RUN

Partner sharing the good practice: Association „Zdrav život – Kinezis“

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	Let kids run One-day sport event for raising awareness of importance of physical activity and health of all children.
Project/sponsors	<ul style="list-style-type: none"> • Own funds, • Monte, • Sports association of the city of Mostar
Target audience	The document is intended for teachers in primary school. The practice is intended for children from 4 to 12 years.
Objective	Development of self-confidence and positive habits through sports activities.
Introduction	<p>The organizers emphasize that with this they want to send a wider message to sports clubs and the social community that sport and physical activity should not be the privilege of the fittest, but a means of support and development for all children.</p> <p>By organizing the MONTE race for children, we want to develop the habit of physical exercise and an active lifestyle among the youngest. Contrary to the negative practice in which sport is often reserved only for the best, the meaning of this race is to encourage all children to engage in sports activities.</p>
Stakeholders and Partners	<ul style="list-style-type: none"> • Beneficiaries are children from 4 to 12 years and their teachers. • Main partners in organisation: Monte, Sports association of the city of Mostar.
Methodological Approach	Running as a natural form of movement and part of basic motor skills, as well as an activity that takes place outdoors, offers many benefits for children of all ages. Children are divided into categories according to age. The run is in the city park on a 400m long circular track. The special feature is that no winners are announced, but all participating children receive medals and a sense of success, which will be a positive sports experience for them.

Impact	Development of self-confidence and positive sports habits.
Conclusion	Sports activities should be inclusive for all children, not just for the best ones.
Additional information	www.kinezis.ba



4.10. PHYSICAL ACTIVITY WITHOUT BORDERS

Partner sharing the good practice: Association „Zdrav život – Kinezis“

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	Physical activity without borders Regular sport training activities focusing on the inclusion of persons with Down Syndrome and their needs.
Project/sponsors	<ul style="list-style-type: none"> • Own funds, • German Embassy in Bosnia and Herzegovina, • Mostar Sports Association
Target audience	The document is intended for physical education teachers and sports coaches. The practice is intended for people with Down syndrome.
Objective	<ul style="list-style-type: none"> • Inclusion of persons with Down Syndrome in sports activities, • Acquiring basic motor skills of persons with Down Syndrome in sports disciplines, • Concern for health status through physical activity and sports, • Socialization and socializing through sports activities and competitions.
Introduction	<p>Modern societies have succeeded in creating the conditions for the relatively normal existence of most of its members. It is necessary to provide assistance and support to those members of society who have not yet achieved the conditions for that existence in society.</p> <p>Children and adults with Down Syndrome strive for this goal. Through basic training and involvement in sports and physical activity, this project seeks to enable people with Down Syndrome to meet their basic need for movement, socialization and companionship, as well as health care. Pursuant to the goals (Inclusion of persons with Down syndrome in sports activities, acquisition of basic motor skills of persons with Down syndrome in sports disciplines, care for health status through physical activity and sports, socialization and socializing through sports activities and competitions), the realization of the project will enable persons with Down syndrome participation in various sports disciplines.</p> <p>The project is designed to carry out 24 training units for a duration of 60 minutes at regular intervals of 3 times a week.</p>



Stakeholders and Partners	<ul style="list-style-type: none"> • The users of this practice are people, primarily children with Down syndrome. • The partner in the implementation is the Association of People with Down Syndrome in Mostar. • The realization was financially supported by the Sports association of the city of Mostar and the German Embassy in Bosnia and Herzegovina.
Methodological Approach	<p>The implementation required an almost individual approach where we needed to ensure a sufficient number of trainers who worked with the children.</p> <p>The program started with the acquisition of basic motor skills, after which it was upgraded with introduction to the basic techniques of sports games.</p>
Impact	<p>The positive effect of the practice was not absent. During the training, the social inclusion of people with Down syndrome was improved, their need for movement was satisfied. New motor skills were acquired. It also affected their anthropological characteristics. Everything resulted in satisfied children and parents.</p> <p>A negative fact is the limited duration of the program due to lack of financial resources.</p>
Conclusion	<p>The implementation of the program requires dedication and a large number of trainers involved in the implementation. The program should run continuously and thus ensure the inclusion of people with Down syndrome in sports.</p> <p>All parents rated the program as extremely useful for their children.</p>
Additional information	<p>www.kinezis.ba</p> <p>https://www.facebook.com/profile.php?id=100064286671522</p>

4.11. POLYGON - FUNDAMENTAL MOVEMENT SKILLS

Partner sharing the good practice: Association „Zdrav život – Kinezis“

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	Polygon – Fundamental movement skills Useful tool for developing movement skills of children.
Project/sponsors	<ul style="list-style-type: none"> • Own funds, • EUPEA, • Association “Nešto više”
Target audience	The document is intended for teachers in primary school. The practice is intended for children from 4 to 8 years.
Objective	Encourage schools to developing locomotor fundamental movement skills of children.
Introduction	<p>Fundamental movement skills are necessary for further motor development. But they are often neglected by teachers in the first grades of primary school.</p> <p>By creating simple polygons that do not require additional equipment, the work of teaching physical and health education will be made easier for teachers.</p>
Stakeholders and Partners	<p>The partners in the realization:</p> <ul style="list-style-type: none"> • EUPEA, • Association “Nešto više”.
Methodological Approach	Creating horizontal polygons with backs from different areas of Fundamental movement skills.
Impact	New contents are able to support teachers in the implementation of physical education classes.
Conclusion	Fundamental movement skills are the basis of motor development and should be given more attention during preschool and the first grades of elementary school.
Additional information	www.kinezis.ba



4.12. UNIVERSAL SPORTS SCHOOL – ABECEDA SPORTA

Partner sharing the good practice: Association „Zdrav život – Kinezis“

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	Universal Sports School – Abeceda sporta
Project/sponsors	Own funds
Target audience	The document is intended for physical education teachers and sports coaches. The practice is intended for children from 5 to 10 years.
Objective	Physical activity and the creation of positive exercise habits in the preschool and lower grades of elementary school are extremely important so that children can achieve the conditions for proper and optimal biological growth. From a health point of view, physical activity will also support the development of proper posture in children and affect the reduction of posture irregularities that occur during this period both due to school bags and improper sitting, as well as lack of physical activity. From a sports point of view, children will be introduced to a wide range of sports activities, the basic rules and principles of sports training, and their sports development will be monitored and guided.
Introduction	The universal sports school program takes place in school sports halls after regular classes. Trainings take place twice a week in two groups. The first group is for children aged 5-7, where the program is based on the acquisition of basic motor skills. The second group is for children aged 8-10, where the program is based on getting to know the basics of different sports. In addition to this, weekend skiing schools are organized in the winter, and swimming school cycles in the spring and summer. Sports competitions are also organized between different universal sports schools with relay and elementary games. Through all of the above, children get to know and develop their talents as well as physical literacy. The result is guidance in the desired sports disciplines.

Stakeholders and Partners	The partner in the realization is the elementary school in whose sports hall the program is implemented.
Methodological Approach	The program started with the acquisition of basic motor skills , after which it was upgraded with introduction to the basic techniques of sports games .
Impact	The program results in children's physical literacy. By directing them to the sports they love in the future. By supporting biological growth and development. Socialization through sport.
Conclusion	Multifaceted sports development as a basis for further participation in various sports activities is the biggest advantage of this program. All parents rated the program as extremely useful for their children. A large number of children after the program (tenth year) continue their sports career in one of the sports clubs.
Additional information	<ul style="list-style-type: none"> • www.kinezis.ba • https://www.facebook.com/Abeceda-sporta-%C4%8Citluk-828505107185991 • https://www.youtube.com/watch?v=Xa2sWhbOI-Q • https://www.youtube.com/watch?v=XVVM EVPkiTQ&t=53s • https://www.youtube.com/watch?v=K_55ITyOK1Y



4.13. GOOD PRACTICE OF KOHA NE DUART TONA

Partner sharing the good practice: Koha ne Duart Tona (KNDT)

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	Good practice of Koha ne Duart Tona (KNDT) KNDT bases their activities usually as staff partners and not directly involved in projects based. There is no information sheet besides the photos from the activities where we have been partners.
Project/sponsors	Our staff has been working with Kosovo Olympic Committee and some of the sport federations of Kosovo (School Sport Federation, Volleyball Federation, etc.)
Target audience	We usually have our partner activities with youngsters of primary schools.
Objective	The objective of this good practice is that sport can always be used for reaching educational goals through it . The physical benefits from sport are only one aspect that is important, other aspects like education, health and wellbeing, etc. are some of the other topics that can be easily discussed through Sport activities.
Introduction	As mentioned above, we are usually only supporting other organisations to organize their sportive activities. The challenge in Kosovo is that people (youngsters and adults) do not have a “Sportive culture” that would make them understand how important is to use Sport for their health and wellbeing. Kosovo has one of the lowest averages of the death age in Europe and based on some researches this is closely linked with the low percentage of the physical activity in Kosovo. Our good practice is that we try to involve as many kids as possible to our activities , to show them through games and discussions how important is physical activity and sport to reach also other objective besides being able “to run fast, or to jump high”. We do this through every sport, where we include discussions why it is health, or education, or social inclusion, etc. important for you. These activities have been available since 4 years now where our staff have been part of these activities.

Stakeholders and Partners	<ul style="list-style-type: none"> • The direct beneficiaries are the youngsters that are part of our activities, where they besides enjoying the sports that they do, they also learn through them. • The parents and general community benefit from it, when it comes to better physical activity from children, this means that this impacts the whole community in the future. • The users are usually the organisations that organise the activities. • Sport institutions like different federations, sport schools, etc. are the institutions that are usually involved in organising and the usually donors are the international organisation working in Kosovo.
Methodological Approach	<p>The methodology that our staff uses is Sport for Development. The Sport methodology that a lot of different actors internationally use it to achieve their impact goals. As we said above, the methodology is all about modifying the game in that way that the lessons out of it are based on the goals that the “coaches” want to achieve through the games. Usually, a game is divided in 4 parts: Warm up, Main Part, Cool-down, and Reflection. The warm-up is the part that the participants warm up their muscles and are prepare for the main part (15% of the whole session). The main part is the phase in which you adapt the game in order to discuss about the topic, e.g. if you want to talk about eating healthy, then you can do a tic tac toe game that includes healthy food in the photos. This part takes the most percentage of the session with 45%, the reason is that the youngsters need to be happy and focused on the game. The cool-down is the part that the coach slowly prepares the participants to finish the session with some slow games and stretch of the body parts (15% of the session). Lastly, is the reflection that is also really important, as you sit down with participants and you just ask them question and discuss with them about what was the topic, e.g. What is healthy food?, Do you eat healthy food enough? Etc. Our staff have been part of different Sport for Development trainings for the last 4 years. The key factor to success is to really believe that sport can do the difference and never giving up on it.</p>
Impact	<p>The impact is that participants no matter the background, preferences, gender, etc. are happy to be part of these playful activities, that are not about winning in the end but learning in the end. Also, there is another positive impact that the kids have more opportunities to do sport, and not only the Physical Education lessons that they have at school.</p>
Conclusion	<p>The impact of Sport for Development is still not recognized widely, but it has a really powerful impact especially to the kids that come from vulnerable groups.</p>
Additional information	



4.14. RUN FOR A FUN

Partner sharing the good practice: Federation of Sports Pedagogues of Republic of Macedonia

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	<p>“RUN FOR A FUN“</p> <p>Example of good practice program for school children aged 6 to 8 years, implemented as active school program.</p>
Project/sponsors	<ul style="list-style-type: none"> • Realized in primary school “Krste Misirkov” – Kumanovo • Organized by PE teachers. • Supported by school management and parents.
Target audience	The best practice is addressed to primary school students at the age 6 – 8, particularly pupils in 1st, 2nd and 3rd grade in primary education.
Objective	The aim of the best practice is to support proper motor development of children and their habits for healthy and active lifestyle by implementing program that is based on use of fundamental movements as introduction to different sports.
Introduction	<p>Early school period is important for all aspects of child development including motor development as well. This is also a period when children should develop habits for regular physical activity, healthy and active lifestyle as well as an ideal period to introduce them in different sports, following their developmental characteristics.</p> <p>The program includes fundamental movements from several sports and movement games in order to support properly develop of their motor abilities, movement skills, familiarize them with different sports and their basic elements; preventing bad body posture and deformity as well as a as to stimulate fun, engagement, team spirit, positive emotions and socialization through movement.</p> <p>The program is implemented as active school program, realized while children are in school.</p> <p>The program was conducted two times per week, in period of whole school year. Each day the activity was different but always followed the same structure. It was composed from four parts, closely related between each other. In the first part of the program, body shaping</p>



	<p>exercises and deformity prevention exercises are performed. Second part is devoted to exercises and games with elements from athletics or gymnastics. Third part includes exercises with elements from ball games: basketball, football, handball or volleyball. The final part includes relay and elementary games.</p>
Stakeholders and Partners	<ul style="list-style-type: none"> • The beneficiaries (target group) are children from first three grades in primary school (children at the age 6 – 8). They are the users of the best practice and main contributors in it. • Other involved parties are PE teachers as creators of the program and responsible for its delivery and successful implementation. • School principals and teachers as parties responsible for improvement and follow up of the effects of the program. • Parents of children are also informed and give their approval. • The program does not have any financial implications for parents. Resources from the school are used.
Methodological Approach	<p>The program started on initiative of PE teachers, supported by classroom teachers that identified the need of additional movement and PA of children. After the development of the idea, it was presented to school management and school board. Their approval was followed with meeting with parents and their familiarization with the program. After parents' approval, the final program and time schedule was officially accepted by school management and board and the implementation of the program was approved.</p> <p>The program was conducted twice a week, following the timetable of the children and PE teachers, in accordance with availability of sport hall in the school. It was realized in period of 2 years and interrupted due to covid restrictions.</p>
Impact	<p>The presented best practice was identified as very positive following the feedback from children, parents, classroom teachers and PE teachers. The positive impact was identified not only to movement skills and abilities of children, but also to their approach to movement, socialization, teamwork, active learning, class behaviour (based on classroom teachers' opinion), positive movement habits, fun and positive emotions (based on feedback from parents).</p> <p>Children participated in program activities with special interest, focus. They found them interesting, fun, active and needed.</p> <p>Positive feedback was obtained from both parents and classroom teachers as well.</p>
Conclusion	<p>The implemented program has many benefits for children movement behaviour but also overall development. Is also a manner how to motivate children to be more active, by involving them to activities that are fun, interesting and attractive.</p>

	It is also a manner how to increase PA level of children in schools and put schools in position to have active role in children overall life habits.
Additional information	https://sites.google.com/view/schoolsportclubkrstemisirkovku/home/sport-activity?authuser=0 Links to videos with activities performed within the program: https://fb.watch/9HHRcN7BJm/ https://fb.watch/9HI38-i7R-/



4.15. WE LEARN TO SWIM

Partner sharing the good practice: Federation of Sports Pedagogues of Republic of Macedonia

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	“WE LEARN TO SWIM” Best practice example from the project “Swim and enjoy”.
Project/sponsors	<ul style="list-style-type: none"> • The project started on initiative of PE teachers from municipality Kumanovo, North Macedonia in cooperation with major of the city and support from the municipality council. • The project activities were free of charge for children from all primary schools in Kumanovo. The municipality provided the facilities and cover the expenses for use of swimming pools.
Target audience	The target audience are primary school children, particularly children from 1st to 5th grade in all primary school in Kumanovo.
Objective	The aim of the project is to teach all primary school students how to swim and through this to teach how and why should be more physically active.
Introduction	The project “We learn to swim” is a part of the pilot project "Learning to swim - We want to have a healthy childhood" that was started in 2019 in all primary schools in Kumanovo, totally 21 schools. It is organized for two hours per week , for all children that want to learn how to swim or how to improve their swimming technique. Responsible for delivering swimming training are PE teachers from primary schools in the municipality.
Stakeholders and Partners	<ul style="list-style-type: none"> • The beneficiaries are primary school children from 1st to 5th grade in 21 schools from Kumanovo. The program is open for all children both swimmers and non-swimmers. • The program is implemented with support and voluntary work of PE teachers from Kumanovo. • The municipality was responsible for providing finances and facilities for the program.
Methodological Approach	The project was started with aimed to help children to learn to swim free of charge, led by educated and trained PE teachers. Children from all primary schools were invited to participate regardless social



	<p>and ethnical background. The program was supported and financed by the municipality. Children participated in it with approval from the parents.</p> <p>In last year, following the needs of children with special education needs, a program was extended with implementation of special classes for children with special needs. The program was constantly developing. Particularly, from involvement of few primary schools at the beginning, the program evolved and included activities with children from all 21 schools in the municipality in Kumamoto, and later in next stages also expand it's program of working, involving children with special need as well.</p>
Impact	The best practice was identified as a successful program from the aspect of positive impact that it has on children and their ability to learn to swim. It can be suggested as a program with positive impact on several developmental aspects.
Conclusion	The program was evaluated as positive not just for teaching children to swim, but also from the aspect of development of life-long habits for healthy and active lifestyle and healthy behaviour in water and near it.
Additional information	For more information: https://sites.google.com/view/schoolsportclubkrstemisirkovku/home



4.16. PE VIDEO CONTENT FOR ONLINE PE TEACHING

Partner sharing the good practice: Federation of Sports Pedagogues of Republic of Macedonia

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the good practice

Content	Explanation
Title and type	Physical education video contents for online PE teaching Best practice experience
Project/sponsors	The project was initiated and realized by Association of PE teachers from Kumanovo, supported by Federation of sport pedagogues of Macedonia (FSPRM) as umbrella organization for PE teachers' associations in North Macedonia.
Target audience	<ul style="list-style-type: none"> • To PE teachers and students in primary and secondary schools. • PE teachers were able to use these videos free of charge during their PE classes and at this way, implemented during online teaching they impact to all primary and secondary school students.
Objective	The aim of the suggested best practice is to provide PE teachers well-designed, curriculum-based and easy to implement videos with elaborated PE contents that can be used during online PE classes. The final purpose is to support PE teachers during online PE classes that were implemented during COVID 19 pandemic.
Introduction	<p>At the time of the Covid-19 pandemic, the school year 2020/2021 in North Macedonia started with full online teaching for students in grades 4-9 in primary schools and in year 1-4 in secondary education.</p> <p>Teachers were suggested to use Microsoft teams as online platform and a modified PE curriculum was introduced. Teachers started different ways of implementation of online teaching.</p> <p>The team of PE teachers from primary school Krste Misirkov from Kumanovo on their initiatives, started to developed video with PE contents based on modified PE curriculum appropriate for distance learning.</p> <p>All Physical Education classes were recorded by the teachers as video presentations in 360 degrees VR or virtual video that allowed students to see the exercises and movements up close, from multiple angles and</p>



	<p>with different levels of performance. The contents were adapted for realization at home, using appropriate equipment that can be easily found in every home. Videos for all grades were created and nearly all contents were analysed. More than 100 videos were recorded and shared on the YouTube channel Sportski Pedagozi Kumanovo. These ways, videos were allowed to be used by all PE teachers around the country completely public and free of charge. In addition, the videos can be followed by all students from different cultures who speak different languages on the videos with subtitles.</p> <p>For these open educational resources that are inventive, creative, technological at the forefront and with all the methodological standards, the author of all these videos PE Teacher, Mr Jugoslav Spasikj was named the best teacher with open educational resources in 2020.</p> <p>Parallel with recording of the video, they were promoted among PE around the country during a workshop for PE teachers, titled “Experiences and challenges during online PE teaching” organized by FSPRM. At the workshop, beside promoting how to use videos and create own, positive and negative aspects of online PE were discussed, following a study conducted by FSPRM on a sample of more than 350 PE teachers and 1400 students.</p>
<p>Stakeholders and Partners</p>	<ul style="list-style-type: none"> • Beneficiaries of the program are PE teachers as they can use them and implement the video in their PR online teaching practice. • The target group in videos are children from primary and secondary school as final users of recorded contents. • This good practice was initiated and developed by Association of PE teachers from Kumanovo, supported by Federation of Sport pedagogues of Macedonia.
<p>Methodological Approach</p>	<p>The videos were created by PE teachers following the national PE curriculum, modified for online teaching. The videos followed the structure of PE classes, adapted for home application and were age based and content based. Recording them with professional 360 degrees view camera, allowed following of the movement as in real situation.</p> <p>The video contents were uploaded on YouTube channel of Sport pedagogues from Kumanovo that has free access and its use if free of charge.</p> <p>The web and fb page of FSPRM and Sport pedagogues of Kumanovo were used to share the information. The established network of PE teachers that is created by FSPRM, allowed many teachers around the country to be familiarized with this program and use it. Videos were used during whole school year in many cities and schools around the country. Their implementation was followed with many positive comments and feedback from teachers and children.</p>



<p>Impact</p>	<p>The impact of this good practice was evaluated as positive, both from PE teachers and children.</p> <p>From the aspect of PE teachers, they evaluated it as very useful for their online PE teaching and everyday work as facilitated the process of their work, give them ideas and supported their work.</p> <p>From the aspect of children, video contents were evaluated as very interesting, motivating and easy to do in home surrounding. Children find it useful in terms that they can use the videos also after finishing of the classes, by themselves. This was especially noted for older students, 7th to 9th grade in primary school and students in secondary schools.</p>
<p>Conclusion</p>	<p>The suggested best practice is evaluated as very positive one not just in terms of its use during online PE teaching during pandemic but also for its possibility to be applied afterwards during regular PE classes in terms of using IT on classes. Videos can be applied with students who are not able to attend offline classes, can be use by students after time in school as a manner of guided PE activity that can increase their PA level and also can be use in periods when PE teacher is not able to conduct class for short period.</p> <p>It can be also applied in schools with limited facilities or bad conditions in sport halls during winter. On longer stage, they can use as examples for teachers how to create video contents, how to develop them on appropriate didactical way and in these terms boosts their creativity and motivation. With proper guidance, students can be also motivated to create their own videos.</p>
<p>Additional information</p>	<p>Recorded and YouTube streamed video and classes: https://www.youtube.com/c/SportskiPedagoziKumanovo https://www.youtube.com/channel/UCamd1w2zLdADFJuLvDtBDDw</p>



4.17. IMPLEMENTATION OF BRAIN BREAK ACTIVE BREAK IN THE CLASSROOM

Partner sharing the good practice: Federation of Sports Pedagogues of Republic of Macedonia

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

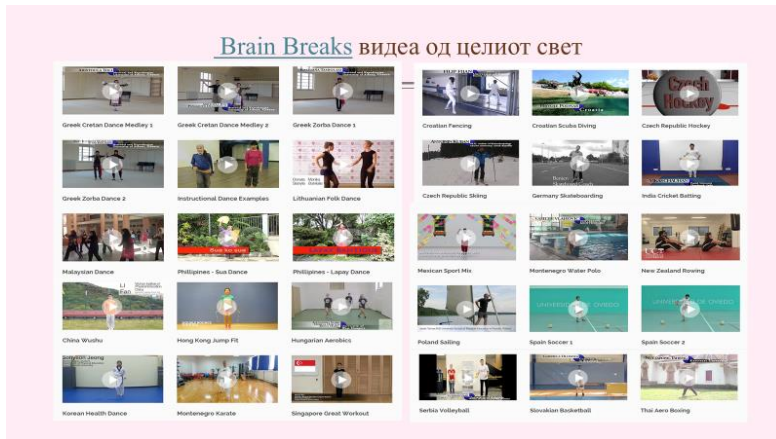
Content	Explanation
Title and type	Brain Break - active break intervention Best practice example
Project/sponsors	<ul style="list-style-type: none"> • The Brain Break active break intervention was provided by HOPSports Brain Breaks and developed in coordination with Global Community Health Association. • Responsible for its implementation in schools in North Macedonia was a project team from Goce Delchev University – Stip.
Target audience	The practice is addressed to all students in primary, secondary schools and universities as well as to everyone who spends many times in sitting position in front of computers.
Objective	The aim of the shared best practice is to provide active break during other classes and in this way to help increasing daily PA level, improve attention and focus during cognitive work.
Introduction	<p>Brain Break active solutions are set of 3–5 minutes videos provided by HOPSPort Brain Break Physical Activity Solutions to engage in physical activities in a group format. It's a classroom-based and technology supported intervention that is conducted during classes from other subjects realized in the classroom environment. Videos are provided on HOPSports platform which is technology system that is used in a class group environment to allow participants to follow an on-screen instructor leading the activity.</p> <p>Brain Breaks is an online video of different types of activities, which is an exercise intervention pattern to improve students' health and PA level. Video sets include different types of sport elements, dances, fundamental movements, games, followed by music and with background adjusted for the nature of the content. All activities are designed as a part of standard – based lesson plan in order to develop a particular skill or fitness component.</p>



	<p>Brain Break intervention in schools in North Macedonia was implemented once a day, at a class or period of the day chosen by the teacher or by suggestion of children, when they felt a need for a break.</p> <p>The intervention is easy to be implemented. It required only stable internet connection, computer or laptop and if possible, a projector for following the activity on large screen. Selection of the video is an issue of choice of the teacher or students.</p>
<p>Stakeholders and Partners</p>	<ul style="list-style-type: none"> • Beneficiaries from the intervention are children or students that are using the intervention as they feel the effects and benefits from it. • Indirect, the beneficiaries could be a teachers and lecturers as well, as they feel the effects of the intervention in since of improve classroom climate, behaviour and positive working atmosphere. • The implementation of the intervention was possible by approval of HOPSport and Global Community Health Association. • Its implementation in schools in North Macedonia was possible due to efforts of HopSport project team from Goce Delchev University in Stip and established cooperation with primary schools in North Macedonia: Primary school “Goce Delchev” – Stip and Primary school “Vidoe Podgorec” – Strumica that were included in study for determination the effects of the intervention. • The dissemination of the intervention in other schools in North Macedonia was possible due to activities of Federation of sport pedagogues of Macedonia and its network of schools and PE teachers as associated partners.
<p>Methodological Approach</p>	<p>The Methodological approach was realized in three stages:</p> <ol style="list-style-type: none"> 1. Familiarization with intervention and recording of national Brain Break videos. In this stage many schools were informed about the intervention, its realization and requirements for implementation. As it was needed to establish an experimental study that lasts for 4 consequent months, two schools were selected. 2. Experimental study for effects of Brain Break activity solutions on sample of Macedonian students. In this stage, two selected schools were introduced in the study. Experimental and control groups were appointed, and responsible teachers were educated how to implement the intervention. It lasted for 4 consequent months and after that data analyses followed. A publication with results from the results was published. 3. The final stage was dissemination in other schools. During this phase, results were presented among other schools and platform and intervention was introduced to other teachers interested to use it. It was also presented for use in kindergartens and universities. Furthermore, university students, particularly future teachers were instructed how to create their own videos and

	implement different forms of active breaks during their methodical practice in schools.
Impact	The implemented intervention has positive impact and effects. It was determined that has a positive effects of physical activity level of students, their awareness for movement, but also important for holistic learning using videos, self-efficiency, self-confidence and motivation for movement. The intervention was positively accessed by the teachers as improved classroom behaviour, on task orientation and focus of students after the break . They evaluated it easy to use and implement in classroom setting.
Conclusion	<p>Evidence for effects of the Brain Break intervention can be find in many publications not just for Macedonian students but also from students from Poland, Turkey, Croatia, Latavia, Malaysia, Singapore, China, South Africa.</p> <p>Following are testimonials from teachers from North Macedonia, included in the implementation of the intervention.</p> <p>T1. “After the BB activities, the children are more focused and concentrated to the teaching tasks. By using different BB videos, the children were familiarized with many different sports, cultures and traditional costumes from all over the world.” (Cvetanka Madjunarova – Teacher in III – 2, Primary school “Goce Delchev” – Stip).</p> <p>T2 – “The use of Brain Break was interesting, fun and exciting experience for the children. They accepted every new video with admiration. They learned about many cultures, traditional costumes, music and traditional dances. They were especially touched by the video presenting with children in wheelchair. It helped them accept his painful truth but also to learn about his great will for life.” (Vaska Taseva– Teacher in Iva, Primary school “Vidoe Podgorec” – Strumica).</p>
Additional information	<p>Following are the links where Brain Break videos can be found:</p> <ul style="list-style-type: none"> • http://www.hopsports.com/ • https://gchfoundation.org/ <p>Following links provide results for effects from the intervention:</p> <p>Results for implementation of Brain Breaks in Macedonia</p> <ul style="list-style-type: none"> • https://www.mdpi.com/1660-4601/15/6/1127 • https://fsprm.mk/wp-content/uploads/2020/01/Pages-from-APES-1-2.2019-WEB-10.pdf <p>Results for implementation of Brain Breaks in different countries</p> <ul style="list-style-type: none"> • Eight countries: https://www.mdpi.com/1660-4601/17/5/1666 • Poland: https://www.mdpi.com/1660-4601/15/2/368 • Turkey: https://www.ccsenet.org/journal/index.php/jel/article/view/0/38974

- Malesia: <https://www.mdpi.com/1660-4601/16/13/2331>
- China: <https://www.mdpi.com/1660-4601/18/1/272/htm>
- Singapore: <https://www.mdpi.com/2076-3425/11/6/784>



4.18. PROMOTION OF OUTDOOR ACTIVITIES IN SCHOOLS

Partner sharing the good practice: Federation of Sports Pedagogues of Republic of Macedonia

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

Content	Explanation
Title and type	Promotion of outdoor activities in schools Example of good practice
Project/sponsors	PE teachers in cooperation with school management and parents.
Target audience	The best practice is addressed to schools, particularly to teachers and students.
Objective	To increase outdoor physical activity among students and young people, use the benefits of outdoor movement and stay in nature and teach students on different types of sport activity in nature, followed with instructions for safety action and environment awareness.
Introduction	Different outdoor activities were introduced to primary and secondary schools including hiking, running, cycling etc. The activities were initiated as a form of safety movement during COVID 19 pandemic during regular PA classes and in some schools were implemented as extracurricular activities initiated by PE teachers. In secondary schools, outdoor activities were implemented as a part of the selective course: sport and sport activities. The activities were organized in near mountains or marked mountain tracks near cities that schools are located. Different places were visited in different cities. The frequency of realization varied from once to few times a month and the period of realization dependent from weather conditions, but mainly were organized in period April to November.
Stakeholders and Partners	<ul style="list-style-type: none"> • Target group of the presented best practice are students from primary and secondary schools in different cities in the country. • Activities were initiated and organized by PE teachers, supported by school management and approved by parents and school board.
Methodological Approach	Outdoor activities are part of PE curriculum in primary and secondary schools in North Macedonia. They are included as selective thematic unions with possibility to be organized depending on teachers' choice



	<p>and in cooperation with parents and schools. Due to COVID-19 pandemic and healthy recommendations, many teachers selected different outdoor activities as manner to organize PE classes and still keep the health of the children. In this regard, many teachers started to organize outdoor activities on weekly level on different places near the city where the school is located. This practice continued in the period when offline teaching was allowed but as a part of extracurricular activity or curricular activity organized on monthly level. Due to interest of the students, these activities were intensified and therefore we suggest them as example of good practice.</p>
Impact	<p>The suggested good practice has a positive impact on several aspects including: outdoor physical activity, use of potentials of nature, improved movement skills, health benefits, environment protection awareness, learn for outdoor safety.</p> <p>Following is the feedback from teachers, regarding outdoor activities: Children prefer outdoor activities; They are active, have fun, enjoy and learn in same time; Great interest for outdoor activities; Manner to overcome lack of resources and use potentials of the nature.</p>
Conclusion	<p>The presented good practice has a positive impact on overall health and movement abilities of children but is also very important from the aspect of promotion of physical activity during Covid as important element for improve of health and immune system. Outdoor activities also raise awareness for environment protection that is important for young people.</p> <p>Another important aspect is natural resources. Promotion outdoor activities in PE programs could be a manner to overcome the problem with lack of sport facilities in schools and also use the potentials of the nature. Creating a life-ling habits for outdoor movement is also very important impact of suggested good practice.</p>



4.19. SPORT FOR DEVELOPMENT OF SKILL FOR SOCIAL INCLUSION GUIDE

Partner sharing the good practice: Together Advancing Common Trust (TAKT)

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

Content	Explanation
Title and type	Sport for development of skill for social inclusion guide This document is a manual.
Project/sponsors	This publication was prepared within the "Sport for all" project implemented by the Association Together Advancing Common Trust (TAKT). The "Sports for All" project is supported by the German Federal Ministry of Economic Affairs Cooperation and Development (BMZ) and is managed by the German Society for International Cooperation (GIZ) in cooperation with "Association Together Advancing Common Trust (TAKT).
Target audience	This handbook is designed to help all coaches, sports workers and PE teachers to implement educational sport activities.
Objective	This handbook focuses on developing skills that contribute to social inclusion of children from vulnerable categories (girls, marginalized children, children with disabilities).
Introduction	All games contained in this manual can be used separately depending on which life skill the coach wants to cover in the sports session. But the games can also be combined to form a complete training session. The life skills covered and developed in this handbook and to which they are oriented and the games themselves are the following: <ol style="list-style-type: none"> 1. Personal development in children and youth - building self-confidence, expressing opinions and dealing with success / failure. 2. Interpersonal relationships between children and young people - communication, conflict resolution and dealing with emotions. 3. Social development of children and youth - teamwork (group decision making and mutual cooperation) and respect for others on and off the team.
Stakeholders and Partners	The stakeholder and partners who are supporting this project are the Municipality of Kriva Palanka and Karpos, Sport NGOs, school directors, youth organizations and directors of sport clubs.



Methodological Approach	<p>The process started with approaching the municipality and discussing about the importance of sport for the development of the youth within their community. As a result of this approach we formed a local partnership with all stakeholders which will spread the sport for development idea. Within the local partnership we detected the issues that the children are facing within their municipality, and it came out that children are in need to develop skills that will help them better interact with their peers and also better socialize. Moving on we had a training of trainers with the PE teachers who work with our target group. During this training we introduced the Sport for Development methodology and together we created activities for the development of the detected skills among the children. After one year of implementing follow up activities and a sport program for the children from the elementary schools we detected and took out the most important ideas and put them in this manual. This manual now helps a lot of trainers in the implementation of Sport for Development activities.</p>
Impact	<p>The positive impact of this good practice is that more than 100 coaches, sports workers, physical education teachers and class teachers now are using this manual. This manual helps especially the PE teachers and sport workers who come from rural areas to implement educational sport activities for the children without any special equipment needed. For every game presented in the manual there is an alternative that the coaches can do with no equipment. This helps them to implement activities without any restrictions. However, the manual also gives a different perspective on how to use sport not only as a conditional tool but also as educational one.</p>
Conclusion	<p>More than 200 children across Kriva Palanka and Karpos benefited from this project and the manual. Through sport and having fun they developed skills such as teamwork, communication, self-discipline, self-confidence and many more. With these skills developed they are more engaged within their community. Especially the children who come from the rural areas have had a huge transformation with this program. How this affected the children can be seen down in the videos and the web page.</p>
Additional information	<p>http://sport4development.mk/ https://www.youtube.com/watch?v=w6ejKmg3jqY https://www.youtube.com/watch?v=o5Qr4i-t8I&t=1s https://www.youtube.com/watch?v=2w7VghnwgYI https://www.facebook.com/TAKT.ngo/posts/2863986327184462</p>

4.20. EDUCATIONAL ACTIVITIES DURING WORLD SCHOOL SPORT CHAMPIONSHIPS

Partner sharing the good practice: Serbian School Sport Federation

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

Content	Explanation
Title and type	<p>Educational activities during World School Sport Championships</p> <p>At the crossroad between the formal educational framework and the field of sport, ISF and Serbian School Sport. Two World School Championships (WSCs) were in focus:</p> <ul style="list-style-type: none"> • ISF U15 World School Sport Games -Belgrade 2021 • ISF World School Handball Championship –Belgrade 2021 <p>Federations are promoting and organising educational events to set up the proper environment to ensure the skills development of young people.</p> <p>Partners and renowned academic speakers during the event develop and strengthen the worldwide school sport movement.</p> <p>Combining academic sessions, seminars, clinics with sports and cultural activities.</p> <p>All stakeholders have an opportunity through the different types of educational events to spend time together and benefit from constructive, quality awareness-raising and learning sessions.</p>
Project/sponsors	<ul style="list-style-type: none"> • International School Sport Federation • Serbian School Sport Federation • Ministry of Youth and Sports of Republic of Serbia
Target audience	Participants (students, PE teachers, representatives of School Sport Federations) of the Word Schools Championships (WSCs)
Objectives	<p>Promote participation of young in sport by encouraging them to engage into physical activity and school sport for a installing a healthy lifestyle.</p> <p>Promote and support the use of school sport, through active participation and voluntary activities, as a tool for developing mainstream policies such as gender equality, safeguarding, integrity.</p>



	<p>Create and develop a solid network from national to international levels able to raise awareness among their peers on the importance of school sport as tool for empowerment, and acquiring leadership skills, citizenships behaviour contributing to implementing the sport values and the human rights.</p> <p>Core goals of educational activities related to students:</p> <ul style="list-style-type: none"> • Encourage the participants to fully enjoy their experience, enhance student engagement in PA and educational programs, Be curious and open new horizons on other activities and cultures • To offer participants the opportunity to learn about main topics, values and programmes implemented in sport organisations and events. • Remain active in school sport by participating in local school sport association • To encourage young leaders in school sport • Keep in touch with each other and be part of school sport network <p>Core goals of educational activities related to all participants:</p> <ul style="list-style-type: none"> • Gather higher profile sport policy and decision makers to exchange ideas about school sport • To learn about new school sport development activities and projects • To link like-minded external organisations to university sport and to FISU • Raise awareness among their peers at the local & international levels
<p>Introduction</p>	<p>Until recently, at the World School Sport Championships, in addition to the competition (matches), a Cultural Day (introduction to the cultural heritage of the city of domains) and the Evening of Nations (presentation of their national symbols) were organized for all participants.</p> <p>In the past period, we came up with the idea to organize interesting, fun but educational activities. Together with the Faculty of Sport and Physical Education in Belgrade we have defined the goals we want to achieve:</p> <ul style="list-style-type: none"> • topics, • activities to be implemented, • partners to be involved, • students of the Faculty who will participate in the realization, • timeframe <p>Two main types of educational activities were planned:</p> <ul style="list-style-type: none"> • Team building workshops • Fun & Skills Zone

	<p>Educational activities were held during 4/5 days of the WSCs during the period when students were not in competitions. The participation of all students and PA teachers were planned.</p>
Stakeholders and Partners	<p>Beneficiaries of good practice are:</p> <ul style="list-style-type: none"> • Students-participants of the World School Championships • PA teachers who were presented with activities for working with students • Partners, representatives of national school sports federations to which we presented good practice in the organization of educational activities for students with the idea that similar activities are implemented in other countries. <p>Institutions, partners, implementing agencies, and donors involved in the good practice are:</p> <ul style="list-style-type: none"> • Olympic Committee of Serbia • National Sports Federations • Antidoping Agency of Serbia together with WADA • Faculty of Sport and Physical Education in Belgrade • International Fair Play Committee • United World Wrestling • International Badminton Federation • International Federation of American Football • Serbian Association for Esports <p>All the listed institutions were the implementers of the project in the field and in direct work with students, the idea creators of activities within the topic for which they were in charge.</p>
Methodological Approach	<p>Main educational activities were planned as to provide entertaining educational programs which are suitable for developing skill and raising awareness of participants easily.</p> <p>Team building are a special combination of recreational and entertainment facilities aimed at better cooperation in the team and the functioning of the team. These are special programs and games for team members in which team thinking. Goals:</p> <ul style="list-style-type: none"> • Better communication among the team members • Developing team spirits in sport • Strengthening self-confidence and developing self-initiative • Relief from stress through physical activity and excitement • Socializing, recreation and entertainment, • Good opportunity to recognise real team leader. <p>Fun & Skills Zone is separated venue for participants where they can visit and try different PA and educational activities, meet with partner sport federations, clubs, NGOs and get to know their programs etc.</p>

	<p>What was made it attractive for participants was the application of the KERMES MODEL:</p> <p>Typical contact program for faster acquaintance. Composed of two parts:</p> <ul style="list-style-type: none"> • Participants in the first part of the program, which looks like a fair, collect “smiley” coupons worth 100-300-500 based on success at 14 workshops. • In the end, mysterious team awards are won through auctions. <p>When the value of the bid exceeds the value of the coupon, players begin to team up to win the prizes.</p> <p>Learning method</p> <p>Workshops for students and training for PE teachers and representatives of school sports federations.</p> <p>14 educational contents that increase the level of knowledge and skills of participants, encourage students to:</p> <ul style="list-style-type: none"> • get to know the harmfulness of doping in sports • apply proper cheering and support to their team, • get familiar with the history of traditional games and become aware of the importance of games from the past, • recognize the way and to whom to address your opinion with respect, listens and respects other opinions, • get to know how to protect themselves, recognize a clear boundary in physical contact and what they like, • get to know how to put together a plate of proper nutrition, • get to know Olympic values, • try a large number of sports disciplines, <p>PA teachers get familiar with examples of games to achieve desired outcomes.</p> <p>Representatives of school sports federations get familiar with examples of event organization.</p>
<p>Impact</p>	<p>The impact of educational activities during the World School Championships is multiple:</p> <ul style="list-style-type: none"> • Meeting students who come from 5 continents, • Team up to international teams to win one of the awards, • Education on the diversity of sports, the importance of physical exercise without pressure to win results, the importance of good cooperation and communication in the team, • Introduction to topics that are important for sports (traditional games, anti-doping program, ethics in sports, gender equality in sports, tolerance, fair play, safeguarding in sport etc.). <p>Useful time for organized student activities during their stay at the Championships.</p>

<p>Conclusion</p>	<p>The educational events are a powerful communication platform for the various school sport communities, where all stakeholders have an opportunity through the different types of events to spend time together and benefit from constructive, quality awareness-raising and learning sessions.</p> <p>This combination gives to these types of events an educational value in the broadest sense of the term for all profile of participants and target groups.</p>
<p>Additional information</p>	<p>Contact person: Prof. Dušan Mitić</p> <p>Team building workshops:</p> <p>https://www.youtube.com/watch?v=pOaXsU0ZNQg</p> <p>Fun and skill zone:</p> <p>https://www.youtube.com/watch?v=ltuQkfdnaSE&ab_channel=%C5%A0kolskisportSrbije</p>



4.21. PHYSICAL FITNESS MEASUREMENT SYSTEMS PROMOTING EQUAL OPPORTUNITIES AND TALENT IDENTIFICATION

Partner sharing the good practice: Hungarian School Sport Federation (HSSF)



Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA.)

Description of the best practice

Content	Explanation
Title and type	Physical fitness measurement systems promoting equal opportunities and talent identification
Project/sponsors	<p>Developed in the frame of operational programs supported by the EU and Hungarian government:</p> <ul style="list-style-type: none"> • 2013- SROP-3.1.13.-12-2013-0001 „Shaping the new strategy for physical education and the new assessment system of the physical fitness and activity. Incentives for voluntary participation in organising complex school physical activity programs” • HRDOP-16-2016-00001 “T.E.S.I.-2.0 - Interventions for the implementation of quality (inclusive) physical education and PE teacher training programmes” • HRDOP-3.2.10-16-2016-00001 “Talent management through sport”
Target audience	Pupils from 5 th to 12 th grade and their teachers.
Objective	<ul style="list-style-type: none"> • To develop health awareness among pupils, introduction of a uniform, health-related fitness testing system in Hungary. • To promote equal opportunities to all children from 5th grade - including children with disabilities - to take part in obligated fitness measurement. • To support sport talent detection and sport talent identification in schools.
Introduction	From the 2014/15 academic year on according to the law in Hungary every school is required to assess the fitness level of each middle- and high school student by using the National Student Fitness Test, called NETFIT® . NETFIT® is an online software-supported, health-related, criterion-referenced physical fitness test, which was developed in joint



	<p>cooperation by the Hungarian School Sport Federation (HSSF) and The Cooper Institute based on FITNESSGRAM®.</p> <p>The NETFIT® testbattery consists of 9 tests that are built around four fitness profiles (body composition profile, aerobic fitness profile, musculoskeletal fitness profile).</p> <p>Based on the results the NETFIT® categorises children into 3 specific zones; healthy fitness zone, needs improvement zone and needs improvement – health risk zone.</p> <p>The youth fitness standards of the assessment were developed and researched in 2013 (in the framework of 2013- SROP-3.1.13.-12-2013-0001 project) on typically developing children, therefore not all children with different kind of special educational needs (SEN) were able to take part in the measurement. To ensure access to quality education for all children (including participation in compulsory fitness testing), the HSSF was authorised by the Hungarian government to adapt the NETFIT® to children with SEN (in the framework of HRDOP-16-2016-00001). As a result, from 2018, all children, regardless of their disability, can participate in the compulsory, uniform fitness measurement in Hungary.</p> <p>To support sport talent detection and sport talent identification in schools, a performance-related, norm-referenced fitness measurement test system was developed in the framework of HRDOP-3.2.10-16-2016-00001 project, called XFIT. XFIT is a voluntary fitness test system developed to measure performance-related fitness components, track their changes, and evaluate them multidimensionally (based on chronological and biological /morphological age). It aims to support talent detection and talent development in physical education and school sports, moreover in institutional, and club events of sport federations. All this is ensured by an assessment system adapted to the level of maturity status of students and is supported by an online IT system.</p>
<p>Stakeholders and Partners</p>	<p>All schools teaching children from 5th to 12th grade.</p> <p>Children, their teachers and their parents</p> <p>Sport clubs dealing with youth sport</p>
<p>Methodological Approach</p>	<p>All the over mentioned fitness test systems were developed evidence based. A national, representative research preceded the introduction and publication of the test systems. Several tools (for example toolkit, methodological videos) have been developed to help teachers.</p>
<p>Impact</p>	<p>As a pedagogical tool, NETFIT can contribute to the development of students' health-conscious life skills.</p> <p>XFIT can help talent detection and because it is able to evaluate the test results based on the biological, not only the chronological age, it</p>

	helps to avoid a child being wrongly judged to be underachieving because of biological underdevelopment.
Conclusion	The test systems presented support both health education and talent identification.
Additional information	<ul style="list-style-type: none"> NETFIT toolkit (in Hungarian): https://shop.mdsz.hu/shop/kiadvanyok/netfit/kezikonyv-a-nemzeti-egyseges-tanuloi-fittsegi-teszt-netfit-alkalmazasahoz-masodik-bovitett-kiadas/ XFIT toolkit (in Hungarian): https://shop.mdsz.hu/shop/kiadvanyok/tesim/kezikonyv-az-xfit-keszsegkozpontu-fittsegi-tesztrendszer-alkalmazasahoz/



4.22. ACTIVE SCHOOL PROGRAM IN HUNGARY

Partner sharing the good practice: Hungarian School Sport Federation (HSSF)

Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA)

Description of the good practice

Content	Explanation
Title and type	Active School Program in Hungary This program is a school-based quality mark pilot program, focuses on the realization of active school concept.
Project/sponsors	National government budget and European Union project (in process).
Target audience	All schools, school director, teachers, and students.
Objective	The aim of the program is to realize the active school concept in the schools, as create a supportive school environment and attitude, and make wide range of activities to encourage the students to be more active.
Introduction	<p>Nowadays 80% of school-age children do not reach the recommended amount of PA and almost every 3rd student is overfat or obese. The children spent most of their time in the schools inactive which results a very poor physical fitness. The pandemic period worsened the already unfavourable picture especially in terms of cardiovascular fitness.</p> <p>These data strengthen the need to change the teachers and schools' attitude toward the PA and make as many activities in the schools as they can beyond the PE class, between the subjects (active recess), within the subjects (active learning methods, active breaks) or after the subjects in afternoon (school sport activities, sport festivals etc.).</p> <p>The program started in 2022 September involving 75 Hungarian schools, next school year every school has opportunity to join to this program.</p> <p>It's a challenge to find the teachers' motivation to run this program in their schools, as the dissatisfaction level among the teachers is very high because of their material and moral appreciation. Besides, this the schools are very happy with the opportunity that the program offers them.</p>



Stakeholders and Partners	<ul style="list-style-type: none"> • The program’s beneficiaries are the pupils in the school as they get a lot of activities within the schools, • but also the teachers and schools, who get the acknowledgements and awards showing their valuable work on this field. • In the program the schools are encouraged to cooperate with (sport or other) organizations to expand the opportunities for the activities (for example a sports club offers his infrastructural background for the schools).
Methodological Approach	<p>The program offers different developmental pathways according to the school’s background and possibilities focusing on five different areas:</p> <ul style="list-style-type: none"> • school sport, • quality PE, • partnership and communication, • school environment and • students’ involvement. <p>The program includes many intervention points such as the recess time, the PE class, other subjects, afternoon session, active transport, and offer many workshops and online consultation possibilities for the schools to train their teachers for new methodologies.</p> <p>The HSSF’ county coordinators support the schools to choose the optimal development process and continuously help the program execution over the schoolyears.</p> <p>An expert team is also available for the schools if they need more professional helps in the program.</p> <p>Also, a user-friendly IT system was developed where the schools can follow and demonstrate their work in the program.</p> <p>During the development process the schools get the award based on their work in the certain schoolyear.</p>
Impact	<p>The positive impact for the students is that their physical activity level increase, so the related physical fitness and health status improve, the school performance become better as the students’ concentration is better, the school atmosphere is more favourable, social relations and students’ behaviour improves.</p> <p>The program systematizes, recognizes, and makes visible the school's movement-based health promotion efforts, activities, and existing good practices.</p> <p>The school can be a member of a supporting school network, where the members continuously inspire each other's operation and development with innovations and successful initiatives.</p>

<p>Conclusion</p>	<p>This quality mark program is pioneering in the Hungarian schools. The schools share many good-practices and problem-solutions to each other, making a very creative, constructive, supporting, and innovative school network.</p> <p>The program run only a few months ago, but we expect to measure all of the impact that defined above.</p>
<p>Additional information</p>	



4.23. EUROPEAN SCHOOL SPORT DAY®

Partner sharing the good practice: Hungarian School Sport Federation (HSSF)



Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA)

Description of the good practice

Content	Explanation
Title and type	European School Sport Day® (ESSD) The initiative focuses on promoting sport and health enhancing physical activity in schools in the frame of a dedicated event.
Project/sponsors	<ul style="list-style-type: none"> • EU projects, grants (ERASMUS+), • national/local governmental support, • international/national/local sponsorship
Target audience	<ul style="list-style-type: none"> • All schools, school director, teachers, and students; • national/international NGOs; • national/international policymakers, stakeholders etc.
Objective	<p>ESSD is a pan-European initiative with the main objectives to promote sport and health enhancing physical activity at international level and involve as many children and young people, schools and organisations in physical activity programs as possible.</p> <p>ESSD also aims to break down cultural barriers, contribute to social inclusion and fostering volunteering in sport, especially in school sport. ESSD became one of the biggest events of the European Week of Sport.</p>
Introduction	<p>ESSD was inspired by the Hungarian School Sport Day, an event which has been organised by the Hungarian School Sport Federation (HSSF) since 2006. It has been a day dedicated to promoting physical activity and to empower the “belonging to the school” experience for every participant. During the program, voluntary organisation of inclusive physical activity programs was encouraged, a tradition which has been kept by ESSD later.</p> <p>ESSD was organised for the first time with the co-funding of the Erasmus Plus Program as part of the European Week of Sport in 2015. Since then - with the continued support of the Erasmus Plus Program - this inclusive sport event reached more than 3 million participants in 39 countries in 2019. Event organisation faces challenges caused by the Covid-19 pandemic and its aftermath, but its key messages still</p>



	<p>keep its popularity among schools, and permanently reaches a minimum of 2 million participants per year.</p> <p>ESSD is officially organised on the last Friday of September, however, in the view of the different start, programs of school year in each European country the program encourage countries, schools to take part in around that time period, especially during the European Week of Sport as this initiation closely connected to it.</p>
<p>Stakeholders and Partners</p>	<ul style="list-style-type: none"> • Schools, headmasters, teachers and students are the main target audience and the implementers of sport, awareness-raising and educational programs at the same time. • National/international NGOs, national/local governmental bodies usually can be involved in providing supporting programs, knowledge, sites and tools; taking part in organisation of the events/side events in/for local schools, spreading the main messages of the program. • National/international policymakers: supporting the implementation physically and/or financially and spreading the main messages of the program. • Sponsors: supporting physically and/or financially the organisation of the events.
<p>Methodological Approach</p>	<p>Participation in the Day requires getting your school to #BeActive for at least 120 minutes by running, playing games, dancing, rope skipping or any other kind of physical activity.</p> <p>Schools can easily join the initiation by registering at the ESSD website (https://www.essd.eu).</p> <p>ESSD website is not just for registration but also provides a support for participants as well: a general toolkit which provides schools and pupils relevant methodological and practical information on how they can organise their own physical activity programs, and thematic toolkits for each year.</p> <p>The core concept is that during national events any kind of sports and physical activity are welcome (although some are recommended) as the focus should be placed on the motivation of students, on fun and enjoyment. These are the essential factors with that we can have an impact on children and their attitudes towards physical activity, because ESSD targets physical literacy and the increased participation of students in physical activity programs.</p> <p>The program aims to promote sport and PA in a holistic way: interlinking naturally sport, health and education. The program focuses on education through sport, as joyful sport can be a key element for raising awareness, therefore each year ESSD has a focus topic e.g. grassroots sports, healthy lifestyle, mental health,</p>

	<p>sustainability in sport etc. which can be elaborated and discussed by the participants during the event.</p> <p>A network of national coordinators is also available for participants for further help.</p>
Impact	<p>For students, teachers, and schools by the flexibility of programs (any kind of sports and physical activity are welcome), key topics and by placing the focus on the motivation of students, on fun and enjoyment the positive impact of the event is indisputable.</p> <p>With these essential factors, we can have an impact on children and their attitudes towards physical activity, and its role in their health and we can educate them easily through sport.</p> <p>In Hungary, the National Assembly recognised the importance of this day when it has issued the resolution nr. 30/2017. pronouncing the <u>last Friday of September in each calendar year the official national school sport day</u>. This also shows the recognized and growing importance and impact of ESSD. Followingly, the Ministry of Human Capacities issued a ministerial decree (27/2020. (VIII. 11.) on the order of the school year 2020/2021, stating that the <u>Hungarian School Sport Day will officially appear as a theme day in the upcoming academic years</u>. This formal appearance and recognition mean that in addition to the voluntary participation that has taken place so far, the institutions will now have the opportunity to participate in school-related programs as set out in their curriculum and work plan.</p> <p>In Europe, with the continuous support of the European Union, local governments, partners, other civil organisations, and schools itself the ESSD became one of the biggest events of the European Week of Sport.</p>
Conclusion	<p>This initiative from local good practice became a great international tool for promoting sport and health enhancing physical activity in schools.</p> <p>Its holistic approach (by interlinking naturally sport, health and education) the flexibility of programs (any kind of sports and physical activity are welcome), yearly key topics, and the fact that the focus is placed on the motivation of students, on fun and enjoyment are the main elements which contribute to the program becoming easily feasible and easy to join.</p> <p>The program aims to keep and strengthen its EU-level recognition in order to become a permanently EU supported raising awareness program for the upcoming years.</p>
Additional information	<p>https://www.essd.eu</p>



4.24. TE IS® (“YOU, TOO”)

Partner sharing the good practice: Hungarian School Sport Federation (HSSF)



Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA)

Description of the good practice

Content	Explanation
Title and type	TE IS® (“You, too”) The TEIS programme of HSSF is a school physical activity programme that builds on social inclusion and volunteering.
Project/sponsors	Developed and executed by HSSF in the frame of a societal renewal operational programme supported by the EU and Hungarian government: SROP-3.1.13.-12-2013-0001 „Shaping the new strategy for physical education and the new assessment system of the physical fitness and activity. Incentives for voluntary participation in organising complex school physical activity programs”
Target audience	All schools, school director, teachers, and students.
Objective	The main objective of the programme is to foster physical activity in schools and strengthen the awareness to and the practices of volunteering and social inclusion . It is focusing on the formal and non-formal scenes of schools, on extra-curricular periods , that offer new possibilities for teaching, learning and development.
Introduction	The programme was developed by HSSF in 2013 and has been officially launched in September 2014 with the participation of 144 primary and secondary schools from different disadvantaged regions of Hungary. The mission and vision of the programme is helping to develop inclusive, open school communities that are motivating their members to be physically active and that are aiming to strengthen the approach and patterns of positive, health-oriented lifestyles. The core goal of TE IS programme is to make social connections in school more active, more dynamic, children and teachers mutually encourage and support each other. The purpose of the concept is that joint physical activity programmes shall be realized on the basis of voluntary participation and engagement and thus, through the implementation of sport and joint physical activity the programmes.



	<p>The driver of TE IS is the school TE IS team, a group of 8 to 15 children who are volunteering to design and implement physical activity programmes for their peers. The whole process of these activities is carried out and coordinated by the members of TE IS teams from finding the idea of the physical activity programme until the joint evaluation. If necessary, children can ask for help from the TE IS mentor teachers who have been trained during the programme to assist children.</p> <p>The methodology of TE IS has been prepared to provide children and teachers with simple, down to earth tools to design and organise physical activity programmes.</p>
<p>Stakeholders and Partners</p>	<ul style="list-style-type: none"> • Schools, headmasters, teachers, and students are the main target audience and the implementers of sport, PA and educational programs at the same time.
<p>Methodological Approach</p>	<p>The programme was developed with the involvement of psychologists and experts in the field of volunteering. TE IS programme is suitable for giving opportunity and encouraging all pupils of the school to participate in school physical activity programmes.</p> <p>A methodology book was created which focuses on the extracurricular activities and describes development opportunities and methods which are helping the introduction and implementation of the TE IS programme. The main elements of the methodology are the movement, inclusion and volunteering where the focus shall be on the activity of the students, the approach of social inclusion and encouraging voluntary participation.</p> <p>Theoretical handbooks and practical guides were also developed for participants piloting the programme.</p> <p>Trainers were chosen to teach the TE IS methodology to the mentor teachers of the involved schools. The mentor teachers encouraged and assisted children to establish their schools' TE IS team, to volunteer to design and implement physical activity programmes for their peers. The whole process of the activities was carried out and coordinated by the members of TE IS teams from finding the idea of the PA programme until the joint evaluation.</p> <p>With the active participation, evaluation and feedbacks of the mentor teacher and TE IS teams the methodology, theoretical and practical guides were finetuned continuously. At the end of the pilot, handbooks were finalized as follows:</p> <ul style="list-style-type: none"> • <i>Theoretical handbook for trainers and mentor teachers</i> defines the principles of the programme, and the know-how to manage and follow the courses in progress. • <i>Practical guide for trainers and mentor teachers</i> answering the arising questions and problems, and provides ideas, starting points to think forward the contents.

	<ul style="list-style-type: none"> • <i>Game and triumph - theoretical handbook for the TE IS team members</i> is the methodology handbook written in a language that is closer to the children. • <i>Find Your Story – practical guide for the TE IS team members</i> is the students manual designed to highlight dilemmas, questions, answers and solutions connected to the methodological processes through short, one-minute chapters. • <i>“Play You Too”! – Games from children to children</i> is a collection of ideas, good practices made by involved schools’ TE IS teams. <p>These give a free practical guide for whom who would like to implement the programme in their schools.</p>
<p>Impact</p>	<p>The main impact of TE IS is in the quality of social interactions. Children approach, invite and motivate each other to be physically active, their groups become self-organising entities while they implement sport and physical activity programmes that contribute to health-conscious behaviour.</p> <p>In school communities encouraged by TE IS children with different socio-economic background have the opportunity to develop their social and transversal skills and to evolve an inclusive approach through sport and physical activity. During the implementation of TE IS (through self-organisation and own ideas) schools are coming up with the most varied and creative solutions to encourage physical activity. The programme supports and helps the bottom-up organisation of physical activity programmes with methodologically appropriate means. This is also reflected by the motto of TE IS programme: Moving is ours!</p> <p>In 2017, TE IS programme received the honour by European Commission as being shortlisted as a candidate for the #BeInclusive Sport Award among the top 9 selected from 279 application as one of the best practices using the power of sport to strengthen inclusive approach.</p> <p>TE IS Program #BeInclusive Sport Award - YouTube</p> <p>Among other things, our TE IS program was presented as a selected good practice in a European KA2 project promoting education through sport.</p>
<p>Conclusion</p>	<p>TE IS programme serves as a good practice for bottom-up organisation of PA programmes in schools with a support of appropriate methodology, theoretical and practical guides.</p> <p>The programme gives space for children-led PA programs within school settings with the assist of a mentor teacher which also contribute to the development of self- and health-conscious behaviour of children.</p>

Additional information

- Methodological handbooks, practical guides, best practice collection (in Hungarian), downloadable here for free: <https://shop.mdsz.hu/termekategoria/kiadvanyok/teis/>
- [TE IS Program #BeInclusive Sport Award - YouTube](#)
- [Anita Király: The “YOU TOO” Program – ThroughSport.EU](#)
- <https://www.throughsport.eu/> webpage aims to support PE teachers, coaches and youth workers who want to use sport and PE as a tool for the development of community skills and civic competencies among children, youth and young adults. Contains a description of European projects in education through sport, a collection of good practices and methods.



4.25. DO60 FESTIVAL

Partner sharing the good practice: Hungarian School Sport Federation (HSSF)



Dimension, to which good practice does relate:

- Dimension 1 (Association between sport sector and educational sector – state of school sport)
- Dimension 2 (Basis of grassroots sport – PE, school sport and PA in schools)
- Dimension 3 (Peer volunteering in school sport and school PA)

Description of the good practice

Content	Explanation
Title and type	<p>DO60 Festival</p> <p>The DO60 Festival is an evidence-based good practice, a grassroots sport event that can be applied to a wide range of school-age children. Easily feasible good practice in school settings.</p>
Project/sponsors	<p>Developed in the frame of an operational program supported by the EU and Hungarian government.:</p> <p>HROP-3.2.10-16-2016-00001 “Talent management through sport”</p>
Target audience	<ul style="list-style-type: none"> • All schools, school director, teachers, and students. • NGOs providing PA programs for school-aged children.
Objective	<p>The grassroots sports festival system aims to provide as many children as possible with the opportunity to play, exercise sport and physical activity regularly in a non-competitive, fun-orientated way.</p> <p>Also aims to address the infrastructural gaps in everyday physical education, as its implementation can be adapted for any kind of schools’ available tools and infrastructure.</p> <p>Supporting the WHO recommended 60 minutes PA in a day.</p>
Introduction	<p>The grassroots sports festival system was developed for children in grade 1-4. Events can be organized both in PE lesson and as a part of after-school activities as well.</p> <p>This festival method offers a variety of movement learning and controlled competition opportunities in several locations at the same time.</p> <p>Children from 1st and 2nd grades took part in skill-building games, while the 3rd and 4th grade pupils played multisport games.</p> <p>The festival consists of: opening ceremony, assigning pupils to groups, a joint warm-up usually led by one person (usually special guest or</p>



	<p>celebrity, or the PE teacher), practice different activities at the stations accompanied by music, conclusion and evaluation of the festival.</p> <p>Music plays while the pupils are practicing in the stations, and when it stops it also signals the change between stations, and a short evaluation and congratulation by the station leader. The exercise is over when all groups have completed all the stations.</p> <p>The festival staff (real staff, volunteer organizers etc.) is responsible for putting away sports equipment. Most of the time a festival lasts one and a half to two hours depending on the number of used stations, games.</p>
<p>Stakeholders and Partners</p>	<ul style="list-style-type: none"> • The target group of the festivals are school-aged children, especially from primary classes (1-4). • The target group for the best practice are the festival organizers, which can be institutions, PE teachers, coaches, and teachers as well. • Staff needed to organize a festival: organizer, assistant, station leaders (dependent on the number of stations), warm-up leader (can be the festival organizer or an invited celebrity). • Festival can be organized as a part of after school activity, as a training session to multiple sport clubs, or as a part of a whole day sport event (ESSD, health day, etc.).
<p>Methodological Approach</p>	<p>In a festival-type system, the programme is social and game-oriented, i.e. it does not focus on results and winning, so it not only aims to identify talented students in sport, but also to integrate physical activity for at least 60 minutes a day into children's lives through sporting experiences.</p> <p>Children should be allowed to play freely, to decide. Children should be allowed to solve play situations independently, without assistance. Children's play with each other should not be over-regulated or excessively restricted. There is no wrong solution, only experience. Learning processes are stages in the development of the individual. All students have the same time frame for practicing. Avoiding elimination games. Usually, we play games without scoring. Girls and boys are playing together.</p> <p>Multiple children playing and doing sports at the same time in a controlled environment. More venues bring variety and motivation. A variety of technical and tactical elements can be practiced during the session.</p> <p>Varied games and practice stations to suit age group and prior knowledge level. Organizing a festival is a time-consuming process. For each station, task cards need to be prepared so that the station leaders can easily teach the children the tasks.</p>

	<p>1 hour before the festival, the gym or sports hall must be set up as well as the stations too.</p> <p>Challenges may be: the size and layout of the site, the allocation and distribution of children, the lack of equipment, lack of responsibility and behaviour of the pupils (ability to carry out tasks in an orderly and independent manner), teacher's lack of organizational skills, trust in pupils (not able to?) and independent student work, Time difficulties (45 minutes? 90 minutes?)</p>
Impact	Positive impact to children's health and social competences. Learning new movements and supporting physical literacy.
Conclusion	"The children enjoyed the novel, playful movements and actively completed the tasks. The programme helps children to stay healthy and to develop their love of sport. There is no pressure to achieve results, everyone completes the varied tasks of the stations according to their own abilities and fitness. Throughout the day, we saw many bright, smiling faces. The pupils interviewed would be happy to see similar exercises more often in their daily physical education." – Peter Kajlik, PE Teacher, Mezőberényi Általános Iskola
Additional information	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=olDopbrma-M&t=16s • https://www.youtube.com/watch?v=4mbO7ApPiRc • https://www.mdsz.hu/hir/legyen-mindenki-gyoztes-forradalmi-valtozasok-zajlanak-a-gyermeksportban/ • https://www.youtube.com/watch?v=JTpdizz4gsw

