



**GRASSROOTS
EXCHANGE AND
MOBILITY IN SPORT**

Grassroots exchange and mobility – empowering youth sport professionals

Results of the three online
questionnaire survey
on GEM-related topics



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Co-funded by
the European Union



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Reservation:

The findings presented in this document are not the results of a representative survey, but merely reflect the subjective opinions of experts from the organisations involved in the GEM project. The purpose of presenting the results is not to describe the situation in a particular country, but to identify common ground between the partner organisations involved in the project which could form the basis for long-term cooperation and contribute to the development of grassroots sport in each country. For these reasons, the results presented in this publication should be treated with reservation.



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, who are represented by the following 11 partner organisations:

- Hungarian School Sport Federation (HSSF), Hungary
- International Sport and Culture Association (ISCA), Denmark
- European Physical Education Association (EUPEA), Luxembourg
- Youth Sport Trust International (YSTi), United Kingdom
- Deporte para la Educación y la Salud (DES), Spain
- Albanian School Sport Federation (Federata Shqiptare e Sportit Shkollor-FSHSSH), Albania
- Zdrav Život – Kinezis, Bosnia and Herzegovina
- Koha Ne Duart Tona (KNDT), Kosovo
- Federation of sport pedagogues of Republic of Macedonia, North Macedonia
- Togethet Advancing Common Trust, North Macedonia
- Serbian School Sport Federation (SSSF), Serbia

About partner organisations you can read detailed information on our website (see below).

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 shared 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

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2. ABOUT THE SURVEY

To fulfil the objectives of GEM project – mentioned in the introduction – different methods were used.

In the 3 dimensions determined in the project not only good practices and strategies have been shared and practical experiences were gained by the representatives of partners during personal meetings (study visits), but a survey was also conducted to get a wide picture in GEM related topics.

Throughout the project period 3 online questionnaire were conducted, which included questions on the following 3 dimensions of the gem project:

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

The full questionnaires can be found in the annexes (Annex 1, 2 and 3) at the end of this document.

The questionnaires were sent online, as google form questionnaire to the partner organisations. All the questionnaires were filled in by at least one representative of 9 GEM's partner organisation. As the EUPEA and ISCA are international umbrella organisations and do not represent a specific country, they did not participate in the questionnaire survey as respondents. As two North Macedonian organisations participated in the GEM project, the answers should be interpreted for 8 countries (Hungary, United Kingdom, Spain, Albania, Bosnia and Herzegovina, Kosovo, North Macedonia, Serbia).



3. THE AIM OF THE DOCUMENT

The aim of this document is to summarise the results of the surveys conducted in the framework of GEM project. The presentation of the results gives an idea of the situation of grassroots sport in the partner countries. This will help both to identify common ground and to identify the strengths and good practices of each partner country and will provide an opportunity to identify areas for future cooperation and knowledge sharing.

Results are presented alongside the 3 dimensions of the GEM project.

Reservation:

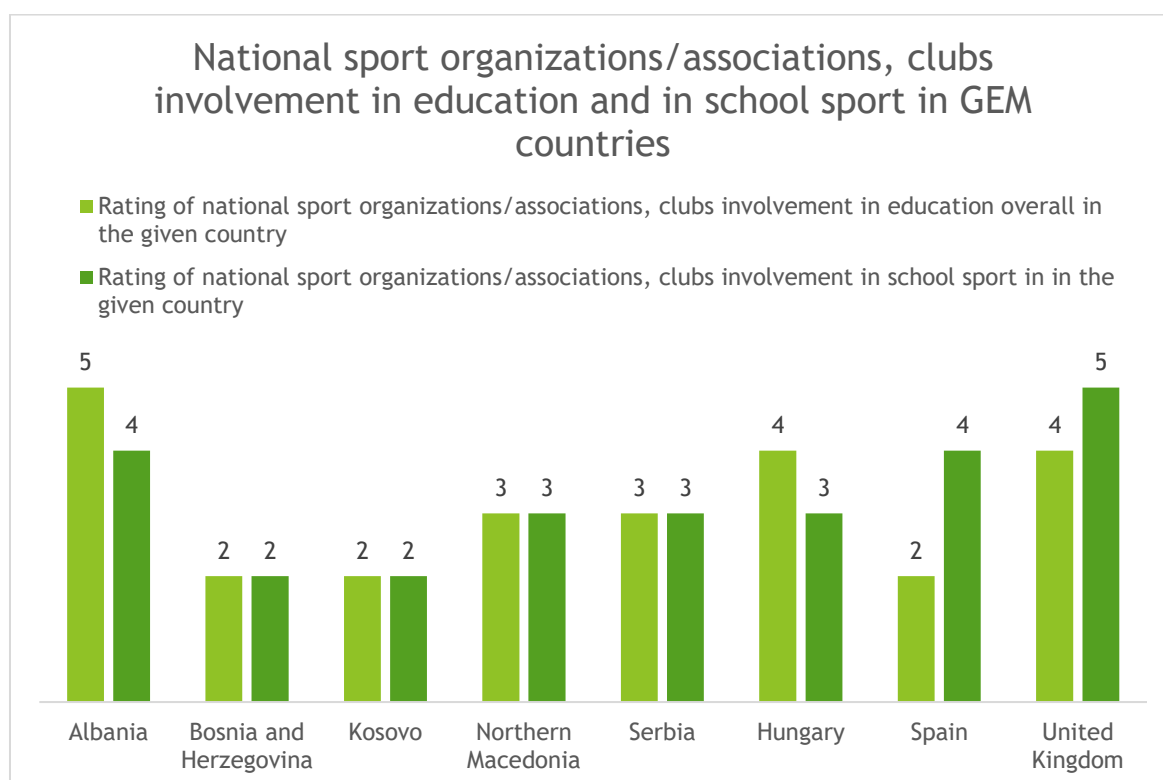
The findings presented in this document are not the results of a representative survey, but merely reflect the subjective opinions of experts from the organisations involved in the GEM project. The purpose of presenting the results is not to describe the situation in a particular country, but to identify common ground between the partner organisations involved in the project which could form the basis for long-term cooperation and contribute to the development of grassroots sport in each country. For these reasons, the results presented in this publication should be treated with reservation.

4. RESULTS OF THE SURVAY

4.1. MAIN RESULTS OF SURVAY 1 (ASSOCIATION BETWEEN SPORT SECTOR AND EDUCATIONAL SECTOR – STATE OF SCHOOL SPORT)

4.1.1. CONNECTION BETWEEN SPORT SECTOR AND EDUCATIONAL SECTOR

Partners involved in GEM project had to rate in a 5-pont scale, the national sport organizations/associations, clubs' involvement in education and in school sport. The best situation regarding this we can find in Albania and in the United Kingdom, where both **organizations/associations and clubs' involvement in education and school sport** were rated on 4 or 5 (figure 1).



1. Figure: National sport organizations/associations, clubs' involvement in education and in school sport in GEM countries

In the **United Kingdom** this favourable situation is because each primary school receives an amount of money from government that must be used for PE and school sport organisations, sports clubs and approved individuals are able to deliver or support PE lessons. This is further enhanced at both primary and secondary school levels by the government providing funding for one individual (usually a secondary school PE teacher) to take on the role of school games organiser up to 3 days a week for a cluster of secondary and primary schools. This person is able to make relevant connections to sports clubs and organisations as well as individuals that are able to assist with the delivery of PE - particularly for primary schools where teachers are generalist not specifically PE trained.

The school games organiser is responsible for coordinating between school and regional competitions. In order to develop a range of competitive sports, local sports clubs are connected to schools where they offer taster sessions or support the expansion of the sporting opportunities through joint clubs with schools such as introduction of archery or rugby league. In addition to this, the government allocate national lottery money to each national governing body of sport - in order to receive this money (often millions of pounds), they must provide a very comprehensive plan of how they not only support elite teams and pathways to international performance but must have a comprehensive plan of how they will support the development and opportunity in their sports at grassroots levels in both schools and community clubs.

In **Albania** the Albanian School Sport Federation (FSHSSH) cooperates with the Ministry of Education, Sports and Youth and other authorities related to youth, sport and health in Albania. FSHSSH's work 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' developed further with the free online platform 'Smiley Mind' 'Mendje e Qeshur'.

There is a cooperation agreement between the Albanian Football Federation and the Ministry of Education and Sport. Albania as well as many other countries is involved in the implementation of one of the most successful UEFA projects "Grow 2020" through the "For Children" Foundation, which consists in offering free football lessons in schools, (age group 7-9 years). Through this project, it is intended to realize not only the massification of the sport of football through the involvement of school students, but also inclusion for all, gender equality and the increase in the quality of teaching (referring to the lessons dedicated in the discipline of football).

There are **many good examples**, how national sport organizations/associations and clubs are involved in education.

In **Bosnia and Herzegovina**, the association Zdrav Život – Kinezis (and similar associations) organizes sport activities in school halls. Their most important project for the development of school sports is the „Universal Sports School”. The slogan of this project is "Children deserve more". The project takes place in the schools' sport hall and is intended for children up to 10 years. The organization is involved in organizing swimming school and ski school as well. The project called " Physical activity without borders" included children with Down syndrome and we work with them for a few months.

In **Kosovo** there are sometimes activities held by the Kosovo's School Sport Federation, that provide lectures for pupils in topics like gender equality, health and wellbeing, and similar topics. Institutions and clubs in Kosovo usually are not included in the education system.

In **North Macedonia**, PE classes are realized by PE specialists. Persons from sport clubs are not involved in teaching process nor in school sport activities. Sport organizations/associations are



mainly involved in schools by projects or during particular events or sport days. For example, there is a project for involvement of girls in football which is a project of National Football Federation. Project activities are organized in cooperation with PE teachers and representatives from football clubs and football association. There are similar projects with handball association and athletics association.

In **Serbia** sports clubs rent school halls for physical education after school (in the evening hours) and include children in their system (club sports system). Clubs are also involved through projects (active holiday) and various sports events that are organized at the school.

The Serbian Sports School Federation and its members are in charge of organizing school sports competitions from the municipal to the national level.

In Serbia, there is also an Association of PA teachers who are in charge of professional issues as well as the organization of professional training.

In **Hungary** due to lack of PE teachers and experts some schools have the opportunity to employ a sports specialist in the afternoon sports sessions. A special curriculum allows students to complete two physical education classes per week as afternoon training sessions.

In **Spain** extra-curricular activities are offered as after school day training, with very little education contents. Sometimes they offer some activities for curricular time as a way of promoting its offer between school aged children.

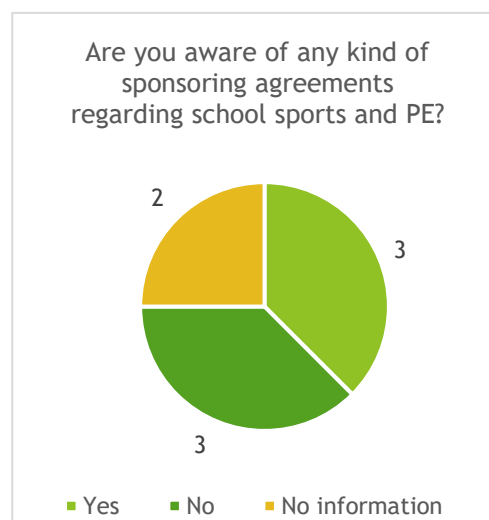
4.1.2. SPONSORING AGREEMENTS (E.G. PRIVATE SECTOR COMPANIES) REGARDING SCHOOL SPORTS AND PE

Three countries (Serbia, Spain and the United Kingdom) were able to define any kind of sponsoring agreement (e.g. private sector companies) regarding school sport and PE. Others has no information about this, or they declared, that there is not an example on this in their country (Figure 2).

In **Serbia** Nestle company through its project educates a large number of students about proper nutrition and the importance of physical exercise called "ZdravoRastimo" (Let's grow up healthy). The project is implemented at the national level and involves over 100 teachers and 16,000 students every year.

In **Spain** it is typical to have small sponsorship for clothes of children at school sport ages.

In **England** they have a category of schools called academies. These are schools that have been developed by external partners - often charities such as the Oasis Academies or Cooperative academies. They need to provide the national



2. Figure: Existing sponsoring agreement regarding school sport and PE in different countries



curriculum, but they then have freedom to develop as they wish. Many of these academy groups will have sponsor partners who meet the aims and ethical considerations of the main organisation, and they must be approved by Ministry of Education. So, for example PE and school sport is not usually sponsored by a fizzy drinks company or a chocolate manufacturer. Often, they will be local entrepreneurs. These are not a regular occurrence, nor do they happen in any strategic way, these are more likely to happen on a local level.

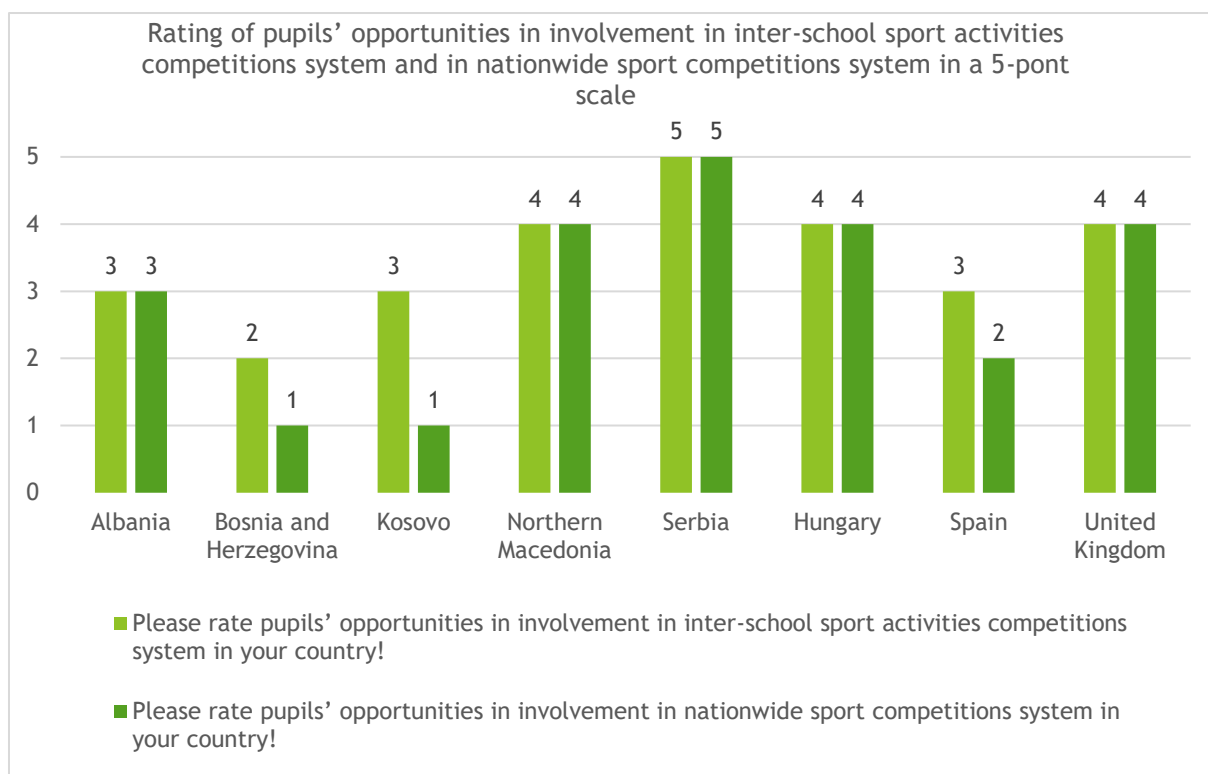
There have been examples of large corporate sponsorship for example supermarkets such as Sainsburys and Tesco, these need to be approved by both the Ministry of Education and Department of Culture, Digital, media and sport. An example of which is Sainsburys where shoppers received points cards dependent on how much they spent on their shopping, at the end of the time period they could donate these to schools and the school to cash them in for equipment or coaching for their school.

In Albania the Municipality of Tirana, Albanian School Sport Federation (FSHSSH) and Sabahudin Gabrani School are contributing to the implementation of the project 'School as a community center'. The overall objective of this project is to use gyms and other spaces into active spaces to deliver physical activities for elementary and high schools after official hours and on holidays to educate and enhance mass sport in Tirana.

4.1.3. OPPORTUNITIES IN INVOLVEMENT IN INTER-SCHOOL SPORT ACTIVITIES COMPETITIONS SYSTEM AND IN NATIONWIDE SPORT COMPETITIONS SYSTEM

Based on the answers of partners in half of the countries pupils has not sufficient opportunities to take part in inter-school sport activities competitions system. In a 5-point scale only Serbia gave a 5, North Macedonia, Hungary and the United Kingdom 4 on this question, others seem to have less opportunities (Figure 3). The situation is quite the same regarding the opportunities in involvement in nationwide sport competitions system.





3. Figure: Rating of pupils' opportunities in involvement in inter-school sport activities competitions system and in nationwide sport competition system in a 5-point scale by GEM partners

In Serbia each of the students shows interest in the physical education classes, the physical education teacher puts him in a team for a certain sport and thus slowly enters the competition system. Students go through six levels of competition, from the inter-department to the state level and in some sports to the highest, world championships. There are 45 members of the Serbian School Sports Federation in Serbia. They or local sports federations organize competitions and events for school youth and involve over 137,000 students, which is 13% of the total number of children who go to primary or secondary school. Competitions are organized in 15 types of sports. There are also non-competitive events that involve students in physical activity.

All members of the Serbian School Sports Federation have the freedom to organize competitions and events that are not part of the Serbian school sports system. In this way, another 20,000 students are included in the system.

In order to reach the national level of competition, students must win at previous, lower levels of competition.

In North Macedonia each school is obliged to have school sport club and PE teacher are responsible for their working. The type of sport is selected based on available facilities for particular sport, interest of students etc. In general, every school has school sport clubs in two or three sports. Some schools even more. Students are free to join in this clubs by their interest but also PE teachers select students that are talented for some of the sports and work with

them. System of organization of the clubs is an issue of organization of PE teachers. They define the frequency of practices during the year. Based on this, schools are participating in school sport competitions. There is an established system of school sport competitions at state level. It is organized by the Federation of school sport of Macedonia. Competitions are organized in many sports (football, handball, volleyball, basketball, athletics, gymnastics, tennis, table tennis, swimming, skiing). First schools participate at local competitions between schools from one municipality. Winners continue at regional competitions (between several cities in one region). Winners from these competitions continue to state school sport competitions.

In Hungary the Diákolimpia® (Student Olympics) is a very well-structured school sport competition system. Student Olympics system gives a possibility to local inter-school cups as well. In the first round is local competitions between schools, then next steps are: county finals, semi-national finals, and in the end national finals. HSSF organizes competitions in 12 sports, and in cooperation with national sport federations Student Olympics competitions organized in another 25-28 sports in every year, which all provides approximately 300.000 entries per year. There are also non-competitive events of HSSF or its member organisations that involve many students in physical activity as well (e.g. ESSD, school sport festivals, camps etc.).

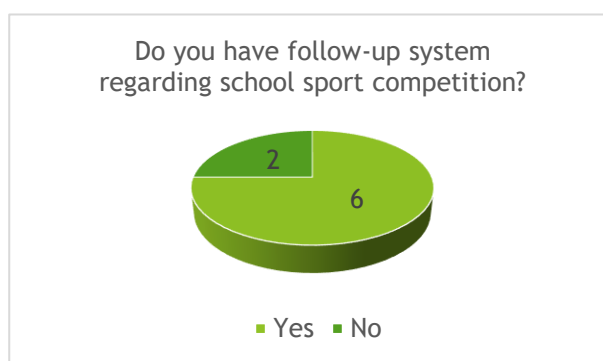
In the **United Kingdom** in the framework of School Games pupils' have opportunity on inter-school sport activities competitions.

There are 3 routes to take part in nationwide sport competitions, for most it is through the School Games structure as they progress in ability, secondly it could be through a sport specific route, - this is linked to the comprehensive national governing bodies must present to government to receive their lottery funding. Finally, there is a more random route where a young person may attend a school (usually a private fee paying school) that has a focus on developing elite level sport as well as academic excellence.

4.1.4. FOLLOW-UP AND TALENT IDENTIFICATION

Six from eight countries has follow-up system regarding school sport competition.

In Serbia the school sports system relies on school sports coordinators. These are representatives of local school sport federations (in other words PA teachers) from 26 Serbian districts. These coordinators submit monthly reports on the implementation of the competition in their district. The data is integrated into one report, the data is processed and the total number of participants in school sports is obtained. The regional coordinators of school sport



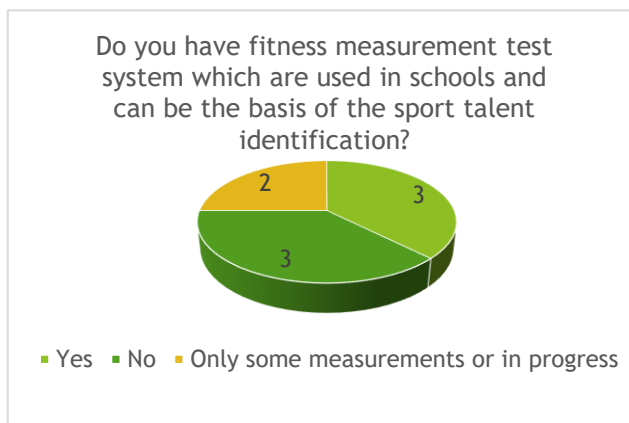
4. Figure: Number of countries who have follow-up system regarding school sport competition



are sending reports after competing in sports. The reports contain data of the number of competitors, team leader and results achieved.

Three from six countries **use the follow-up system for talent identification** as well.

Three from eight counties (Albania, North Macedonia and Hungary) have **fitness measurement test system** which are used in schools and can be the basis of the sport talent identification. Two other countries (Kosovo, Serbia) declared that they do not have test system for talent identification, but it is in progress (in Serbia), or some PE teachers do measurements occasionally (in Kosovo). Other countries do not have any sport talent identification fitness measurement test system.



5. Figure: Existing fitness measurement systems for talent identification

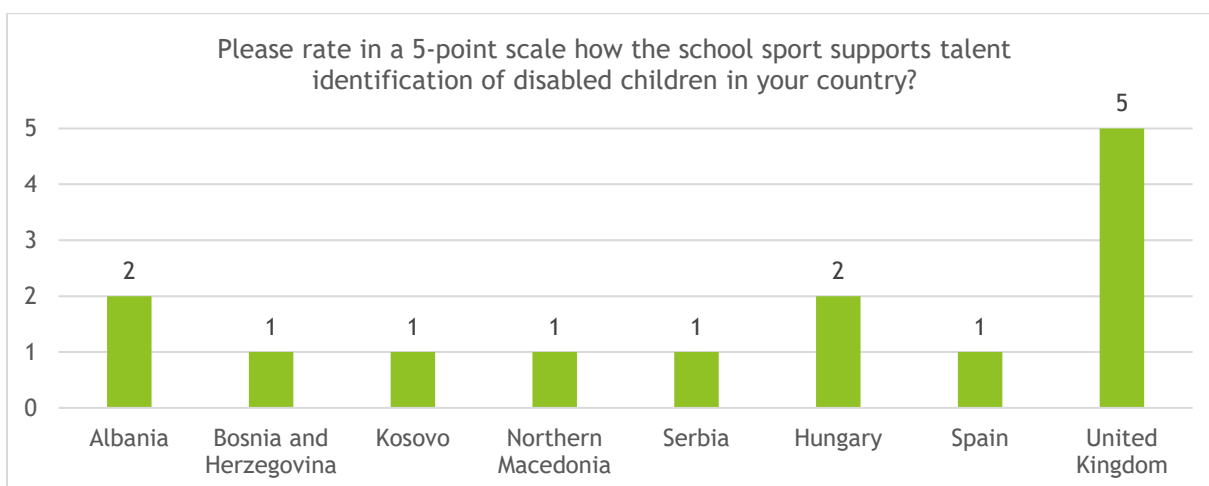
In table 1 the used tests of the existing talent identification test-system can be seen.

Country	Tests of the talent identification test system
Albania	<p>General data of the student BMI Student health assessment tests. General medical evaluation is done once a year:</p> <ul style="list-style-type: none"> • General blood tests • simple cardiorespiratory evaluation by a cardiologist (with a stethoscope) • evidence of skeletal condition <p>Tests for the evaluation of fitness 3 times a year:</p> <ul style="list-style-type: none"> • Standing long jump (m) • Running (30 m) • Running 10x5m • Sit-up • Bent arm hang • Sit and reach test • 1609 m (1-mile) run test
North Macedonia	<p>There is no national battery for fitness testing on national level. PE teachers use different tests mainly Eurofit battery. It is not obligatory, but many teachers apply it to follow up children progress. If teachers identify some talented children, they can share it and contact with national sport federation. Sometimes, some federations can do testing by themselves with approval for school management in terms to identify new talents.</p>

	But this is mainly in some selected schools for purposes of some research projects or PhD studies. It is not a regular practice. In these cases, they use batteries that are applicable for selected sport.
Hungary	<p>XFIT test system consists of the following profiles and test items:</p> <p>Profile of biological development</p> <ul style="list-style-type: none"> • Body height • Body weight • Body composition (percentage of body fat and muscle) • Sitting height (lower limb length) • Circumference of hand and lower arm • Shoulder width <p>Profile of aerobic endurance development</p> <ul style="list-style-type: none"> • PACER test • 1-mile run test <p>Profile of aerobic endurance development</p> <ul style="list-style-type: none"> • RAST test (Running Based Anaerobic Sprint Test) <p>Profile of strength development</p> <ul style="list-style-type: none"> • Multiple stage plank test • Medicine ball throw test • Triple broad jump test <p>Profile of speed and agility development</p> <ul style="list-style-type: none"> • 30-meter sprint test • Illinois agility test

1. Table: Test of talent identification fitness measurement systems in different countries

As we can see in figure 6, **sport talent identification of children with different kind of disability** is only supported in the United Kingdom.



6. Figure: Rate of sport talent identification of children with disability by countries

4.2. MAIN RESULTS OF SURVAY 2 (BASIS OF GRASSROOTS SPORT – PE, SCHOOL SPORT, AND PA IN SCHOOLS)

The questions in the second questionnaire were grouped around the following 3 topics:

- Questions about physical education
- Questions about physical activity in schools
- Questions about school sport

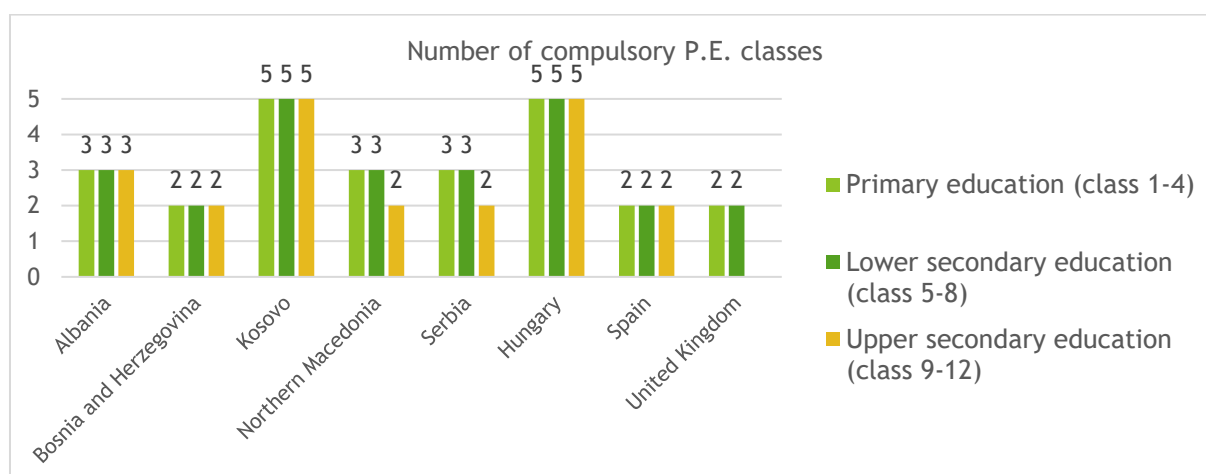
The results are presented according to the over described order.

4.2.1. THE STATE OF PHYSICAL EDUCATION IN GEM-PARTNERS' COUNTRIES

NUMBER OF PE LESSONS

Based on the results of the questionnaire we can assume, that the physical education system varies widely between the partner countries.

There are large differences between countries in the number of compulsory hours of PE per week (figure 7). Some countries (Bosnia and Herzegovina, Spain, United Kingdom) have only 2 PE compulsory PE lessons per week in every grade level, others more. From this point of view the situation in Hungary and in Kosovo is most favourable because youth in every grade has 5 compulsory PE lessons per week, so there is daily PE. In Hungary it exists since the schoolyear 2011/2012. Except of North Macedonia and Serbia, where the amount of PE lessons decreases in grade 9-12, there are no differences between the numbers of compulsory PE lesson by grade level (1-4, 5-8 and 9-12) in a given country.



7. Figure: Number of compulsory PE classes per week

THE REGULATION AND CONTENT OF CURRICULUM

Except for **Kosovo**, where according to the answer of our GEM partner not a clear system exists, every country has curriculum, which regulated the content of PE. The difference between countries lies on, how many levels is the content of education regulated.

In **Serbia and Spain** the content of the education is regulated in 2 levels.

- In **Serbia** the 1st level is the National Core Curriculum and 2nd level is School curriculum. The School curriculum is adapted to the conditions of the school.
- In **Spain** the first level is the national core curriculum (Education Law) and the second level is the frame curriculum with detailed content on subjects, even mandatory weekly sessions that are different from one region to another (2 to 3 mandatory that could raise to, voluntary, 5 sessions in some places).

The regulation of the content of PE is characterised by three level in **Bosnia and Herzegovina**. They have national level, federal level and county level regulation.

The educational content in **Hungary** is regulated in 3 level. Hungary has a national core curriculum (1st level), national frame curriculum (2nd level with detailed content on subjects), and local school curriculum (3rd level).

In **Albania**, the educational content is also regulated in 3 levels. The education system in Albania is based on the: 1. Curriculum Framework; 2. Core curriculum; 3. Educational program.

During the period 2017-2020, in continuation of the development of curricular reform, the implementation of competency-based curricula at all levels of education has continued in the Pre-University Education System in Albania (preschool education, basic education, upper Secondary Education).

North Macedonia and the United Kingdom seems to be the most flexible country regarding the regulation of PE content according to GEM partners' answers.

In **North Macedonia** the regulation and the system are flexible in the sense that it adapts to the infrastructure and possibilities of educational institutions. The official sport curriculum which is used by the PE teachers in their work is designed and implemented by the Ministry of Education in North Macedonia. Within this sports curriculum the commission has covered all sports that the children can and should learn during the specific age. There is one national curriculum for primary education and another for secondary education. They are unified for the whole country. However, because not all schools have the infrastructure or the equipment to implement the specific sport, they have the freedom to put together their own program following the guideline by the commission. Within the curriculum, it is provided a possibility for teachers to choose 25% of the contents based on local conditions (local school curriculum). For example, if one school has only infrastructure to teach the children basketball and football the PE teachers will design a curriculum for their school which will cover just these two sports but will follow the main guideline.



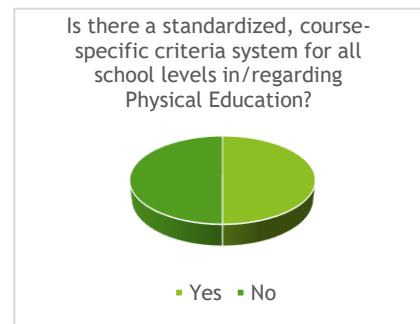
In the **United Kingdom** there is a national curriculum framework with very broad general outcomes. Schools, on an individual basis can interpret these and devise their own schemes of work and lesson plans.

Countries differ in terms of whether they have **standardized, course-specific criteria system for all school levels in/regarding Physical Education**. Half of the countries has, and the other half hasn't (Figure 8).

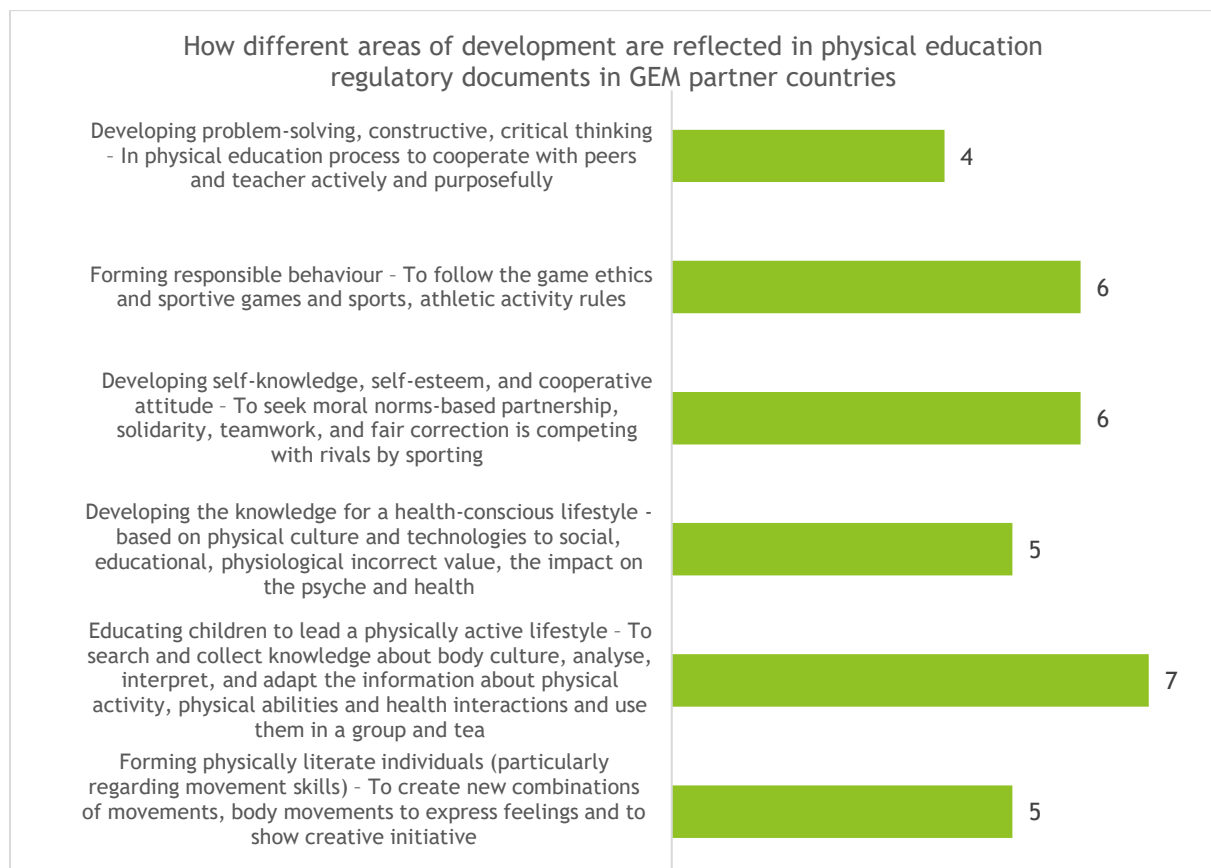
Most of the countries (5 out of 8) has a **quality control system** monitoring/controlling the implementation of the provisions of the regulatory documents.

Appearance of different areas of development on curriculum can be seen in figure 9.

There is not a common area, covered in the curriculum of every country. The most popular development area is "Educating children to lead a physically active lifestyle", which area we can find in every country's curriculum, except of Kosovo.

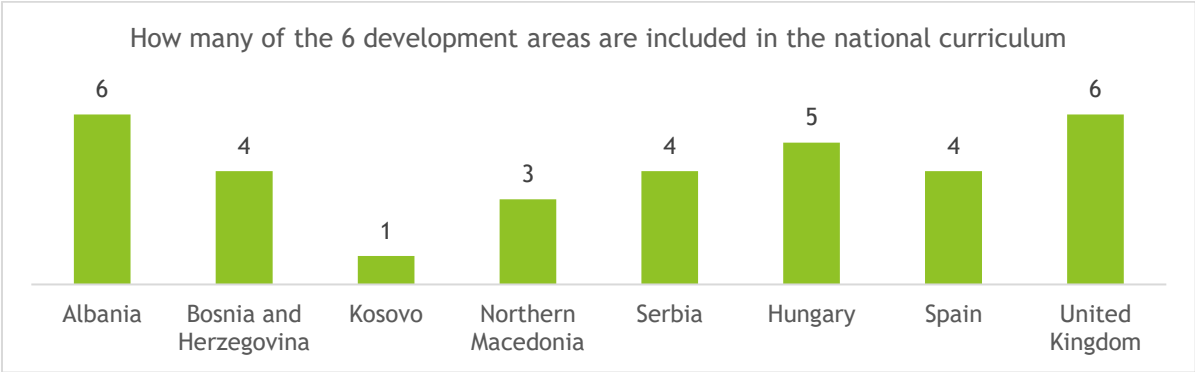


8. Figure: Occurrence of standardized, course-specific criteria system in PE



9. Figure: Appearance of different areas of development in physical education regulatory documents in GEM partner countries

There are two countries (Albania and United Kingdom), where all the six over mentioned area exists in the curriculum. In figure 10 you can see by countries, how many of over mentioned 6 areas appear in the curriculum.



10. Figure: How many of the 6 development areas mentioned in figure 9 are included in the national curriculum

The partner countries differ in that they have **content based, or outcome-based curriculum**. Most of the GEM partners’ countries have outcome-based curriculum. In **table 2**. it can be seen, which countries have content based, and which countries have outcome-based curriculum.

Countries with content-based curriculum	Countries with outcome-based curriculum
<p>Kosovo North Macedonia United Kingdom</p>	<p>Albania Bosnia and Herzegovina Serbia Hungary Spain</p>

2. Table: Type of curriculum of different GEM countries

Except of Serbia, none of the countries have **general evaluation and assessment tool for P.E. learning outcomes**.

In **Serbia** there is a standard achievement tool available to teachers and it is used all the time. There are three levels of standards (basic, intermediate and advanced).

In **Spain** each school has to develop their specific contents to develop the educational law following the frame requirements. Competences, skills, evaluation and assessment have to be defined by the PE department/teacher and approved by the Managing team of the school.

Not the learning outcomes, but the health measurement is supported in **Albania**. The Individual Pupil Form is a general assessment of the health of the student in the Albanian educational system. It is a test, an evidence, a simple professional and possible conclusion, which enables also a national assessment, to understand where we are today and where we will progress, or be in the future. The Individual Pupil Form and Student Health Status

Questionnaire are a local analytical and scientific scan that create and mark a great increase in the level of communication culture, health, social, psychological and moral and as a result of the trinomial relationship family - student – school, as a crucial bond for a healthy future. The student health questionnaire contains a set of questions, addressed to the family, on health conditions of the child/student. In terms of health contains a very detailed panorama. The questionnaire builds the relationship, the essential bridge FAMILY-STUDENT-SCHOOL and at the same time highlights the cultural situation of our society regarding the social, physical education and health.

Physical Education Teacher collaborates with the school doctor to perform laboratory examinations to reach positive conclusions of improving students' health if:

- is overweight or obese
- when family history/ inheritance in terms of chronic diseases exist.

None of the countries have **unified and compulsory national student physical fitness test system** regulated by the law, except of Hungary. The Hungarian Student Physical Fitness Test System, called (NETFIT®) was developed in 2013 and it was adapted to children with special educational needs in 2016.

Physical fitness is also measured in Albania of children aged 6-18. Tests for the evaluation of physical-athletic parameters and determination of the state of physical-motor health 3 times a year:

- Long jump
- Fast running-30m
- Running 10x5m
- Sit-up test
- Bent arm hang
- Flexibility test
- 1609 m running

PE TEACHER AND PE LESSON

Except of Kosovo, P.E. Teacher Education is regulated and has specified standards in all of the countries, but in less counties, 6 out of 8 (Albania, North Macedonia, Serbia, Hungary, Spain) exist standards regarding the regulation of continuous professional development.

Every country has summative **assessment to evaluate students** at one or more moments during the year and at the end of the year. Except of United Kingdom, where there is a text-based evaluation, all the countries have numeric evaluation system in PE.



Countries differ hugely in the extent to **which activities, contents and sports appear in the P.E. curriculum, and which are the dominant ones**. In table 3. we summarized the main content of PE curriculum by countries.

Country	Which activities, contents, sports appear in the P.E. curriculum content, and which are the dominant ones?
Albania	<p>PE is developed through the following themes:</p> <p>Education through physical activities:</p> <ul style="list-style-type: none"> • Moving entertaining and popular games • Gymnastics • Athletics <p>Sports activities, games</p> <ul style="list-style-type: none"> • Basketball • Volleyball • Football • Handball • Supporting Sports activities <p>Education in the service of the community, aiming wellbeing and health</p> <ul style="list-style-type: none"> • Physical, mental, emotional and social well-being • Gender differences • Protecting the body from possible injuries while exercising PA and sports • Olympic Education and Fair-Play • Risks from the use of addictive substances • Addiction to drugs <p>Competency-based approach</p> <ul style="list-style-type: none"> • Development of motor skills to adapt to different situations when moving and sports • Interacting with others in different movements and sports conditions • Adapting to an active and healthy lifestyle
Bosnia and Herzegovina	<p>Dominant contents are:</p> <ul style="list-style-type: none"> • Sports games • Athletics • Gymnastics • Dance structures • Motor skills • Aerobic skills • Educational tasks.
Kosovo	<p>There is a big problem where in PE books 40% is gymnastics and dancing but in practical sessions is all about football (for boys) and volleyball (for girls). The curriculum is not being used the same in every institution based on the conditions of the schools and other studying institutions.</p>

North Macedonia	<p>Dominant contents are in primary and secondary education as compulsory thematic unions:</p> <ul style="list-style-type: none"> • athletics • gymnastics • sport games (handball, volleyball, football, basketball, futsal) • table tennis • traditional dances <p>Additionally, there are optional thematic unions (mainly outdoor based) that are delivered based on local conditions in the school and local environment. They are the followings:</p> <ul style="list-style-type: none"> • hiking • cycling • skiing • swimming • skating • jogging <p>Beside previously mentioned:</p> <ul style="list-style-type: none"> • In primary education - 1st to 5th grade there are movement games as specific thematic union. • In secondary education there are additional unions: aerobic, fitness, Pilates.
Serbia	<p>The most dominant activities are sport games (football, basketball, volleyball and handball) and these types of sports are the most popular in Serbia. Dominant activities are athletics and gymnastics as well.</p>
Hungary	<p>The main topics for grades 1-4:</p> <ul style="list-style-type: none"> • Gymnastics and exercises - prevention, relaxation • Crawls and climbs • Walks and runs • Jumps • Throws and punches • Support, suspension and balance exercises • Ball exercises • Physical education and folk games <p>Activities in alternative environments</p> <ul style="list-style-type: none"> • Swimming • Adapted physical education <p>The main topics in grades 5-8 are:</p> <ul style="list-style-type: none"> • Gymnastics and exercises - prevention, relaxation • Athletic exercises • Gymnastics exercises • Sports games (in accordance with the physical and personal conditions of the school) • Physical education and folk games

	<ul style="list-style-type: none"> • Self-defence and combat sports (choice of one combat sport depending on the material and staffing conditions of the school). • Swimming (if the conditions are right) • Adapted physical education <p>Main subjects in grades 9-12:</p> <ul style="list-style-type: none"> • Gymnastics and exercises - prevention, relaxation • Athletic exercises • Gymnastics exercises • Rhythmic gymnastics and aerobics (optional) • Sports games (two sports games, depending on the school's facilities and staffing) • Physical education and folk games • Self-defence and combat sports (one martial arts sport, depending on the material and staffing conditions of the school) • Movement in an alternative environment • Swimming (where conditions allow) • Adapted physical education
Spain	The PE law is offering a quite diverse content which focus on showing kids as many sports and developing the most possible skills at schools. Generally, PE teachers are quite happy about the contents on the law. Also, the law is flexible enough to give the opportunity to schools and teachers to develop a high quality PE curriculum if they want to.
United Kingdom	The most dominant activities are: <ul style="list-style-type: none"> • athletic activities • outdoor education • games • gymnastics • dance • swimming (primary schools)

3. Table: Dominant content of PE in different countries

Except for Albania and Hungary, none of the countries has centrally **regulated educational reward concerning the PA or P.E.** which can provide extra points for university admission.

- In **Albania** elite athletes do not need to participate in an admission test for the National Sports University and they can benefit economic rewards.
- In **Hungary**, Student Olympics winners got extra points for university admission. The extra points system is under transformation and will change from school year 2022/2023.

4.2.2. THE STATE OF PHYSICAL ACTIVITY IN THE SCHOOLS IN GEM-PARTNERS' COUNTRIES

SCHOOL PARTNERSHIPS CONNECTED TO PA AND HEALTH

Although **structured school partnerships with sports organisations** only exist in 2 countries, according to respondents, in all countries except of Kosovo exists some cooperation between sport sector (for example clubs) and schools. In the table 4 you can see some good examples on the cooperation.

Country	Examples on cooperation between schools and local communities, and local stakeholders, sport clubs)
Albania	<p>School as a Community Centre practice.</p> <p>The overall objective is to use gyms and other spaces into active spaces to deliver free physical activities for elementary and high schools after school, on W/E and on holidays to educate and enhance mass sport in Tirana.</p> <p>FSHSSH signed a Cooperation Agreement 'School as a Community Centre's with the Municipality of Tirana on the use of school fields to teach extra PE after school hours guided by the scientific Platform and to promote HEPAs.</p> <p>35 children aged 5-10 actively involved in FSHSSH programs and entertainment games have been using these 2 multisport fields.</p>
Bosnia and Herzegovina	<p>Sports clubs organize demonstration trainings in their sports for children in primary schools in order to motivate them to join them in their work.</p>
North Macedonia	<p>Each school has sport clubs in different sports and they are included in regional and national schools sport leagues. In addition, different schools organize different activities with local community such as:</p> <ul style="list-style-type: none"> • cycling tours for raising awareness of active transportation and safety in transport, • running races, • hiking tours aimed to raise awareness for environment protection; • one-day events with parents and organizations for promotion of traditional games, games for disabled etc. <p>TAKT work with the schools and with the municipalities in order to promote physical education and its importance.</p>
Serbia	<p>Cooperation is not structured and organized. There are individual PA teacher initiatives that work closely with clubs and the local community.</p>

Hungary	In this year we started the “Active school program” in Hungary, in which HSSF fosters schools to create structured cooperations.
Spain	In the framework of DES’s “Healthy school program” there are cooperations.
United Kingdom	There is a centrally funded schools games organisers who work with groups of schools to develop inter and intra school competitions, promote partnerships with community and sports clubs.

4. Table: good examples on the cooperation of schools with sport organisations

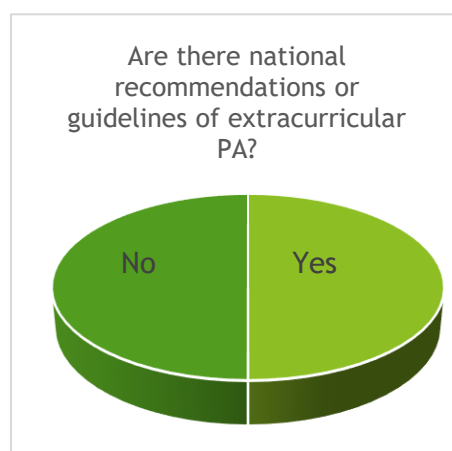
EXTRACURRICULAR PA

In half of the countries (Albania, North Macedonia, Serbia, United Kingdom) there are **national recommendations or guidelines of extracurricular PA**. Other countries (Bosnia and Herzegovina, Kosovo, Hungary, and Spain) haven't.

The schools can have different **opportunities to organize extracurricular activities** in different countries, as the followings:

- **Albania:** The cultural centres for the children of the cities and the municipality can organize extracurricular activities.
From the engagement of PE teacher and school directory, from the projects and campaign organized by the Albanian school sport federation (FSHSSH) and other collaborators such as Albanian National Olympic Committee (KOKSH) and other national sports federations and cooperative sports associations.
- **Bosnia and Herzegovina:** The possibility of organizing extracurricular activities is primarily reflected in the use of school sports halls and existing equipment in times when there are no classes.
- **Kosovo:** There are opportunities in some of the schools, but the initiative is missing.
- **North Macedonia:** Sport sections, sport projects, participation in school sport clubs, organization of one day sport events in school or in cooperation with other organizations, summer, and winter camps.

The schools have the freedom to organize physical activities outside of the sport curriculum but there are few schools that organize such events. There are 2 or 3 events for all schools such as the elementary school mini marathon or the School Olympics where all the schools have the right to participate.

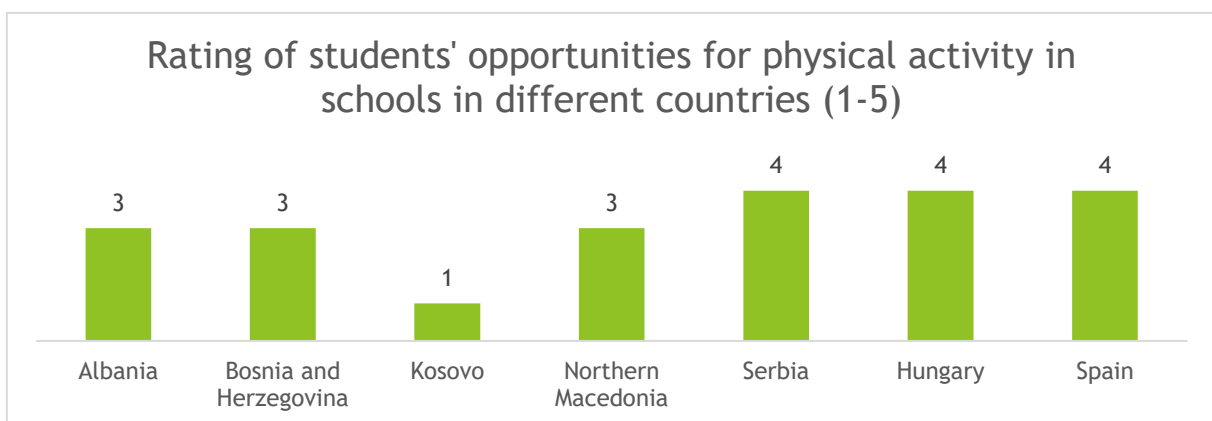


11. Figure: Existence of national recommendations or guidelines of extracurricular PA



- **Serbia:** The organization of extracurricular activities mainly depends off possibilities of the school (gyms are used for commercial purposes after classes - trainings for sport clubs. Which activities will be organized depends on the school's conditions. In Serbia it depends on the school and the conditions of the school itself, but a lot of them do extracurricular activities.
- **Hungary:** Extracurricular activities vary from school to school, usually depends on the possibilities of the school. Main programs offered by the schools (e.g. in the frame of the school's own sport club), in other cases sport programs, activities are organized with the involvement of local sport associations and trainers. There are local initiatives and frame programs (ESSD, challenge day, no elevator day, etc.) which also support organisation of extra activities.
- **Spain:** Many schools offer extra-curricular activities. Sometimes are activities from their own design and management, sometimes activities provided by a third party (association, club, municipality, company).
- **United Kingdom:** Extracurricular activities are developed on a school-by-school basis, but with the government funded pupil premium of primary schools and the network of school games organisers there is in general a large take up. These structures are part of the wider government scheme to have school games at levels 1-4. There is also a number of initiatives for PA linked to the Dept. of Health including Active schools and active clubs. All personnel working with children are required to undertake a police check, schools make individual arrangement to vet the qualifications of individuals they invite to work in PA.

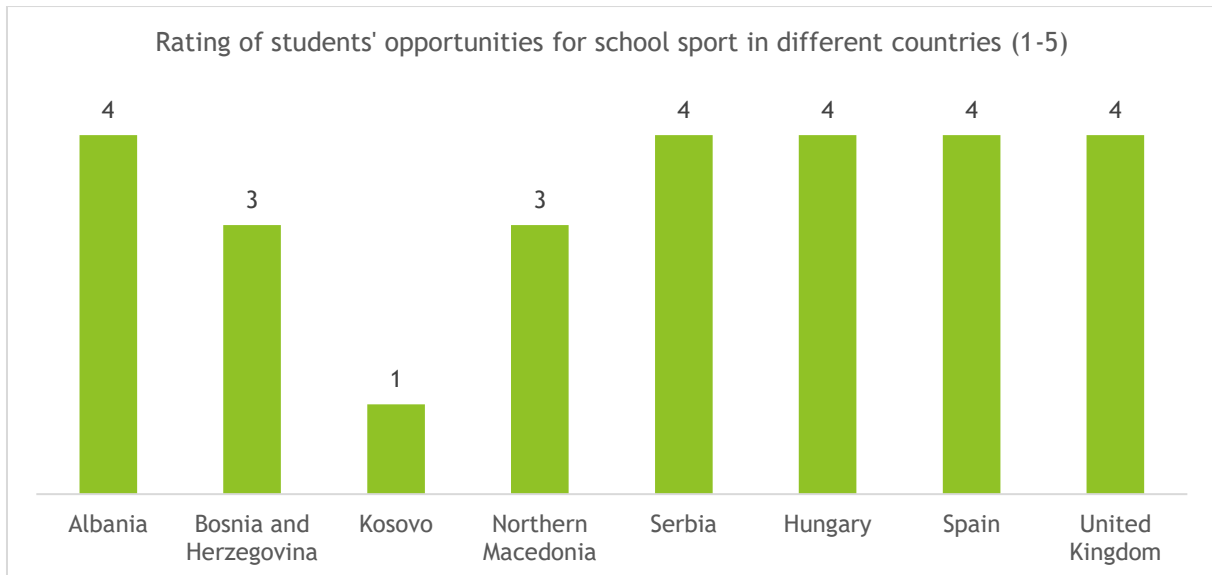
In a 5-point scale none of the countries evaluated **the students' opportunities for physical activity in schools** for 5. The situation seems to be the worst in Kosovo (figure 12).



12. Figure: Students' opportunities for physical activity in schools

4.2.3. THE STATE OF SCHOOL SPORT IN GEM-PARTNERS' COUNTRIES

On figure 13 it can be seen, how partners are rating in a 5-point scale **students' opportunity to taking part in school sport** in their country. None of the countries evaluated the students' opportunities for physical activity in schools for 5. Similar to the rating of the opportunities to participate **in physical activity**, the situation seems to be the worst in Kosovo.



13. Figure: Students' opportunities for physical activity in schools

INTRA- AND/OR INTER-SCHOOL OR NATIONWIDE COMPETITIONS SYSTEMS IN SCHOOL SPORT

Every country has regulated **intra- and/or inter-school or nationwide competitions system** providing young people the opportunity to compete in their country. In some countries it is well organised, in other countries it is not a well-structured system.

In **Albania** the Physical Education Scientific Platform in the Pre-University Education System identifies talents in schools and different sports. FSHSSH organizes activities for inter-schools, nationwide, international competitions and Olympic games as a member of Albanian National Olympic Committee (KOKSH) and International School Sport Federation (ISF). Also, the university federation organizes local and international competition games.

In **Bosnia and Herzegovina** student competitions are organised at county level.

In **Kosovo** Sport School Federation organizes annually national competitions on different sports.

In **North Macedonia** there is one event called the School Olympics where all of the schools from around the country can join. Apart from this event there are no other school sport activities that give the children the opportunity to play with other schools from around the country. There is only one municipality in the main city of the country which has its own sport

league in 4 different sports, giving the opportunity to the children from this schools to compete with each other.

In **Serbia** the school sport competition system is very good organized, there is a system of competition in 6 levels and in 14 sports. About 130,000 students took part in those competitions.

Hungary has also a very well-structured school sport system, Diákolimpia® (Student Olympics). The competitions are organised in a progressive system, with school, district and regional champions competing in county semi-finals/finals, from which the best qualify for the national semi-finals and finals. In cooperation with the national sports federations and associations, HSSF contributes to making the Student Olympics more diverse and more widespread. On the basis of and following these agreements, it authorises and contributes to the organisation of talent development competitions in more than 40 sports under the name Diakolimpia®.

In **Spain** there are:

- national championships for school aged children,
- regional schools' competition systems (with different levels of development),
- municipal schools' leagues and competition (with very huge differences between cities).

In the **United Kingdom** a well-established school games system exists, has been funded by the government for over 14 years.

THE FOLLOW UP OF SCHOOL SPORT PARTICIPANTS

The way, how partner countries **register and follow-up (or track) school sport participants** differ by countries. In some countries there is a well-structured, easy to follow, online registration system.

- In **Albania** FSHSSH uses the digital platform 'Mendje e Qeshur – 'Smiley Mind' the 1st platform for children in Albania focused on PE, Mindfulness & Wellness providing free accessible life-long tools to support healthy bodies & minds. Participants use its excel databases, and keep track of their members and student athletes, members of FSHSSH.
- In **Bosnia and Herzegovina** registration and monitoring of the activity is usually made by/through teachers of physical education and health and city sports federations.
- In **Kosovo** a registration system following students' participation in school sport does not exist.
- In **North Macedonia** there are school coordinators (appointed PE teacher), that leads the submission and follow up of participants. He/she is responsible for preparing reports and submitting to the federation.
- In **Serbia**, there are regional coordinators who organize and monitor school competitions, and they also have the obligation to prepare a report for the National



Federation. In this way the federation get all the data about students' participation in competitions.

- In **Hungary** HSSF has an online platform, Student Olympics registration system, where they are able to follow-up how many children were registered to different competitions.
- In **Spain** the number of federation licenses can be followed up and the number of children estimated to be participating at regional school competitions as well.
- In the **United Kingdom** there is a clear requirement to monitor and evaluate participation rates, this is done in various ways, schools report to school games organisers, Sport England undertake extensive annual surveys as the body responsible for all community an out of school sport.

INVOLVEMENT OF NATIONAL SPORT FEDERATIONS TO SCHOOL SPORT

In Table 5. good practices can be seen, **how national sport federations can be involved in or contribute to school sport beyond the P.E. curriculum.**

Country	Examples on how national sport federations can be involved in or contribute to school sport beyond the P.E. curriculum
Albania	FSHSSH cooperates with all national sports federations and attract their involvement in their program activities and projects. Some of the athletes are students of schools and members of the sports clubs, FSHSSH collaborators.
Bosnia and Herzegovina	Some city sports federations organize sports competitions between schools in different sports. The same practice could be transferred to the county and national levels.
North Macedonia	The federation of school sport is involved in organization of the system of school sport. Other sport federation are involved by providing promotional activities and fun sport activities aimed to familiarize the children with particular sport. For example, such activities are organized by national sport federations in Athletics, Badminton, Basketball, Handball, National football federation (program open fun football).
Serbia	National School Sports Federation deals with school sports. In addition to school competitions, the federation also organizes other projects through which students become active.



<p>Hungary</p>	<p>HSSF organize the Student Olympics. In order to making the Student Olympics more diverse and more widespread, HSSF makes agreements with national sport federations regarding many sport disciplines, which contributes to the organisation of talent development competitions in more than 40 sports under the name Diakolimpia®.</p> <p>Within the framework of the project "The Way of Sports into Public Education", the HSSF cooperated with some national sports federations (e.g., Hungarian Volleyball Federation, Hungarian Handball Federation, Hungarian Floorball Federation) in order to develop together a professional content and training for teachers. As a result of cooperations, framework curricula and 30-hour training were developed per sport, trainings were provided free of charge for teachers interested.</p>
<p>United Kingdom</p>	<p>All national sports bodies in order to receive government funding for the development of the sport and the support of elite athletes must have an agreed grassroots programme aimed at school aged students, the community and indicate a pathway for interest and development in their sport. They must also be very clear how much and how a proportion of the funding they receive will be spent on this aspect.</p>

5. Table: Examples by countries how national sport federations can be involved in or contribute to school sport beyond the P.E. curriculum

In **Kosovo** it causes difficulties, that the relevant institutions do not have a cooperation between each other, and this leads to bad results in contributing towards a better understanding of needs of the community about PA, health and social benefits from it. In this regard the GEM partner representing Kosovo think, that that national federations have to create new incentives of further education for PE Teachers, students and graduates in terms of networking, exchanging ideas so they can work together for common objectives.

In **Spain** national sport federations are usually not acting at regional level as the competence is transferred to regional federations. Depending on the economical power and strategic interest of each federation, there are some sport promotion to schools programmes at different regions. The actions carried out by the different federations are not usually well known by schools and also are not offered continuously to schools, for example if a school has been on a golf promotion program for two years, they are not allowed to continue as the federation wants to go into other schools and only offers a limited number of action-packs every year.

INVOLVEMENT OF DIFFERENT STAKEHOLDERS (PARENTS, MUNICIPALITY, SPORT CLUBS, PA ORGANIZATIONS, ETC.) TO SCHOOL SPORT

There are many ideas, useful suggestions, and practical experiences of partners, **how they involve in their country the different stakeholders in school sport and PA**. These ideas can serve as good examples for other countries.

In table 6 you can see some of good examples by countries, how to involve different stakeholders in school sport and PA.

Country	Examples on how national sport federations can be involved in or contribute to school sport beyond the P.E. curriculum
Albania	The FSHSSH 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 his 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.
North Macedonia	<ul style="list-style-type: none"> • Mainly municipalities provide support in providing finances or allow use of sport facilities free of charge. This diverse from municipality to municipality. • PA organizations support it with involvement of schools in some of their sport activities or projects. • Parents are mainly involved on initiatives of school or PE teacher and support the activities that they organize it (participate, provide financial support, provide transportation etc.)
Serbia	<ul style="list-style-type: none"> • Local communities finance school sports in their city through Local Federations for School Sports or the Sports Association. • National associations participate in the organization of the National Championships through judges or even provide assistance in the organization itself. • The parent has the role of a fan. • School sports are financed locally through the municipality and this is a huge contribution.
Spain	<ul style="list-style-type: none"> • Parents are paying and observing. • Municipalities have their own leagues and competitions but not all of them. • Sports clubs are not usually involved at school sport as they concentrate on grassroots sport but focused on performance. • PA organizations and private companies are offering schools and municipalities programmes.

6. Table: Involvement of different stakeholders in school sport and PA in GEM partners' country

CHILDREN VOLUNTEERING PROGRAM

Except of the United Kingdom, where there is a well-established volunteer pathway in sport, including young ambassadors and young sports leaders, all of which are supported by training and funding to enable this to take place, none of the GEM partners have centrally regulated or recommended programmes of children volunteering.

In Hungary there was some initiatives, one of it was the TE IS program 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 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 with the assistance of a trained mentor teachers during the program. After the end of the program, some schools maintained their TE IS groups as it was a good practice, but it stayed local, did not spread enough nationally.

In this academic year (2022/2023) started a national program in Hungary, an Active School pilot program, which includes student volunteering as well, with the aim to build in children volunteering activities in every school's work program.

According to the answers, other partners would be also open to create and develop a student volunteering program.

About the state of volunteering in PE and PA you can read detailed information in the following chapter.



4.3. MAIN RESULTS OF SURVAY 3 (PEER VOLUNTEERING IN SCHOOL SPORT AND SCHOOL PA)

The questions in the third questionnaire were grouped around the following 3 topics:

- About volunteering in general
- Volunteering in schools
- Volunteering in GEM partner organisations

The results are presented according to the over described order.

4.3.1. ABOUT VOLUNTEERING IN GENERAL

In order to put the volunteering activities of each organisation in context, we wanted to find out about **the traditions of volunteering and the regulatory and legal framework for volunteering** in each country.

Partners had the possibility to rate the widespread of volunteering in their countries in a 5-point Likert scale. As we can see in figure 14, the highest prevalence of volunteering features the United Kingdom. Except of North Macedonia and Albania, all the Western Balkan countries rated their countries' volunteering activity in general poor, for 2.



14. Figure: The general widespread of volunteering in the GEM partners' countries

Except for Bosnia and Herzegovina, all the countries (7 of the 8 responding countries) have some kind of legislation regarding volunteering (Figure 15.)



15. Figure: Existence of legislation regarding volunteering in GEM partners' countries

In table 7 it is summarised, what these regulations apply to, and also the source where the relevant legislation can be found. **Age 15 seems to be the border of most countries**, when volunteering can be started, or under this age extra legislation rules exists.

Country	The main content of the legislation on volunteering (What is regulated by law?)	Source
Albania	In 2016, Albania adopted Law No. 45/2016 "On Volunteering". A volunteer, in the sense of this law, is: a) any person, local or foreign, who enjoys full capacity to act, according to legislation in force and with free will performs voluntarism; b) any person with disabilities, who can volunteer, in accordance with his physical and mental abilities and development; c) any minor between the ages of 15 and 18, according to the provisions of Article 6 of this law The minor volunteer can enter into a volunteering contract only with the written consent of his parent or legal representative.	https://resourcecentre.al/wp-content/uploads/2020/05/ligj-2016-04-28-45.pdf
Kosovo	<ul style="list-style-type: none"> You can become a volunteer since you enter the youth age group (from 15+). Volunteers are not paid if they are in the youth group. The volunteer work must be harmonized with the youth skills. The volunteer work can't risk the health of the youngsters. The volunteer work is regulated by a volunteer contract, and it is considered as work experience that can be used in the future. 	https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=2654
North Macedonia	The conditions and the way someone can do volunteering work is regulated by the law and also the rights and responsibilities of volunteers. The contract for volunteering is also covered by the law.	https://www.mtsp.gov.mk/content/pdf/zakoni/pr ecisten tekst volonterst vo.pdf
Serbia	Persons under the age of 15 can volunteer with the written consent of their parents.	https://www.paragraf.rs/propisi/zakon_o_volontiranju.html
Hungary	<i>Act LXXXVIII. of 2005 on voluntary activities in the public interest</i> fixes the bases of volunteering. ○ Minimal age for volunteering: 10.	Act LXXXVIII. of 2005 on voluntary activities in the public interest

	<ul style="list-style-type: none"> ○ Under 18 some rules, restrictions ensure protection for them as follows: <ul style="list-style-type: none"> ● student cannot be employed as volunteer in the school where he has a student relationship, except all those camping activities and other community programmes organised by the school which are not linked to/ obliged by his legal relationship to the school. ● under 16 cannot be employed as volunteer in abroad ● under 18 cannot volunteer between 8pm and 6 am ● under 18 resting period is min. 14 hours between finishing work and starting it next day ● under 16 and between 16-18 years maximum time for volunteering work is also regulated. ○ volunteering service agreement shall be fixed in writing if the activity last min. 2 days. ○ Host organisation obliged to declare volunteering work for the minister responsible for family policy. (Register of Voluntary Organisations in the Public Interest – public register.) <p>According to the <i>Public Education Act and the EMMI Decree 20/2012</i> for 9-13 grades students min. 50 hours community service is obligatory. It must be completed before the graduation exam by every student. Frame of the program defined by law.</p>	<p>https://net.iogtar.hu/jogszabaly?docid=a0500088.tv Act CXC of 2011. on national public education https://net.iogtar.hu/jogszabaly?docid=a1100190.tv EMMI Decree 20/2012 on the operation of educational institutions and the naming of public educational institutions https://net.iogtar.hu/jogszabaly?docid=a1200020.emm</p>
Spain	Volunteers cannot work in jobs that are dangerous to life and health or are performed in conditions that are dangerous to life and health.	https://www.boe.es/buscar/pdf/2015/BOE-A-2015-11072-consolidado.pdf
United Kingdom	For youth - high-school students - there is an obligatory volunteering program a school community service. This compulsory program must be completed before the graduation exam to every student. Each student should choose the host organization where 50 hours fulfil. Strick rules defines all part of the program.	info@service.emails.bein.sp.co.uk

7. Table: Legislations connecting volunteering in different countries

In most of the GEM project participating countries (except of Albania, Kosovo and Serbia) **children are encouraged in some way to do some volunteering work**. The way, how children are encouraged differs by countries.

Both in **Hungary** and in the **United Kingdom** – as you can see in table 7 – a 50-hour obligatory volunteering program, so called “community service” exists. Besides its obligatory status, it also serves as a tool for **raise awareness of the importance of volunteering activity among school aged children**. In both countries strict roles defines the community service program.

Other countries have specific, sometimes less regulated ways of encouraging students to volunteer.

In **Bosnia and Herzegovina** volunteering is an optional subject for students at the University. Students should collect a sufficient number of hours of volunteering in different organizations as part of the course.

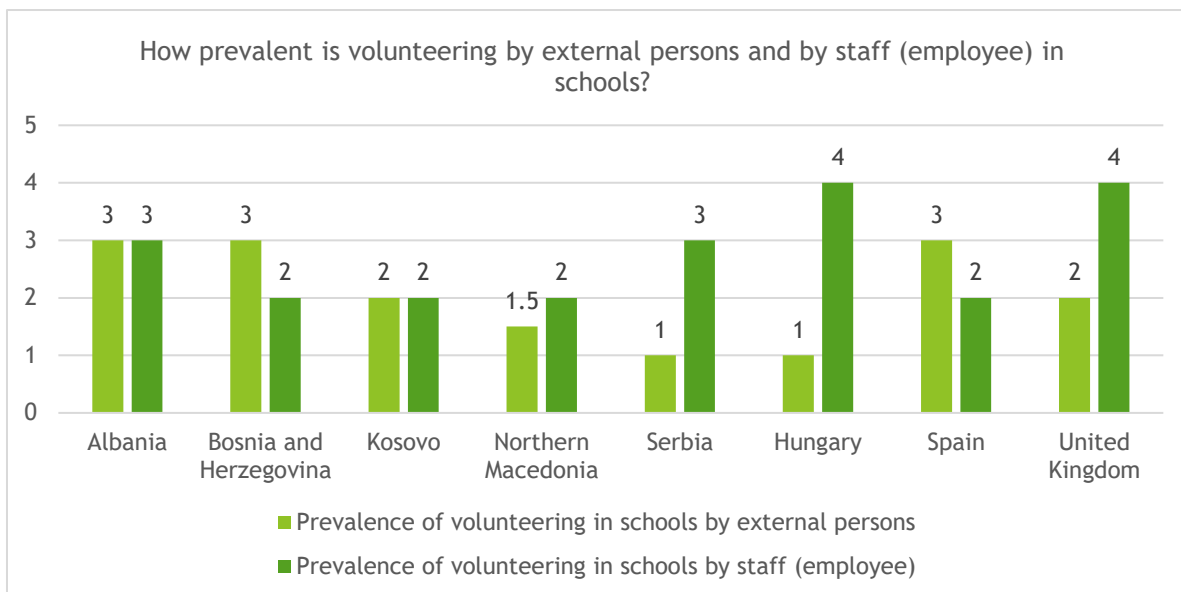
In **North Macedonia** children are encouraged either by parents or some teachers for purposes of some projects or school activities. Some teachers initiate presentation from people involved in Red Cross and they share their activities and at some way motivate children to be volunteer. There are also some schools (TVET schools), in which during summertime students are obliged to go firms related to their studies and be volunteers for 1 month. This is obligatory for them to enrol in the next year.

In **Spain** volunteering is not mandatory but an increasing number of schools are offering projects based on Service-learning (learning about values and also curricular contents by working, on a voluntary base, on supporting to the society actions).

4.3.2. VOLUNTEERING IN SCHOOLS

Respondents had the possibility to rate the prevalent of volunteering by external persons and by staff (employee) in the schools in a 5-point Likert scale. Based on the answers we can assume, that volunteering by external persons in schools is not specific to any country (Figure 16). Among the countries it appears in Albania, Bosnia and Herzegovina and Spain the most, but they rated the prevalent of this also only for 3. In the half of countries (4 out of 8; North Macedonia, Serbia, Hungary, United Kingdom) volunteering by external persons in schools are less prevalent, than volunteering work in general in the country. In the majority of responding countries volunteering by staff (employee) is most common in schools, then volunteering by external persons.





16. Figure: Rating of the prevalence of volunteering in schools by external persons and by staff (employee) in different countries

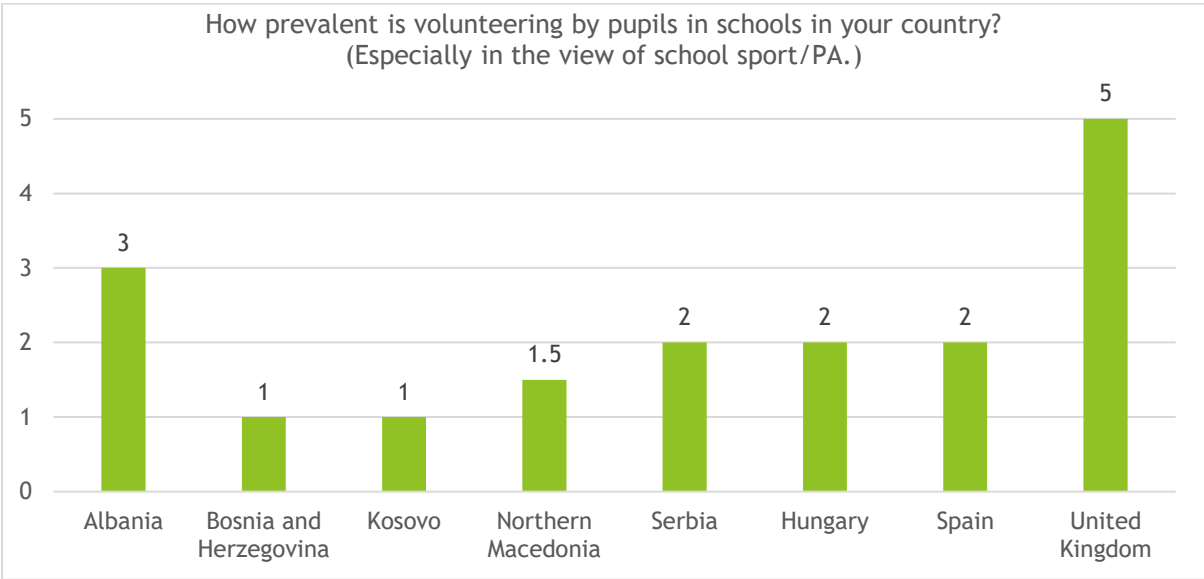
In table 8 you can see **some examples, how volunteering by external persons and by staff is presented in schools.**

Examples of volunteering in schools	
By external persons	By staff (employee)
<ul style="list-style-type: none"> • In special cases (holidays, or international days) some coaches offer free PA and play lessons for vulnerable groups (Kosovo) • There is a Sport Club Premavi in Spain (Basque Country) which outstanding activity in volunteering (see: https://presentaciondemaria.org/vitoria/premavi-3/) (Spain) • In primary schools parents may help out with a sport events, sports day or a mother child event (United Kingdom). 	<ul style="list-style-type: none"> • In some cities and counties when a school sports competitions are held, teachers lead sections of different sports. (It is not regulated at the state level, which is a drawback.) (Bosnia and Herzegovina) • Teachers organize school sports sections and prepare and take children to school sports competitions. Teachers and students get involved in the projects of the Association for School Sports of Serbia. (Serbia) • PE teachers take children to competitions afternoons and weekends. (Hungary) • PE teachers - virtually all - run clubs, activities and competitions, other staff and support staff often contribute to this as well. (United Kingdom)

8. Table: Examples of volunteering in schools by external persons and by staff (employee)

Except for the United Kingdom, none of the countries has a high level of student volunteering connected to physical activity in schools and school sport (Figure 17). In relation to **student volunteering connecting physical activity in schools**, the partners declared, that if peer activities are not organized by the teacher/coach they are rarely happening.

In the United Kingdom volunteering activity of peers in schools is helped by the fact, that most school have peer activators of young sports leaders. **This system can be a good example for all countries involved in GEM project.**



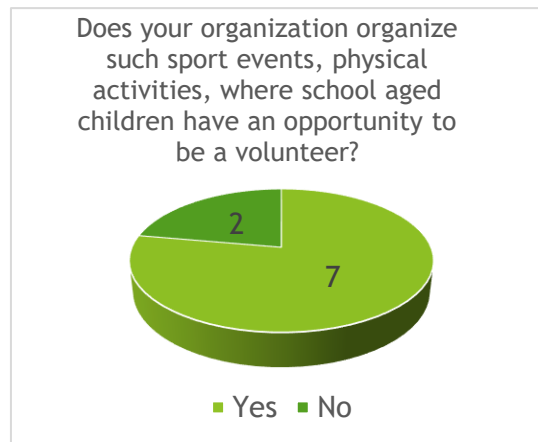
17. Figure: Rating of pupils’ volunteering activity in schools connecting to physical activity and school sport in different countries

4.3.3. VOLUNTEERING IN GEM PARTNERS' ORGANISATIONS/ASSOCIATIONS

RECRUITING AND REWARDING VOLUNTEERS

7 out of 9 organisations involved in GEM project organises such an event, where **school aged children have an opportunity to be a volunteer**. Koha Ne Duart Tona from Kosovo and Federation of Sport Pedagogues of Republic of Macedonia do not have such an event. Federation of Sport Pedagogues of Republic of Macedonia usually invite PE teachers or coaches to be a volunteer.

Children can be a volunteer from different age in different organisations. In the events of Zdrav Život – Kinezis (Bosnia and Hercegovina) also 6 years children are able to take part in some volunteering work. TAKT from North Macedonia uses volunteers from 15 till 18 years. Hungarian School Sport Federation prefers high-school students, but 7th and 8th grade students can help a lot as well in some events. In the events of DES (Spain) - taking into account local regulations and laws – children over 16 years are allowed to take part as volunteers.



18. Figure: Opportunities of youth to be a volunteer in events of GEM partners'

Volunteers can work on the **following tasks in the events of the organisations/associations**:

- help in refreshment and fan stations during half-marathon events (Zdrav Život – Kinezis).
- help with the dividing of promotional materials, be responsible for a group of youngsters, divide the refreshment and other (TAKT).
- help with the organization of the competition for example they bring small props, share water; they make reports on events; they educate younger students through projects (Serbian School Sport Federation).
- help almost every part of the event, from the very beginning to the final part (e.g., preparation before the event: welcome packages, welcome process, accreditation, team accompaniment, support the sport managers, ceremonies - opening and closing ceremonies, medal ceremony) (HSSF).
- supporting with precise duties or even have a leading role (DES).
- can be young official, young referee, young team manager, VIP support staff, general volunteer (YSTi).

All partners who use volunteers during events **give something for their work for volunteers**. T-shirts are very common to give, but volunteers are also rewarded in the following ways:

- other promotional materials, lunch packs, props for their schools,

- in Albania free physical training is also common to give for volunteers,
- HSSF always emphasize the importance of the work of volunteers. Before a bigger event HSSF organises a meeting with a presentation about the event, about volunteers' rules, tasks, etc. They prepare a guidebook for them as well. According to financial situation they give some event branding clothes and food. They always give a certificate.
- YSTi beside a full set of volunteering kit which is colour coded and labelled according to the volunteering role, always gives training in safeguarding, organise a meeting and session with an athlete mentor.

RECRUITION AND SELECTION OF VOLUNTEERS

Partners **recruit volunteers** most commonly from schools and sport clubs with whom they work with, with the help of the PE teacher or coaches. In this regard there was no differences between partner organisations. Sometimes open calls are also occurred, but based on the opinions of partners, personal contact is more efficient. DES usually recruit volunteers near the place they need them, they try to get local volunteers, usually with the help of schools that identify students and adults interested or civil organizations that could provide volunteers.

Only two organisations (DES and YSTi) have a **selection process to select volunteers**.

- Volunteers of **DES** have to be in line with their values and adhere to the ethical code. They try choosing young people that are passionate about promoting PA and also practitioners of sports and healthy lifestyles. After they publish a call for volunteers (through internet or through schools and municipalities), they collect candidates by e-mail and, the short listed get to an interview.
- **YSTi's** applicants for volunteering required to write an application and answer a number of questions so they can get to know them better. There is also an online session where the different roles available are shared so applicants can be well informed when making a decision of what role they would like.

TAKT prefer children who are somehow involved in sport and sport activities in their everyday life but has not really selection process of volunteers.

For **HSSF** motivation and will to act is more important than any other thing. Before the event - especially international events - one more thing is determining the volunteers' tasks, his or her language skills.

All the responded organisations, except of Albania and Bosnia and Herzegovina, **make a formal statement** with volunteers.



4.3.4. BENEFITS OF VOLUNTEERING

Based on their experience, GEM partners agree that volunteering in sport events has many benefits, including:

- get free tickets,
- make new friendships with other volunteers, and build relationships,
- feel the energy and be inspired by the example of others,
- create a network with people from different sporting events that they can use for future opportunities (for example for job),
- acquire knowledge and experience in this field:
 - learn about the sport,
 - learn a lot about all the aspects of a sporting event (organizing it, managing it, etc.),
- personal and personality development:
 - learn team working and respect, cooperation with other peoples,
- gain a pre-work experience,
- gain experience how to contributes to the community,
- embraces values of sport:
 - getting the whole idea of what a sport event brings to the society,
 - having the complete concept about the sport and athletes, not only the winners that appear on TV and media, but the rest of athletes competing, the families and friends supporting, the dimension that must be behind the scenes,
- gain entry onto the pathway of volunteering as a life habit.

4.3.5. MOTIVATING YOUTH TO VOLUNTEERING

Partners shared ideas, **how to motivate youth to be a volunteer**, which ideas can help to foster the appearance of volunteering in physical activity and sport. You can see this idea-collection in table 9.

Ideas for motivating young people to be a volunteer in the field of physical activity and sport
Presentation of a video of a sports event and a motivating speech about the importance of volunteers in the realization of that event.
Video-testimonials of volunteers and sharing through this their explanation about experiences on volunteering.
Learning in the school, why it is important to be a volunteer and trying different volunteering activities (at first in the school), where youth can "find" themselves and their dreams.



To present the event of the organization/federation and the volunteering work in a very interesting way for youth. To point out the benefits of joining, including social benefits (joining to some community).

Ensuring positive experiences by:

- selection and invitation of volunteers based on their interest and preferences (for example: if it is a sport competition, to invite children that love that sport or are engaged in it),
- to ensure the feeling of competence of volunteers,
- get tasks which makes sense,
- creating an atmosphere where volunteers are equal to other staff,
- creating the conditions for their further advancement,
- encouraging, socializing during activities.

Giving certificates and organizing a volunteer award evening.

Providing training for volunteers and give a possibility for volunteers to change experiences between each other, and therefore give a possibility to be a part of a community.

9. Table: Examples on possible way of motivating youth on volunteering

Partners think, that volunteering work does **not need to be mandatory**. At first, it has been worked on **developing a culture of being a volunteer** and explain why it is important and how everyone can benefit from it. This benefit shouldn't be a payment but probably experience, contacts, privileges etc.

Based on the experiences of partners, if a volunteer **gets a task which makes sense**, then it is not necessary to make an extra effort to motivate students. If the task is boring, or the volunteer does not exactly know what the task is, the motivation will reduce.

5. CONCLUSIONS, STRATEGIES AND FURTHER COOPERATIONS

Based on the results of the questionnaire we can assume, that there are huge differences between countries regarding the state of school sport, the PE and PA in schools and regarding peer volunteering in school sport and school physical activity as well.

The questionnaire provided an opportunity, a basic start:

- to map the above areas, to identify similarities and differences between countries in the above areas and
- to identify points that could form the basis for further discussions and cooperation between GEM partners.

The following common points can be identified, which the partners are open to develop, can think together and can help each other with ideas, because they either have the same problems or have an existing method for solving a particular problem.

The following topics could form the basis for further joint cooperation:

- **Connected to school sport**
 - School Games development (based on good practice of YSTi).
 - Use of the data of different competition systems.
 - Promotion of grassroots sports.
- **Connected to physical education, school sport and PA in schools**
 - Development of PE teachers' skills to promote health and wellbeing through physical activity and PE / holistic learning through PE etc.
 - Development of general teachers' competencies to teach PE in primary education.
 - Collection of existing evaluation methods which can be used in physical education.
 - Cooperations on "active school programs".
 - Development of motivational mechanisms for exercising in all age categories.
 - Inclusive PE.
 - Development of a mobile application that will motivate young people to be physically active.
- **Peer volunteering in school sport and school PA.**
 - Development of volunteering activity of children (involvement and motivation of children).
 - Cooperation based on athlete mentor program and volunteering system of YSTi.
 - Developing/organising common programs that will include volunteering.



6. ANNEXES

6.1. ANNEX 1 – QUESTIONNAIRE 1

GEM Project

Survey

Dimension 1: Association between sport sector and educational sector – state of school sport

1. E-mail:.....

2. Please enter the name of your organisation:

3. Please specify for which country your answers are valid!.....

4. Please rate national sport organizations/associations, clubs involvement in education overall in your country!

1 2 3 4 5
no involvement excellent involvement

5. Please give some examples, how it (national sport organizations/associations, clubs involvement in education) realized in your country? (e.g. sport club professionals give PE lessons, CPDs provided for PE teachers by national sport associations)

.....

6. Please rate national sport organizations/associations, clubs involvement in school sport in your country!

1 2 3 4 5
no involvement excellent involvement

6.2. ANNEX 2 – QUESTIONNAIRE 2

GEM Project

Survey

Dimension 2: Basis of Grassroots sport quality PE, school sport and PA in schools

Questions about physical education

- How many compulsory P.E. classes shall be held in **one week** certain school levels in your country?

	Number of PE lessons
Primary education (class 1-4)	
Lower Secondary education (class 5-8)	
Upper Secondary education (class 9-12)	

- On how many levels is the content of education regulated? How decentralized is the environment of the education content? E.g. Hungary has a National Core Curriculum (1st level), National Frame Curriculum (2nd level with detailed content on subjects), Local School curriculum (3rd level).

- Is there a standardized, course-specific criteria system for all school levels in/regarding Physical Education? (For example: for assessment (grading) in P.E., for monitoring purposes, for supervision?)

Y N

- Is there a quality control system monitoring/controlling the implementation of the provisions of the regulatory documents?

Y N

- Do the below development areas appear in the regulatory documents of P.E.?



(1-1 sentence shall be sufficient to illustrate it if relevant)

- Forming physically literate individuals (particularly regarding movement skills) – To create new combinations of movements, body movements to express feelings and to show creative initiative
- Educating children to lead a physically active lifestyle – To search and collect knowledge about body culture, analyse, interpret, and adapt the information about physical activity, physical abilities and health interactions and use them in a group and team sports
- Developing the knowledge for a health-conscious lifestyle - based on physical culture and technologies to social, educational, physiological incorrect value, the impact on the psyche and health
- Developing self-knowledge, self-esteem, and cooperative attitude – To seek moral norms-based partnership, solidarity, teamwork, and fair correction is competing with rivals by sporting
- Forming responsible behaviour – To follow the game ethics and sportive games and sports, athletic activity rules
- Developing problem-solving, constructive, critical thinking – In physical education process to cooperate with peers and teacher actively and purposefully

6. Is the curriculum rather content based, or outcome based?

Content

Outcome

7. Is there a general evaluation and assessment tool for P.E. learning outcomes? If so, please describe it shortly?
8. Are there standards regarding the regulation of P.E. Teacher Education in your country?
9. Are there standards regarding the regulation of Continuous Professional Developmental in your country?
10. Is there any kind of central (governmental) assessment in education?
(E.g., Hungary has a compulsory uniform physical fitness assessment from grade 5 for all students each year for diagnostic assessment purposes NETFIT, e.g., Slovenia - SLOFIT)



11. Is there a summative assessment evaluating students at one or more moments during the year and at the end of the year? If yes, is it numeric (or letter-based) or text-based evaluation?
12. Which activities, contents, sports appear in the P.E. curriculum content, and which are the dominant ones?
13. Is there a centrally regulated educational reward concerning the PA or P.E. which can provide extra points for university admission?

Questions about physical activity in schools

1. Is there a structured initiative or practice where schools along with local communities and local stakeholders are working together to raise the awareness of physical activity (for example, sport clubs)?
2. Are there national recommendations or guidelines of extracurricular PA?
3. What are the opportunities of the school to organize extracurricular activities?
4. Is there any regulation on who can deliver organized physical activities during and after school time (between or after school lessons)?
5. Please rate students' opportunities for physical activity in schools in your country (scale from 1 to 5)

1	2	3	4	5
poor opportunities				excellent opportunities

Questions about school sport

1. Is there a centrally regulated intra- and/or inter-school or nationwide competitions system providing young people with the opportunity to compete in your country? (e.g. Students Olympics in Hungary) Please describe.
2. Please describe how national sport federations can be involved in or contribute to school sport beyond the P.E. curriculum?



3. Are there centrally regulated or recommended programmes of children volunteering and taking part in school sport and/or PA as leaders, contributors, or organisers? If yes, please describe shortly.
4. How do you register and follow-up (or track) school sport participants?
5. How are the different stakeholders involved in school sport and PA? (parents, municipality, sport clubs, PA organizations, etc.)
6. Please rate students' opportunities for school sport in your country (scale from 1 to 5)

1

2

3

4

5

poor opportunities

excellent opportunities



QUESTIONS ABOUT PARTNER’S EXPERIENCES OF EMPLOYING VOLUNTEERS

7) Does your organization organize such sport events, physical activities, where school aged children have an opportunity to be a volunteer?

- 1. No
- 2. Yes

If yes,

7/A) From what age can a youngster be a volunteer at your organisation?
.....

7/B) What (which tasks) a young volunteer can do at your events?
.....

7/C) Do volunteers get something for their work? (For example, T-shirt)
.....

7/D) Where, from where and how you recruit volunteers?
.....

7/E) Do volunteers have a selection process? If so, please write a few sentences about how you select volunteers!
.....

7/F) Do you make a formal statement with the volunteer?

- Yes
- No

7/G) What do you think, what can be the benefit for a youth to be a volunteer in a sport event?
.....

7/H) Please, share your idea or experience, how can you motivate children to make volunteering work?
.....

8) Please give an example of a well-functioning volunteer programme (of your organization or any other’s from your country)!
.....

link of google forms: <https://forms.gle/Ftj4fpRjWYUbGhug7>