



EVALUATION REPORT  
OF THE PROJECT  
**„MOVE UP TO BE  
HEALTHY AND HAPPY“**



DECEMBER, 2017

This Final Evaluation Report presents assumptions underlying the external evaluation of the project titled "Move up to be healthy and happy", co-funded by the Erasmus+ Programme of the European Union.

Project duration: January 2016 – December 2017

**PROJECT PARTNERS:**



The project leader and coordinator is Gdynia Sports Centre

**Partners:**

1. **Italy:** The municipality of Forte dei Marmi (Comune di Forte dei Marmi – CFdM),
2. **Portugal:** The municipality of Lousada (Município de Lousada – MdL),
3. **Romania:** Association Local Action Group Napoca Porolissum (Asociația Grupul de Acțiune Locală Napoca Porolissum – LAG),
4. **the United Kingdom:** Community Teachsport (CT),
5. **the Czech Republic:** Beachclub Ládví o. s. (Beachklub Ládví o. s. – BL),
6. **Poland:** National Centre for Sports Medicine.



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*FREE PUBLICATION*

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# 1 Survey context

## 1.1 About project

The project "Move up to be healthy and happy" was developed to benefit the youngest residents and their parents from 6 European countries whose institutions create project partnership i.e. from the Czech Republic, Portugal, Great Britain, Italy, Romania and from Poland.



**The main project goal is to implement pro-health attitudes among children through promotion of grass roots sports on school playground areas.**

The specific objectives include:

- prevention of civilisation diseases in children by raising their health awareness.
- promotion of equal opportunities in sports (equal access to sports for socially excluded, obese, disabled people).
- promotion of social inclusion (events dedicated to socially excluded children).
- enhancement of qualifications of teachers who conduct PE lessons with children.
- promotion of grass roots sports.
- strengthening of cooperation between institutions dealing with sports.
- exchange of experiences between Partners.

The form of the project was developed by the Leader - Gdynia Sports Centre - in cooperation with partners from 5 European countries (Italy, Great Britain, Romania, the Czech Republic and Portugal). The concept of the project was also subject to public consultations with principals of primary schools in Gdynia. Coordinators of the project, after collection of comments and suggestions, introduced necessary modifications, and final version of the project was submitted to a competition and selected for realisation among 334 applications filed in 2015 as the sole Polish initiative.

Project partnership consists of:



**The Gdynia Sports Centre** was set up by authorities of the City of Gdynia to create conditions for development of sports activities among residents of Gdynia. Every year it implements hundreds of diverse projects allowing thousands of residents of Gdynia to take all the fun out of sports. It organises events which agglomerate crowds of physical activity fans. It conducts hundreds of free of charge recreational classes for everyone - irrespectively of age or skills. It implements local programs dedicated to children and youths as well as international projects allowing exchanging experiences with other European countries. Young people are provided by the Gdynia Sports Centre with a wide range of extracurricular sports classes at a high level. In its budget, the city also considers support for sports clubs both professional and youth clubs, payment for trainings for children and youths as well as successfully organises competitions at a different level and includes diverse sporting disciplines.



**The Centre of Sports Medicine** - branch in Gdynia is an independent health care centre, established by the Ministry of Health. The centre aims at providing medical



services to every person involved in sports activities, promoting health and developing sports medicine. The Centre of Sports Medicine directly cooperates with the Polish Olympic Committee through medical care of the Polish Olympic Team; the Polish Paralympic Committee, Polish Sports Associations, organisations involved in anti-doping measures in sports and with the Ministry of Health, Sport and Education. Its tasks include:

- provision of medical services to athletes qualified for the Polish national team set up for Olympic and Paralympic Games, medical service of the Olympic and Paralympic national team;
- implementation of preventive measures and assurance of medical care in connection with anti-doping procedures;
- scientific research and implementation of new methods and techniques in the field of sports medicine, conduct of research in the field of sports medicine, also with reference to children and youths below 21 years of age and athletes between 21 and 23 years of age; activities within the scope of promotion of health, educational activities in the range of sports medicine and promotion of health.



## Comune di Forte dei Marmi

**Forte dei Marmi City** - city and municipality in Italy, in the region of Tuscany, in the province of Lucca. To achieve the objective of encouraging to take up physical

activities at any age, in particular in the early years of life, Forte dei Marmi acts in line with Panathlon declaration on ethics in youth sport (GAND 2004) which is consistent with guidelines of the EU concerning sports. This declaration is an obligation to determine transparent rules on conduct in search of positive values in youth sport. In cooperation with different non-profit organisations Forte dei Marmi organises a number of cultural, tourist, sporting and recreational events and their goal is to arouse interest in physical activities. These events are also centred on social inclusion at a local, national and international level. Sporting and social services provided to children and schools by Forte dei Marmi in an annual cycle include e.g.: Football Tournaments, Rally Del Ciocco, Pre-bicycle Race, International Mini Marathon, Sports Camps, Winter Regional Ski Cup Forte dei Marmi, local summer camp for non-residents, Chernobyl Project, outdoor education.



**Lousada City in Portugal** is in Porto district, in the North region and is a unit of public local authorities. Tasks carried out by it and its experiences in the field of sports include coordination and realisation of sporting activities in the city, promotion of participation of associations, organisations and local communities, support of sports activities at a different level of rivalry, realised by public and private units to popularise sports, organisation, coordination and assurance of success of sports events, creation and update of the City Sport Card, coordination of groups of specialists, working on enrichment of educational program within the scope of physical education, management and maintenance of sports facilities supervised by the city and promotion of possibilities of their use by residents and based on cooperation agreements with other sports institutions, creation, maintenance, preservation and management of sports facilities supervised by the city, proposal of activities popularising sports; encouraging to take actions and support of sports organisations, proposal of activities aimed at popularising non-aggressive behaviour and sport spirit during sporting competitions held in the city.



**Napoca Porolissum Local Action Group Association** from Aghireșu municipality in Romania is an association from the border area of public and private sectors, operating as a non-profit organisation in cooperation with city units from the region. The Napoca



Porolissum Local Action Group Association is a partnership between public and private units and includes 12 city teams in total. It established cooperation over projects implemented within the scope of the LEADER program and manages the Rural Areas Development Program. As an organisation it closely cooperates also with town halls, small and medium enterprises, schools and non-governmental organisations.

The main goal of the association is support of local initiatives, taking the "grass roots" approach promoted by the LEADER program by considering opinions of local stakeholders during determination of the region's needs and its development taking account of economic, demographic, educational and cultural factors. The Napoca Porolissum Local Action Group runs activities in a rural region with low population density. The aim of its activities is education of children, parents and teachers from rural areas within the scope of importance of physical activity and healthy nutrition in life. Life in rural regions puts them in an unfavourable position due to limited access to all types of facilities, including access to information.



**Community Teachsport** (London, Great Britain) - Teachsport Community runs its activities in London and around as well as in south-eastern England. Projects implemented by it are centred on young people and their families as well as promotion of healthy lifestyle. It also provides assistance to people in an unfavourable life situation from all social groups in involvement in life of local community and increase of their self-esteem and leadership potential. Projects implemented by the Community include 'ParkActive', 'Mini Olympians', 'Sports of our World', 'Sports Academy', 'Teach Theatre', 'Changing Shapes', 'Parkour Urban Gymnastics', 'Baby Gym' and 'Fun and Fitness'. The objective of these projects is encouraging young people and their families to take up activities, take over Olympic ideals and teaching them how to maintain good health state. In parallel with these projects Teachsport also implements training programs set up to increase a possibility of long-term employment among young people, including people not in education, employment or training. The Teachsport Community reaches out to more than 200 000 beneficiaries per annum, both during a school year and in a holiday period. This allows young people to increase the physical education level and long-term physical development, build self-confidence and enhance self-esteem, working on academic attainments at the same time. The Community achieved a special success by working with young people susceptible to hazards, who have difficulties in perceiving their own body, maintaining weight, social and school exclusion. It was achieved thanks to creation and implementation of programs centred on leadership, team work and communication and in cooperation with national programs on struggling with weight disorders and bullying at school.



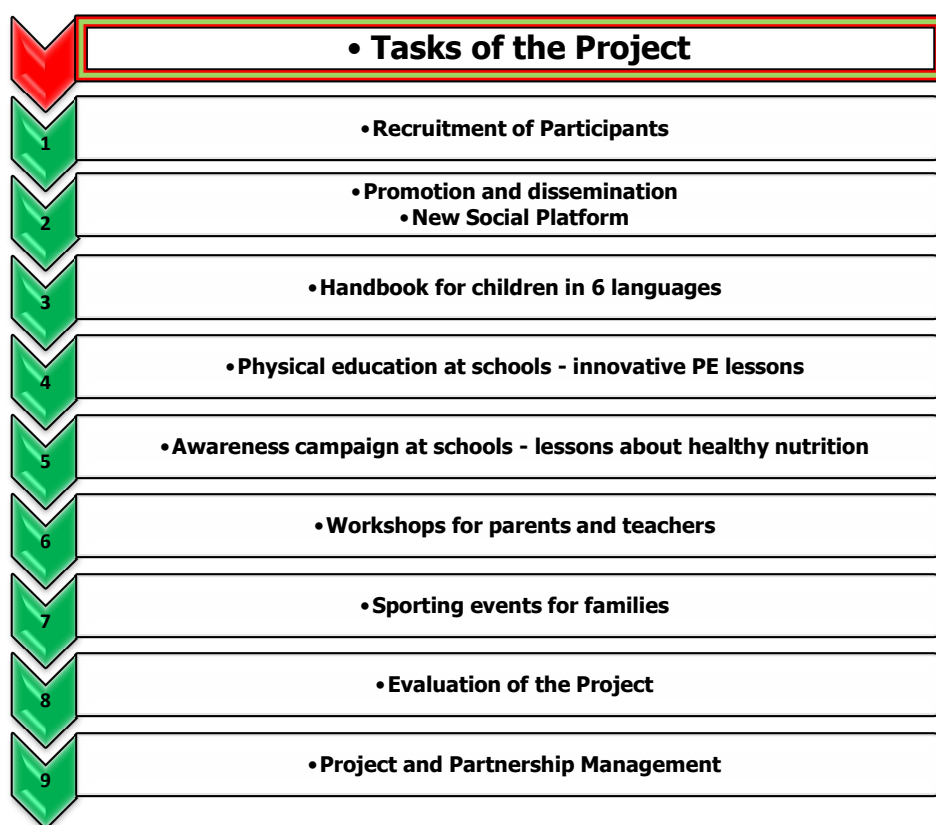
**Beachklub Ládví z. s. (Prague, the Czech Republic)** - it conducts classes for children, adults and old-age pensioners. They include volleyball trainings with experienced beach volleyball coaches (group classes and individual lessons), beach volleyball tournaments (for professionals, amateurs and children), sports events for children and parents, sports and cultural events, summer camps both in the Czech Republic and abroad. The Beachklub team is experienced in conducting trainings, management in sports and didactics. The majority of experienced coaches have diplomas of the Physical Education and Sport Faculty from Charles University. Some staff members specialise in work with children, thanks to which the Beachklub offers classes for children from 3 years of age. The Beachklub Ládví cooperates with the Education Division of the Town Hall for Prague 8, and through this division, also with 15 public primary schools subordinated to the Town Hall for Prague 8. The cooperation with public schools takes place within ad hoc cooperation and consists in making facilities owned by the Beachklub accessible to conduct PE lessons or extracurricular classes. The Beachklub also cooperates with 2 private schools (The Thomas Mann Primary School

of German-Czech Understanding and the Meridian International School) providing them with sporting and educational services, forming a part of their syllabus. The Beachklub also works with students from a vocational and special school (for children with difficulties in learning and with special needs), organising classes for their students many of whom are at risk of social exclusion. The Beachklub also runs classes for groups in an unfavourable life situation e.g. for old-age pensioners or for deaf or hearing-impaired competitors.

The key project activities included:

- innovative PE lessons for children in primary education,
- educational classes on proper nutrition for the youngest children,
- workshops for parents and teachers,
- sport events for children, youngsters and parents,
- development of an online platform for sharing experiences,
- development of a handbook/publication on healthy lifestyle and active living for children.

**Figure 1 Tasks of the Project**



## **1.2 About evaluation**

The evaluation has become one of the tools used to improve the implementation of projects financed from the EU Structural Funds. Through the process monitoring and failure identification, it helps to undertake actions to

eliminate errors in further activities. International organisations (e.g. World Bank, OECD) promote the use of evaluation as an instrument for modern public management, including management based on results (**results-based management**). In many countries evaluation has been introduced into public administration practice, based on concepts of **New Public Management** and **Good Governance**. Evaluation supports a diagnosis of problems, planning and determination of local development directions. Evaluation enables assessment of public activities implementation and accounting for effects of these actions with local community. It is an instrument helping decision-makers to make reasonable decisions about commencement, continuation or withholding of public intervention.



According to the definition adopted by the European Union, evaluation is the: *"Judgement on the value of a public intervention with reference to the defined criteria (effectiveness, efficiency, utility, relevance, and sustainability) and standards. The judgment is usually related to the needs which must be satisfied as a result of the intervention and the effects achieved. The evaluation is based on the evidence gathered and interpreted specifically for this purpose using appropriate methodology."*

The essential feature of the evaluation, as defined by the EU, is its flexibility and customisation capability which should translate into the use of recommendations in the

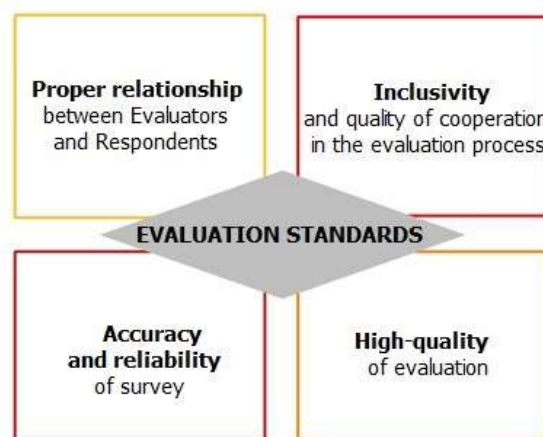
decision-making process and the improvement of undertaken projects.

As outlined in the Erasmus+ Program Guide, the European Commission sets program priorities, objectives and criteria, and it is responsible for evaluating all the actions related to the implementation of the program at European level. Implementers are primarily in charge of the evaluation of actions implemented under specific projects. The evaluation is one of the project's key elements which ensures that the quality and implementation standards of the co-funded project are appropriate.

In the course of evaluation, the survey team was obligated to abide by the evaluation standards developed by the Polish Evaluation Society<sup>1</sup>. Particular attention was given to assuring:

- high-quality of evaluation by using a number of measures such as exercising due care in conducting the survey, gathering and analysing data or formulating conclusions;
- accuracy and reliability of survey by using a number of measures such as a reliable and clear presentation of survey results irrespective of their complexity, and development of survey tools according to the survey purpose and methodology adopted;
- inclusivity and quality of cooperation in the evaluation process by using a number of measures such as a close cooperation with the Contracting Party, keeping the Contracting Party informed about the progress of evaluation and ongoing consultation on issues not regulated in the quote or contract;
- proper relationship between the Evaluator and the Respondents by using a number of measures such as maintenance of confidentiality and anonymity, objectivity and neutrality toward respondents, allowing each respondent to freely speak up, adequately to their needs.

Figure 2. Evaluation standards



Source: Own elaboration

<sup>1</sup> *Evaluation Standards*, Polish Evaluation Society, Warsaw 2008.

## 2 Survey methodology

### 2.1 Survey scope

**The purpose of the evaluation** was to measure progress towards specific objectives and expected project results with regard to the key target groups. Project management and partner cooperation were also subject to assessment based on the criteria of achievement of project objectives as well as strengths and weaknesses of the selected areas in the project management.

**The subject of the evaluation survey** were the selected actions implemented under the project including:

- Stimulation of physical activity in children: demonstration PE lessons conducted by qualified specialists.
- Educational action for children: pro-health educational classes conducted in schools.
- Workshops for parents and teachers on children’s health and sports.
- Sport events.

The survey also covered the indicators for **Project results** such as:

- Indicator 1: Raised awareness of sports and healthy lifestyle.
- Indicator 2: Increased children satisfaction with PE lessons.
- Indicator 3: Elimination of bad health habits.
- Indicator 4: Increased interest in sports among children.
- Indicator 5: Enhancement of knowledge and skills possessed by PE teachers.
- Indicator 6: Improvement of communication between the cooperating countries.
- Indicator 7: Improvement of qualifications possessed by the managing team.

**Figure 3. Evaluation scope**



*Source: Own elaboration*

#### Surveyed units

Sampling for the evaluation survey was targeted and included a part of the population comprised by Project participants. Participation in the evaluation survey was not obligatory, which was reflected in the return level of evaluation questionnaires - the number of interviewees happened to be slightly smaller than the number of participants of the action. The report presented data concerning both the number of participants of different project activities and the number of interviewees of the survey connected with a particular action. The survey included:

- Children in early primary education, in the course of school lessons and sport events;
- Parents and teachers participating in training workshops;
- Early primary education teachers in charge of groups participating in the project;

- Project teams of project partners: staff responsible for merits and project management.

**The survey questions** the evaluator sought answers to in the Project evaluation survey focused on the following key points:

1. Have all the planned key activities been performed at the particular stages of Project implementation? In the event of non-adherence to the assumptions or plans, what were its causes and what are its consequences in terms of result and objective achievement?
2. To what extent have the expected project objectives and effects been achieved upon project completion?
3. What are the benefits of participation in the project identified by its participants? How do the participants assess the project? What factors have a positive/negative impact on the way the project activities are perceived by the participants? To what extent have the educational activities influenced attitude change, knowledge enhancement and development of new skills among the participants?
4. How was the project managed? Did the adopted management system work out well? What were the factors for hindering and what were the factors for facilitating Project management? What were, if any, the obstacles and issues which impeded the proper project implementation, the strengths and weaknesses? What is a good practice/solution in managing a transnational project?
5. How well did the partner cooperation on the project go? How is the quality of communication within the Partnership assessed? What are, if any, the cooperation deficits or restrictions? What do the restrictions refer to?
6. Have the principles of partnership working (laid out in the partnership agreement) as developed proved to work out well in terms of achievement of the intended results?
7. What were the factors for hindering and what were the factors for facilitating project management through Partnership?
8. What are the greatest substantive achievements of the Project according to the individual partners?
9. What conclusions and recommendations may be drawn from the transnational Project for the future?

## *2.2 Survey methods*

To obtain reliable survey results and to ensure that the assessment is performed properly, it was acknowledged that a combination of various types of data, methods and survey perspectives was necessary. Methodological triangulation was used to select survey methods, i.e. a technique which combines data derived from various sources as a method for data cross verification and complementation to produce a more objective and full picture of the surveyed phenomena. Reliability and accuracy of survey results can be achieved by triangulation which provides for the verification of information gathered at several levels. This evaluation involves three triangulation levels which relate to:

1. various information sources,
2. various survey methods,
3. various survey perspectives.

While realising the foregoing assumptions of methodological triangulation, within the external evaluation, the following **research methods and techniques** were used:



**Desk research analysis:** Qualitative and quantitative analysis of data obtained in the monitoring process and acquired from substantive reports produced by project implementers,



**IDI:** Individual In-depth Interview with the project leader's coordinator, coaches and teachers,



**PAPI:** Paper and Pencil Interview with teachers and parents participating in workshops,



**CAWI:** Computer-Assisted Web Interview with teachers and the leader's and partners' project team,



**Evaluation sheet:** 4 graphic paper sheets for children and parents to be used for assessment of project activities:

- SPORT EVENT A,
- SPORTS LESSON,
- HEALTH LESSON,
- SPORT EVENT B,



**Figure: "Free-time activities"** - Analysis of children's drawings submitted to a drawing competition for students of classes II "How do I spend free-time after school",



**VideoMoveup** - Analysis of films submitted to a film competition for classes II of primary schools "What to do to be healthy".

Appendixes at the end of this report include research instruments applied within the evaluation.



## **3 Survey results**

### **3.1 Assessment of the level of achievement of project objectives and results by Partners**

#### **3.1.1 Poland - Gdynia Sports Centre (Project leader)**

The project "Move up to be healthy and happy" is an initiative of the Gdynia Sports Centre (GCS) and forms part of actions taken by local self-government within the scope of promotion of pro-health attitudes among residents. In recent years the City of Gdynia has ensured nutrition education at schools within contracted tasks and implemented numerous actions aimed at promoting sports and physical activity. The project "Move up" is the first undertaking in Gdynia with such a scale of impact which combines these areas comprehensively. In addition, for the first time project activities were addressed to such a wide group of recipients - to children, parents and teachers.

Out of 30 public primary schools in Gdynia as many as 22 filed their applications, which is evidence of high demand for actions concerning nutrition and sport education among such centres. Schools were selected on the basis of application forms in which they gave reasons for willingness to participate in the project and provided data on students and sport back-up facilities.



Finally 12 centres were qualified for the project, which accounts for 40% of public primary schools in Gdynia and is a result better than the involvement of 30% of primary schools from Gdynia envisaged in the competition application.

The Gdynia Sports Centre's activities in the range of health and sport education included all classes II together with their teachers-form-masters and parents. The project leader also organised sport and recreational events, accessible to all residents of Gdynia.



#### **HEALTH EDUCATION**

53 classes II i.e. about 1 135 children at the age of 7-9 participated in lessons concerning nutrition and sport education. Also 53 early years learning teachers (form-masters of classes participating in the project) were involved in these classes. Initially, it was planned to conduct 2 lessons about health in each class, whereas thanks to effective management of project finance by the Leader and obtainment of consent from the European Commission to shift funds saved in the "Mobility" budgetary category, the third additional series of classes was successfully realised. In total 159 nutrition lessons were held. The classes contributed to the raising of awareness of healthy nutrition and reduction of negative health habits.



"We were working on imagination and visual aids. As I said that cellulose in green products worked as a vacuum cleaner, I showed a board with a vacuum cleaner, and as I said about dairy products - I showed a large bone. And now, when we are talking with teachers, then they say that children remember this and they refer to these examples themselves and e.g. while sowing a herbarium they say that these herbs are like a vacuum cleaner and are good for our digestion".

IDI - Health teacher; Poland



### SPORT EDUCATION

All 53 classes II participating in the project took part in sport education, just as in lessons about health. In each class, in line with project assumptions, 2 sport lessons were held i.e. in total 106 classes. The classes concerned development of skills in the range of team games and gymnastic skills of children. The aim of the classes was also enhancement of knowledge and skills possessed by PE teachers as well as increase of interest in sports among children.

### WORKSHOPS FOR PARENTS AND TEACHERS

103 teachers and 206 parents took part in workshops on psychoeducation, nutrition and sport education. In total 17 workshop meetings were held (12 for parents and 5 for teachers) i.e. by 7 more than planned in the project application. The workshops allowed raising awareness of healthy lifestyle and making participants realise the role of adults in shaping pro-health attitudes among children.

### SPORT AND RECREATIONAL EVENTS

Within the project the Leader has also organised 7 sport and recreational events (by 4 more than planned) in which there were over 1000 participants. Attractions included, inter alia, sport activities, nutrition education, culinary workshops and creative games. Sport and recreational events contributed to promotion of pro-health attitudes and increase of interest in physical activities among children and adults.

To include the largest possible number of children into the project actions, implementers carried out three drawing competitions and a film competition. The youngest students from primary schools in Gdynia could take part in them.

### "MY HEALTHY BREAKFAST" DRAWING COMPETITION

The competition was announced in May 2016. Pupils from classes I-III from primary schools in Gdynia could participate in it. The competition aroused very high interest among children who submitted as many as 440



works to it. Both the artistic level and substantive level of drawings was very high. Therefore, the assessment commission awarded as many as 45 authors, granted 5 main awards and 40 distinctions. Awarded works were included in a handbook on healthy lifestyle and active living titled: "To your health" developed by the project Leader.

In their works children referred to products included in the food pyramid - a large number of vegetables and fruit, cereal and wholegrain products as well as dairy products and eggs. Some students also considered elements of physical activity which should be the basis for healthy diet. **Thus, while analysing competition works one can state that its conduct contributed to the raising of awareness among children of not only healthy nutrition, but also healthy lifestyle.**

### DRAWING COMPETITION "HOW DO I SPEND FREE-TIME AFTER SCHOOL"

The competition for pupils from classes II of primary schools in Gdynia was announced in September 2016. Again there was considerable response from children who submitted approx. 200 works to the competition. Young authors demonstrated creativity and combined different artistic techniques - apart from works made by means of crayons and paints there were also torn paper collages and pastiches with the use of felt, cardboard, wooden and metal elements. Therefore, the assessment commission decided to award as many as 50 works.

As the competition works show, students from primary schools in Gdynia spend their free-time after school actively. The majority of children prefer such activities as cycling, football, outdoor games, swimming, running. But among the drawings there were also less obvious activities such as e.g.: fishing, artistic gymnastics or rugby. Thus, one can assume that the **competition could contribute to the raising of awareness among students of sports and healthy lifestyle as well as to the increase of their interest in doing sports.**

### FILM COMPETITION "WHAT TO DO TO STAY HEALTHY"

While announcing the film competition in March 2017 implementers of the project wanted to check an effect of organisation of education activities in primary schools in Gdynia for over half a year. In several-minute films recorded by students of classes II in cooperation with form-masters children were to answer the question "What to do to stay healthy?". Film materials sent in surpassed expectations of the project implementers - their authors demonstrated unusual creativity, directing talent, potential as actors and high involvement. 3 films were awarded, and a distinction was given to one.



Source: [gdyniasport.pl](http://gdyniasport.pl)



Source: [gdyniasport.pl](http://gdyniasport.pl)

**Interesting forms of presentation, combining an educational effect with good fun were used in the films awarded.** In one of them children were building a "live" food pyramid taking food products and sport equipment and lining up on appropriate floors of the pyramid, in another film they were talking that not only exercise and diet are needed for health, but also enjoying every day, climbing summits and realisation of dreams, and in another one - they were singing a song about healthy lifestyle titled: "Rap Move up". The films made so creatively and professionally will

certainly be used as educational and promotional materials of the project.





Preparation of the film required active involvement from students and teachers in the topic of healthy lifestyle - acquisition of necessary knowledge, preparation of an interesting script, preparation of appropriate props and performance of roles. One can assume that the active form of the competition maximised the strength and durability of the educational effect and the **film competition contributed to the raising of awareness of sports and healthy lifestyle among participants**. Maybe in a long run it will also contribute to reduction of negative health habits.

### THE DRAWING COMPETITION "OUR REMINISCENCES FROM THE MOVE UP TO BE HEALTHY AND HAPPY PROJECT"

Students from primary schools in Gdynia, covered by the project, were addressees of the competition announced in November 2017. The class's task was preparation of a peculiar diary with reminiscences from classes dedicated to them within the said project. The classes were very diverse. Therefore, as it turned out students had really a lot of reminiscences. Authors of the works demonstrated huge knowledge about healthy lifestyle and unusual creativity, using lots of interesting techniques of the works made. The Assessment Commission chose 3 victorious classes which received a set of commemorative gifts.

An analysis of the competition works submitted allows stating that students covered by the project remembered the material presented to them by educators and, which is significant, they implemented it in their daily customs. Thus, one can undoubtedly state that the **competition contributed to the raising of awareness among students of sports and healthy lifestyle as well as to the increase of their interest in doing sports**.

Table 1. Compilation of actions realised by the project Partner from Poland

Project Statistics	Number of schools	Number of classes	Number of children participating in the project	Number of teachers involved in the project
	12	53	1135	53
	Number of lessons		Number of participating children	
	PE lessons	106	1135	
	Lessons about health	159	1135	
	Action	Number of workshops	Number of parents and teachers participating in workshops	
	Workshops for parents and teachers	17	309	
		Number of events		
	Sport and recreational events for children and families	7		

Source: data of the project Leader

## EFFECTS OF THE PROJECT



Project Leader - Gdynia Sports Centre has successfully completed the actions envisaged in the project application. Being a city unit and holding patronage of the authorities of Gdynia, the Gdynia Sports Centre found it easy to enter into cooperation with primary schools which are subordinate to local self-government. Also designation, by schools, of teachers-coordinators being in contact with project implementers and coaches conducting classes and workshops contributed to enhancement of the process of organising and carrying out the activities. Thanks to effective realisation of the activities and positive reception of the project among schools, the Leader acquired them as partners to participate in further projects.



Involvement in project activities of teachers, in particular in the demonstration PE lessons and nutrition lessons for children as well as in physical education workshops was at a different level. Results from the evaluation survey show that it is necessary to continue educational activities shaping pro-health attitudes among teachers and increasing their competences, in particular within the scope of conducting sport classes.

The largest challenge for the Leader turned out to be assurance of participation of parents in workshops concerning dietetics and psychoeducation. Organisation of the workshops within parents-teacher meetings allowed, to a certain degree, increasing attendance, but it is still necessary to search for solutions which will encourage parents to take part in health education activities.

Whereas, both among parents and among children sport and recreational events were very popular. Families willingly and actively participated in summer and winter events, ensuring high attendance during each event.

Involvement of the Leader's project team in all activities connected with the project was high too. Staff members took part in sport events, also visited PE lessons and nutrition education classes at schools. They published information on a current basis about progress in project activities on websites and in social media. Thanks to participation in these activities, the Leader's project team extended their knowledge and competences in management of international projects and developed language skills. Realisation of the partnership project of international nature also enabled extension of a network of the Leader's contacts and acquisition of organisations and institutions willing to cooperate during further undertakings.

Success in implementation of the project had also a positive echo among the authorities of Gdynia which expressed their willingness to continue educational activities and events dedicated to healthy lifestyle. Implementers hope for continuation of particular activities within new projects - in particular dedicated to education of teachers and nutrition education among children, considering systematic pro-health education classes in schools in Gdynia so that they will become an element of the city's strategy, and not only campaigns.

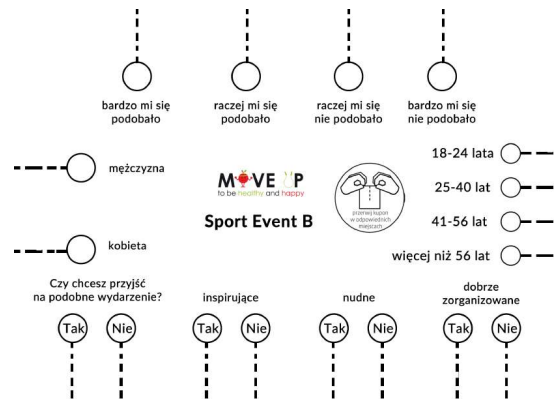
## ASSESSMENT OF RESULT RATIOS

Within the evaluation survey different tools were used (evaluation sheet, forms of paper/electronic questionnaires and interviews) to collect opinions from children and parents about lesson/event with reference to satisfaction with participation, learning, change of attitudes, durability of changes.

- 15 -

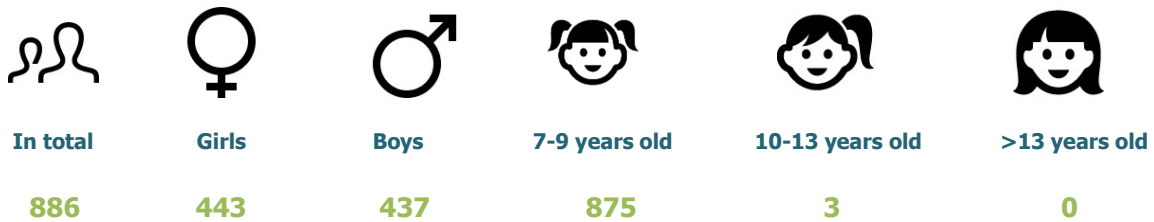
Collected data and opinions were used to assess the level of achievement of pre-set result ratios of the Project i.e.:

- Indicator 1: Raised awareness of sports and healthy lifestyle.
- Indicator 2: Increased children satisfaction with PE lessons.
- Indicator 3: Reduction of bad health habits.
- Indicator 4: Increased interest in sports among children.
- Indicator 5: Enhancement of knowledge and skills possessed by PE teachers.



Opinions from children participating in the events were collected from evaluation sheets distributed at the end of participation in sport, healthy nutrition lessons as well as sport and recreational events. Participation in the evaluation survey was voluntary. Implementers collected questionnaires from nearly 80% of children taking part in the project.

### 1. Profile of children evaluating lessons about health



Source: survey - evaluation sheet Health lesson (N=886 children) PrePost Consulting 2017.

Within the survey in total 886 evaluation sheets were collected from lessons about healthy nutrition. Girls accounted for a half of those filling in the sheet (443), and boys - a half (437). The vast majority of interviewees were children at the age of 7-9 (99.7%), only three interviewees were at the age of 10-13.

Nearly all children taking part in the lesson about health declared satisfaction with it (99.1%). In addition, 98.3% of children admitted that the classes provided them with new knowledge about health. An equally large group of the questioned (97.9%) confirmed that they would like to participate in similar lessons. In turn, to the question: what must be eaten for breakfast to stay healthy - an apple or ice cream, 99.3% of children answered correctly, choosing the healthier option.

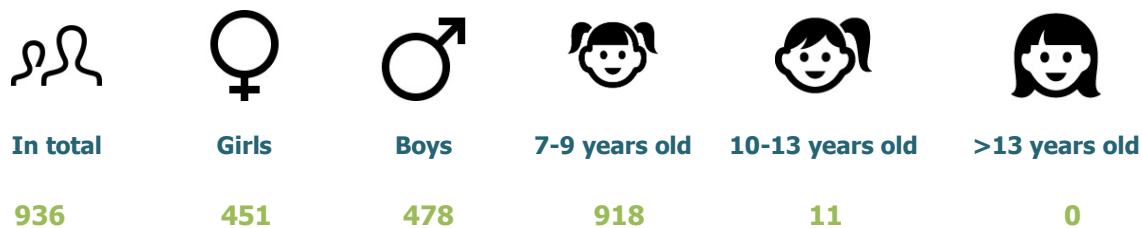
**98% of children admitted**

**that lessons about health provided them with new knowledge.**

Source: survey - evaluation sheet Health lesson (N=886) PrePost



## 2. Profile of children evaluating sport lessons



Source: survey - evaluation sheet Sport lesson (N=936 children) PrePost Consulting 2017.

In total 936 evaluation sheets were collected for evaluation of sport lessons. Among children who filled them in boys (478) accounted for a slightly larger group than girls (451). The vast majority of the questioned were children at the age of 7-9 (98.8%), in addition, 11 interviewees were at the age of 10-13.

As many as 97.3% of children taking part in the sport lesson were satisfied with participation in it. Similarly nearly all participants (98.1%) claimed that the lesson included new games and playtime. 94% of children also expressed their willingness to take part in similar lessons. To the question: How to spend free-time to stay healthy, children in the vast majority (97.3%) indicated active classes (football). Only 2.7% of the questioned chose passive classes (playing a computer).

**98% of children admitted**

**that the sport lesson included new games and playtime.**

Source: survey - evaluation sheet Sport lesson (N=936), PrePost Consulting 2017.

Workshops for parents and teachers were educational activities directed to adult participants of the project. In total 17 workshops were held, in which 309 people - parents and teachers participated. An analysis of data from the questionnaire survey shows that all participants highly appraise the support obtained, both in the aspect of satisfaction with participation, learning, acquisition of skills and change of attitudes. Over 90% of participants highly assess usefulness of the workshops and over 93% - express readiness for participation in similar educational activities (Table 2).

**Table 2. Evaluation of workshops for parents and teachers - Poland (N=266)**

	<b>% of YES answers</b> (definitely yes + rather yes)
<b>Evaluation of satisfaction of parents and teachers with the workshop</b>	
<b>1.</b> I am glad that I participated in the workshop.	<b>97.2%</b>
<b>2.</b> The workshop met my needs.	<b>94.9%</b>
<b>3.</b> The workshop was interesting, inspiring and full of new contents.	<b>95.5%</b>
<b>Evaluation of acquisition of knowledge/skills/attitudes by parents and teachers</b>	
<b>4.</b> The workshop increased my knowledge of sports and healthy lifestyle.	<b>83.1%</b>
<b>5.</b> The workshop taught me about healthy eating habits for children and family.	<b>87.5%</b>
<b>6.</b> The workshop made me aware of the significance of healthy lifestyle for my children and family.	<b>92.0%</b>
<b>7.</b> The workshop made me aware of negative habits we should change to lead a healthy lifestyle.	<b>93.8%</b>
<b>8.</b> The workshop made me aware of the fact that it is parents/adults that should use role-modelling for motivating children to spend their free time in an active way.	<b>97.7%</b>
<b>Evaluation of usefulness of the workshop for parents and teachers</b>	

<b>9.</b> The workshop encouraged me to increase my children and family's physical activity levels.	<b>93.1%</b>
<b>10.</b> I shall apply the acquired knowledge of healthy nutrition and lifestyle in practice.	<b>92.6%</b>
<b>11.</b> The workshop encouraged me to search further for knowledge about healthy eating habits for children and family.	<b>90.3%</b>
<b>Evaluation of willingness to continue participation in the workshops for parents and teachers</b>	
<b>12.</b> I would be glad to attend another workshop on healthy nutrition and lifestyle.	<b>93.2%</b>
<b>13.</b> The workshop is worth recommending to other parents and teachers.	<b>95.5%</b>
<b>14.</b> I believe that children should have more often classes on healthy lifestyle at school.	<b>98.1%</b>

*Source: PAPI (N=266), PrePost Consulting 2017.*

**Conclusions:**



The project Leader has completed all activities pre-set in the application and additional ones approved in an updated project application. He achieved all goals pre-set and results of the project with reference to key target groups - children, teachers and parents. All pre-set ratios of results were achieved in full.

Participation of children, parents and teachers in project activities realised in Poland in a high degree contributed to increase in the level of awareness of sports and healthy lifestyle, reduction of bad health habits as well as increase of interest in doing sports among children and raising of the satisfaction level among children with PE lessons. The educational actions also contributed to enhancement of knowledge and skills possessed by PE teachers.

**3.1.2 Great Britain - Community Teachsport**

In London a partner of the project was Community Teachsport - a non-profit organisation implementing projects aimed at activating young people and their families, centred on leading healthy lifestyle and strengthening personal and physical potential. The organisation covered 132 classes from 22 primary schools with the activities within the Move up project. 3324 children and 132 teachers in total took part in them.



**SPORT AND HEALTH EDUCATION**

Sport and health education was carried out in parallel in the form of comprehensive PE lessons. Students participated in sporting activities developing physical fitness and skills in different sports (shooting a bow, fencing, box, taekwondo) combined with nutrition education. During the activities elements of knowledge concerning the importance of healthy eating in leading active lifestyle as well as influence of diet on sporting achievements were introduced. All classes taking part in the project participated in educational activities (over 3000 students in total) 296 sporting activities and 132 lessons in total were held, regarding healthy nutrition. Such comprehensive activities contributed to the raising of awareness of sports and healthy lifestyle as well as to a positive change of habits within the scope of health.

## WORKSHOPS FOR PARENTS AND TEACHERS

Workshops for teachers aimed at raising their competences in conducting PE lessons for students of primary schools. The workshops were carried out by experienced Teachsport coaches who on a daily basis conduct trainings in methodology of physical education. In turn, workshops for parents were centred on increasing the level of awareness of healthy nutrition and lifestyle and they were held in parallel with sport and recreational events for children. In total 14 workshops were held for parents and teachers, in which 265 people participated.

## SPORT AND RECREATIONAL EVENTS

The Community Teachsport has also organised 11 sport and recreational events for students taking part in the project and children from nearby primary schools. For example the following events were held: day of sport, day of cricket and as long as five-day event "Summer Move Up Activities with Teachsport". Among sport attractions there were inter alia: archery, fencing, box, trekking excursion as well as outdoor family games and playtime. In addition, during the event there were workshops for children concerning healthy nutrition. Thanks to assurance of an extremely diverse offer of activities, it was possible to ensure high attendance during the events and increase interest in doing sports among children. Additionally, participants of the events also received a handbook prepared by the Partner, including guidelines on leading healthy lifestyle: familiarity with own body, proper nutrition, care of hygiene, regular physical activity.



## EFFECTS OF THE PROJECT

The project "Move up to be healthy and happy" formed part of the mission and daily actions taken by the British Partner who deals with sport education. As a non-profit organisation, the Community Teachsport initially had some difficulties in introduction of the project into schools which, however, were overcome by it successfully, benefiting from hitherto prevailing experience in acquisition of recipients of its projects. As implementers assess themselves a positive aspect of implementation of the project is entering into permanent cooperation by the Community Teachsport with many schools which were very eager to take part in sporting activities, prepared presentations, workshops and organised events making their rooms and sporting areas accessible.







Events in the project were very popular, which was reflected in very high attendance. The Partner - Community Teachsport - accumulated the largest number of participants - children (3324), teachers and parents, from among 6 countries participating in the project.

The majority of actions and events realised by the Partner were held during a summer semester and holiday because earlier schools had already planned other activities. Organisation of the project activities during the summer period also arose from a possibility of conducting them in fresh air, ipso facto eliminating the problem of schools with assurance of rooms for classes (especially sporting activities). Thanks to selection of the less intensive summer period, in terms of classes, and good weather for carrying out the activities, the Partner succeeded in completing a large number of events (including within invitations to days of sport at schools), covering diverse activities and attracting numerous groups of participants.



**Table 3. Compilation of actions realised by the project Partner - Community Teachsport - Great Britain**

Project Statistics	Number of schools		Number of classes	Number of children participating in the project	Number of teachers involved in the project
	22		132	3324	132
	Number of lessons			Number of participating children	
	PE lessons	296		3324	
	Lessons about health	132		3169	
	Action	Number of workshops	Number of parents and teachers participating in workshops		
	Workshops for parents and teachers	14	265		
		Number of events			
	Sport and recreational events for children and families	11			

Source: data of the project Partner



Sport and health education for children was successfully realised. The sporting activities at schools were carried out on the basis of core curriculum binding in England, which was an argument encouraging educational centres to take part in the project. Just as comprehensiveness of the educational activities (addressed to children, parents and teachers) which, according to recipients, contributed to the strengthening of effectiveness of the actions and durability of the educational effect.

In the Partner's opinion, particularly valuable was inclusion, into the project, of an offer for adults who, despite declarations, in reality do not always apply the rules on healthy lifestyle in practice. Moreover, the project showed that the knowledge level of parents and teachers concerning pro-health behaviour is not sufficient at all, and thus they require further education and support in implementation of contents acquired in practice.

In addition, the Community Teachsport also struggled with difficulties in encouraging parents to participate in workshops. This problem also needs addressing in further undertakings.

*It is difficult to encourage parents to take part in workshops about healthy lifestyle. Therefore, during sport and recreational events we were conducting workshops for parents when their children were having fun. Thanks to this action we maintained the attendance of parents, and an additional plus was integration with children through common participation in the project. This strengthened the message of substantive activities.*

The project team of the Partner had experience in conducting EU projects, thanks to which it successfully managed tasks, human resources and communication. The Move Up project was, however, the first such a comprehensive undertaking for the organisation, addressed both to children and to adults as well as combining activities concerning sport and nutrition education. Thus, thanks to participation in the project the entire 10-person project team of the Partner could raise their competences within the scope of management of projects and international cooperation.

Representatives of the Community Teachsport, encouraged by success of the Move Up project, took actions aimed at promoting a developed comprehensive model of sport and nutrition education of children, parents and teachers; at the ministerial level, with an intention to implement these solutions in a system-based manner in all schools in Great Britain.

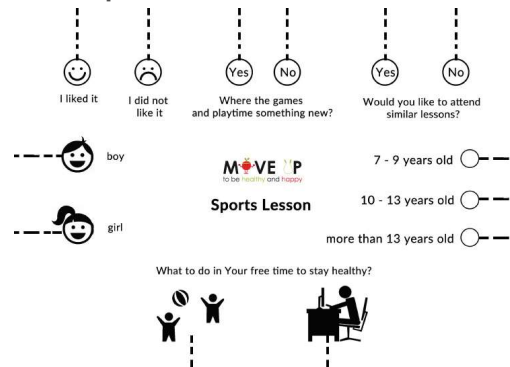
### ASSESSMENT OF RESULT RATIOS

Within the evaluation survey different tools were used (evaluation sheet, forms of paper/electronic questionnaires and interviews) to collect opinions from children and parents about **Figure 4 Evaluation sheet for evaluation of sport lessons**

lesson/event with reference to satisfaction with participation, learning, change of attitudes, durability of changes.

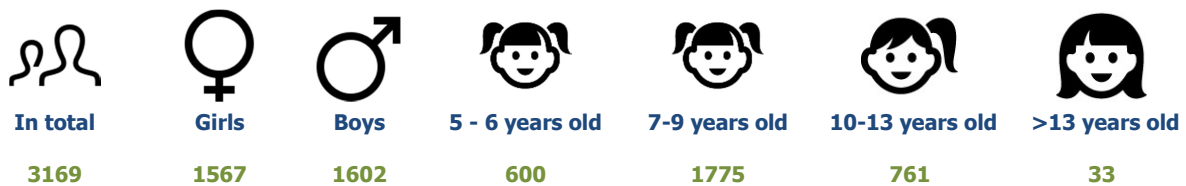
Collected data and opinions were used to assess the level of achievement of pre-set result ratios of the Project i.e.:

- Indicator 1: Raised awareness of sports and healthy lifestyle.
- Indicator 2: Increased children satisfaction with PE lessons.
- Indicator 3: Reduction of bad health habits.
- Indicator 4: Increased interest in sports among children.
- Indicator 5: Enhancement of knowledge and skills possessed by PE teachers.



Opinions from children participating in the events were collected from evaluation sheets distributed at the end of participation in sport, healthy nutrition lessons as well as sport and recreational events. Participation in the evaluation survey was voluntary. Implementers collected questionnaires from over 90% of children taking part in the project.

#### 1. Profile of children evaluating lessons about health



Source: survey - evaluation sheet Health lesson (N=3169 children), Partner's data.

Within the survey in total 3169 evaluation sheets were collected from lessons about health. Girls accounted for 49.4% of those who filled in the sheets, and over a half - boys (1602). 56% of the questioned were children at the age of 7-9, younger children at the age of 5-6 and at the age from 10 to 13 account for a relatively large group.

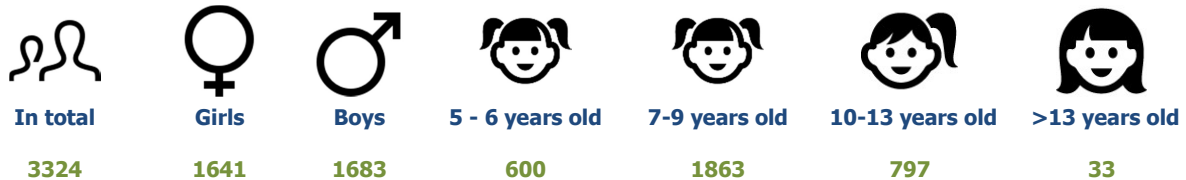
**98% of children admitted**

that lessons about health provided them with new knowledge.

Source: survey - evaluation sheet Health lesson (N=3169), Partner's data.

84% of children participating in the lesson about health declared satisfaction with it. In addition, 92% of children admitted that the classes provided them with new knowledge about health. An equally large group of the questioned (84%) confirmed that they would like to participate in similar lessons.

## 2 Profile of children evaluating sport lessons



Source: survey - evaluation sheet Health lesson (N=3324 children), Partner's data.

Within the survey in total 3324 evaluation sheets were collected during sport lessons. Girls accounted for nearly a half those who filled in the sheets, and over a half - boys (1683). 56% of the questioned were children at the age of 7-9, younger children at the age of 5-6 and at the age from 10 to 13 account for a relatively large group.

**92% of children admitted**

that the sport lesson included new games and playtime.

84% of children participating in the sport lesson declared satisfaction with it. In addition, 92% of children admitted that the sport lesson included new games and playtime. A large group of the questioned (84%) confirmed that they would like to participate in similar lessons.

Source: survey - evaluation sheet Health lesson (N=3324), Partner's data.

Workshops for parents and teachers were educational activities directed to adult participants of the project. In total 14 workshops were held, in which 265 people - parents and teachers participated. An analysis of data from the questionnaire survey shows that almost all participants highly appraise the support obtained, both in the aspect of satisfaction with participation, learning, acquisition of skills and change of attitudes. Over 90% of participants highly assess usefulness of the workshops and almost all 97% - express readiness for participation in similar educational activities (Table 4).

**Table 4. Evaluation of workshops for parents and teachers - Great Britain**

	<b>% of YES answers</b> (definitely yes + rather yes)
<b>Evaluation of satisfaction of parents and teachers with the workshop</b>	
<b>1.</b> I am glad that I participated in the workshop.	<b>96.5%</b>
<b>2.</b> The workshop met my needs.	<b>96.5%</b>
<b>3.</b> The workshop was interesting, inspiring and full of new contents.	<b>95.0%</b>
<b>Evaluation of acquisition of knowledge/skills/attitudes by parents and teachers</b>	
<b>4.</b> The workshop increased my knowledge of sports and healthy lifestyle.	<b>93.5%</b>
<b>5.</b> The workshop taught me about healthy eating habits for children and family.	<b>95.5%</b>
<b>6.</b> The workshop made me aware of the significance of healthy lifestyle for my children and family.	<b>95%</b>
<b>7.</b> The workshop made me aware of negative habits we should change to lead a healthy lifestyle.	<b>96%</b>
<b>8.</b> The workshop made me aware of the fact that it is parents/adults that should use role-modelling for motivating children to spend their free time in an active way.	<b>96%</b>
<b>Evaluation of usefulness of the workshop for parents and teachers</b>	
<b>9.</b> The workshop encouraged me to increase my children and family's physical activity levels.	<b>90%</b>

<b>10.</b> I shall apply the acquired knowledge of healthy nutrition and lifestyle in practice.	<b>92%</b>
<b>11.</b> The workshop encouraged me to search further for knowledge about healthy eating habits for children and family.	<b>92%</b>
<b>Evaluation of willingness to continue participation in the workshops for parents and teachers</b>	
<b>12.</b> I would be glad to attend another workshop on healthy nutrition and lifestyle.	<b>97%</b>
<b>13.</b> The workshop is worth recommending to other parents and teachers.	<b>97%</b>
<b>14.</b> I believe that children should have more often classes on healthy lifestyle at school.	<b>97%</b>

Source: PAPI survey (N=265), Partner's data.

### Conclusions:



The project Partner has completed all activities pre-set in the application and additional ones approved in an updated project application. He achieved all goals pre-set and results of the project with reference to key target groups - children, teachers and parents. All pre-set ratios of results were achieved in full.

Participation of children, parents and teachers in project activities realised in Great Britain in a high degree contributed to increase in the level of awareness of sports and healthy lifestyle, reduction of bad health habits as well as increase of interest in doing sports among children and raising of the satisfaction level among children with PE lessons. The educational actions also contributed to enhancement of knowledge and skills possessed by PE teachers.

### 3.1.3 The Czech Republic – Beachclub Ládví z. s.

The Czech partner of the Move Up project was Beachclub Ládví z. s. from Prague. The club conduct trainings, beach volleyball activities and tournaments for children and adults as well as other sporting and cultural events and activating activities addressed to people at risk of social exclusion (seniors, disabled persons). Within the project the Club carried out activities in 9 primary schools and covered 43 classes with them. 1178 children and 43 teachers in total took part in them.

#### SPORT EDUCATION

All 43 classes participating in the project (1178 students) took part in sport education. In total 86 sport lessons were held. The classes concerned mainly development of skills within the scope of team games (in particular volleyball) as well as aimed at developing general physical fitness of children. The lessons were held on professional beach volleyball fields and were based on activating methods of work, which contributed to high satisfaction of children with the sporting activities.



#### HEALTH EDUCATION



All classes participating in the project took part in health education, just as in sport lessons. In total 86 lessons about health were held. The classes aimed at raising awareness among children of healthy nutrition and lifestyle as well as reduction of negative health habits. An element of the health education was also a handbook developed by the Partner, including a set of guidelines on healthy nutrition and physical activity as well as a series of tasks and puzzles for children on the same subject matter.

#### WORKSHOPS FOR PARENTS AND TEACHERS

Workshops for parents and teachers aimed at raising awareness among adults of sports and healthy lifestyle. Their subject matter included development of habits connected with physical activity and assurance of diet appropriate while doing sports. In total 10 workshops were held in which 203 people participated.

#### SPORT AND RECREATIONAL EVENTS



The Beachclub Ládví z. s. has additionally organised 3 sport and recreational events. Fathers with children participated in the "Tatka fest" within which they could try their hand at volleyball, tennis or archery. Whereas whole families took part in the first edition of the foot orienteering race "Malá Ďáblická". On the five-kilometre route participants struggled with tasks requiring both physical fitness and mental capacity. In addition, on fields of the Beachclub Ládví a Christmas meeting of Czech Olympians with orphans was organised. Athletes together with children competed in a beach volleyball tournament and took part in Christmas games.

## EFFECTS OF THE PROJECT





The Czech Partner of the project, Beachclub Ládví z. s., despite a lack of earlier experience in implementation of EU and international projects, successfully completed the educational activities and sport and recreational events planned.

As a sport club, the Partner initially coped with difficulties in making schools become interested in participation in the project (it was perceived as a commercial offer of the Club). Whereas, after obtainment of a letter of intent from the project Leader, receipt of patronage of the mayor and authorities of the district 8. of Prague, and thanks to participation of representatives of THE CLUB in numerous educational conferences, it was possible to involve 9 primary schools in the project from the city.



The Partner carried out sport lessons and nutrition education in his registered office, inviting classes to himself with form-masters to daily classes (one day students participated in both types of classes). The activities were highly popular among children, whereas teachers less willingly participated in the classes, treating the visit in the Club rather as free-time than as an opportunity for development of their knowledge about sport and health education.

**Table 5. Compilation of actions realised by the project Partner from the Czech Republic**

Project Statistics		Number of schools	Number of classes	Number of children participating in the project	Number of teachers involved in the project
		9	43	1178	43
		Number of lessons		Number of participating children	
	PE lessons	86		1176	
	Lessons about health	86		1178	
		Action	Number of workshops	Number of parents and teachers participating in workshops	
	Workshops for parents and teachers		10	203	
				Number of events	
	Sport and recreational events for children and families			3	

Source: data of the project Partner



Participation in the Move Up project in a special way contributed to development of activities of the Czech Partner who so far has conducted only operations on his own territory and in district 8. of Prague where he is located. Whereas, within the project the Club had to cover also other districts of the city with his activities and extend the group of recipients of his operations. Due to large needs and physical potential of children participating in the project the Club also had to extend his sport offer (centred on volleyball) by adding whole-body games and playtime.

For the first time the Partner has also organised a family event in the form of foot orienteering. Thus, the number of activities carried out by the Club increased, addressed to people doing sports for recreational purposes, and not for relaxation purposes. Thanks to the project the Beachclub Ládví has also come into being in awareness of schools from Prague which report willingness to organise further sport classes in cooperation with the Club.

A lack of earlier experience of the Partner in implementation of EU and international projects led to certain difficulties in management of the Move Up project. For participation in the project team the Partner did not engage experts in management of projects, and inexperienced members of the team sometimes found it difficult to administer tasks and budget of the project on their own. Moreover, during the project 3 different persons were dealing with its coordination on the part of the Club, which each time required, from the project Leader, induction of a new person in management of the project.

However, despite the foregoing difficulties, members of the project team of the Partner declared satisfaction with participation in the Move Up project and increase of their professional competences. Representatives of the Partner also expressed willingness to take part in further project undertakings - however, this time in cooperation with specialists in management of projects.

Participation in the project contributed to establishment of direct relationship with schools in which the Beachclub Ládví will realise sport projects. Furthermore, the project influenced strategic objectives and tasks of the organisation which plans to extend its training offer.

## ASSESSMENT OF RESULT RATIOS

Within the evaluation survey different tools were used (evaluation sheet, forms of paper/electronic questionnaires and interviews) to collect opinions from children and parents about lesson/event with reference to satisfaction with participation, learning, change of attitudes, durability of changes.

Collected data and opinions were used to assess the level of achievement of pre-set result ratios of the Project i.e.:

- Indicator 1: Raised awareness of sports and healthy lifestyle.
- Indicator 2: Increased children satisfaction with PE lessons.
- Indicator 3: Reduction of bad health habits.
- Indicator 4: Increased interest in sports among children.
- Indicator 5: Enhancement of knowledge and skills possessed by PE teachers.

libilo se mi    nelíbilo se mi    Dozvěděli jste se něco nového o zdraví?    Máte zájem navštívit podobné lekce?

chlapec    7 - 9 let    10 - 13 let    starší 13 let

**Lekce o zdraví**

Co bychom měli jíst ke snídani, abychom zůstali zdraví?



Opinions from children participating in the events were collected from evaluation sheets distributed at the end of participation in sport, healthy nutrition lessons as well as sport and recreational events. Participation in the evaluation survey was voluntary. Implementers collected questionnaires from nearly 100% of children taking part in the project.

### 1. Profile of children evaluating lessons about health



Source: survey - evaluation sheet Health lesson (N=1178), Partner's data.

Within the survey in total 1178 evaluation sheets were collected during health lessons. Girls accounted for 51% of those who filled in the sheets. 50% of the questioned were children at the age of 7-9, and further 49,5% were children at the age of 10-13.

91% of children participating in the lesson about health declared satisfaction with it. In addition, 84% of children admitted that the classes provided them with new knowledge about health. 92% of the questioned confirmed that they would like to participate in similar lessons.

**91% of children admitted**

that lessons about health provided them with new knowledge.

Source: survey - evaluation sheet Health lesson (N=1178), Partner's data.

### 2. Profile of children evaluating sport lessons



Source: survey - evaluation sheet Health lesson (N=1176), Partner's data.

Within the survey in total 1176 evaluation sheets were collected during sport lessons. Girls accounted for over a half those who filled in the sheets. 54% of the questioned were children at the age of 7-9, and further 45% were children at the age of 10-13.

92% of children participating in the sport lesson declared satisfaction with it. In addition, 92% of children admitted that the sport lesson included new games and playtime. A large group of the questioned (95%) confirmed that they would like to participate in similar lessons.

**92% of children admitted**

that the sport lesson included new games and playtime.

Source: survey - evaluation sheet Health lesson (N=1176), Partner's data.



Workshops for parents and teachers were educational activities directed to adult participants of the project. In total 10 workshops were held, in which 203 people - parents and teachers participated. An analysis of data from the questionnaire survey shows that all participants highly appraise the support obtained, both in the aspect of satisfaction with participation, learning, acquisition of skills and change of attitudes. Over 97% of participants highly assess usefulness of the workshops and all 100% - express readiness for participation in similar educational activities (Table 6).

**Table 6. Evaluation of workshops for parents and teachers - the Czech Republic**

	<b>% of YES answers</b> (definitely yes + rather yes)
<b>Evaluation of satisfaction of parents and teachers with the workshop</b>	
<b>1.</b> I am glad that I participated in the workshop.	<b>97.78%</b>
<b>2.</b> The workshop met my needs.	<b>100%</b>
<b>3.</b> The workshop was interesting, inspiring and full of new contents.	<b>100%</b>
<b>Evaluation of acquisition of knowledge/skills/attitudes by parents and teachers</b>	
<b>4.</b> The workshop increased my knowledge of sports and healthy lifestyle.	<b>95.56%</b>
<b>5.</b> The workshop taught me about healthy eating habits for children and family.	<b>100%</b>
<b>6.</b> The workshop made me aware of the significance of healthy lifestyle for my children and family.	<b>100%</b>
<b>7.</b> The workshop made me aware of negative habits we should change to lead a healthy lifestyle.	<b>91.11%</b>
<b>8.</b> The workshop made me aware of the fact that it is parents/adults that should use role-modelling for motivating children to spend their free time in an active way.	<b>91.11%</b>
<b>Evaluation of usefulness of the workshop for parents and teachers</b>	
<b>9.</b> The workshop encouraged me to increase my children and family's physical activity levels.	<b>91.11%</b>
<b>10.</b> I shall apply the acquired knowledge of healthy nutrition and lifestyle in practice.	<b>100%</b>
<b>11.</b> The workshop encouraged me to search further for knowledge about healthy eating habits for children and family.	<b>100%</b>
<b>Evaluation of willingness to continue participation in the workshops for parents and teachers</b>	
<b>12.</b> I would be glad to attend another workshop on healthy nutrition and lifestyle.	<b>100%</b>
<b>13.</b> The workshop is worth recommending to other parents and teachers.	<b>97.78%</b>
<b>14.</b> I believe that children should have more often classes on healthy lifestyle at school.	<b>100%</b>

Source: PAPI survey (N=265 parents), Partner's data.

### Conclusions:



The Czech Partner has completed all activities pre-set in the application and additional ones approved in an updated project application. He achieved all goals pre-set and results of the project with reference to key target groups - children, teachers and parents. All pre-set ratios of results were achieved in full.

Participation of children, parents and teachers in project activities realised in the Czech Republic in a high degree contributed to increase in the level of awareness of sports and healthy lifestyle, reduction of bad health habits as well as increase of interest in doing sports among children and raising of the satisfaction level among children with PE lessons. The educational actions also contributed to enhancement of knowledge and skills possessed by PE teachers.

### 3.1.4 Romania: Association Local Action Group Napoca Porolissum (Asociația Grupul de Acțiune Locală Napoca Porolissum)

In Romania Asociația Grupul de Acțiune Locală Napoca Porolissum - Local Action Group was a partner of the Move Up project, created by public and private entities from the Cluj-Napoca region. The Group runs activities aimed at economic, demographic, educational and cultural development of the rural region which copes with low population and migration to cities. The Group cooperates with local self-governments, enterprises, schools and non-governmental organisations. Within the Move Up project, the Group has carried out project activities in 9 primary schools. In total 451 children and 25 teachers were covered by them.



#### SPORT EDUCATION

All classes participating in the project (451 students) took part in sport education. In total 60 sport classes were held. The classes, conducted with the use of activating methods of work, aimed at increasing satisfaction of students with PE lessons and interest in doing physical activities by children. The activities were held in combined groups because due to a low number of pupils in classes and their being conducted by one teacher this was the

best possible form for educators.

#### HEALTH EDUCATION

All classes taking part in the project also participated in health education. In total 26 meetings were completed whose aim was to raise the level of awareness among children of healthy nutrition and lifestyle as well as reduction of negative health habits. The activities were held in combined groups because due to a low number of pupils in classes and their being conducted by one teacher this was the best possible form for educators. The meetings were carried out on the basis of interactive methods of work and with the use of a handbook prepared by the Partner. The handbook includes useful information on leading a healthy lifestyle and a set of tasks and puzzles for children.

#### WORKSHOPS FOR PARENTS AND TEACHERS

Within the project 10 workshops for parents and teachers were conducted in which 50 people took part. The workshops aimed at raising awareness of healthy lifestyle and making participants realise the role of adults in shaping pro-health attitudes among children.





#### SPORT AND RECREATIONAL EVENTS

In addition, 3 sport and recreational events for children took place. One of them was the event: "Use of cartoons for promotion of health" organised in cooperation with Communication and Public Relations students from the Babeș Bolyai University in Cluj Napoca. During the event children could take part in sport games and playtime together with their favourite characters of fairy-tales. Thanks to participation of the fairy-tale characters in the activities, also children engaged in them more willingly. Thus, the use of the world of cartoons turned out to be an effective method in



increasing children's interest in active manners of spending time.

**Table 7. Compilation of actions realised by the project Partner from Romania**

Project Statistics	Number of schools	Number of classes	Number of children participating in the project	Number of teachers involved in the project
	9	60	451	25
	Number of lessons		Number of participating children	
	PE lessons	60	289	
	Lessons about health	26	240	
	Action	Number of workshops	Number of parents and teachers participating in workshops	
	Workshops for parents and teachers	10	50	
		Number of events		
	Sport and recreational events for children and families	3		

Source: data of the project Partner

## EFFECTS OF THE PROJECT

While joining the Move Up project, the Local Action Group Napoca Porolissum has already had rich experience in conducting EU projects, whereas this was its first undertaking from the area of sport. Despite limited familiarity with the sport sector and initial difficulties in selection of staff of educators and coaches to the project, the Partner has completed all project tasks planned, and his cooperation with the project Leader proceeded in an efficient and professional way.



Challenges in carrying out project activities by the Partner also arose, and even mainly, from the specific character of the region in which he operates. The Cluj-Napoca region covers a large area dominated by rural lands with low population. It is also characterised by high dispersion of schools, a small number of students in classes and a small number of teachers who are often in charge of 2-3 classes each in several different schools.

Taking account of the high dispersion of participants, among whom many had no possibility to commute due to low income, the Implementers coped with difficulties in organisation of actions available to a larger number of participants (in particular sport and recreational events).

Just as other Partners, the Local Action Group Napoca Porolissum struggled with the problem of low interest among parents in participation in the project activities. This also, to a large degree, arose from the characteristics of the region whose residents mostly have low education and quite low level of social and health awareness as well as are busy persons. Moreover, among them there are many families with a low economic status, which also limited the possibility of their participation in the project activities for financial reasons.



Poverty of the region is also visible in the low level of sport infrastructure which, to a certain degree, hindered realisation of the project operations. Whereas, the Implementers took advantage of the chance created by the Move Up project to buy new sport equipment in order to use it during the classes carried out. Although not all needs within this scope were satisfied, and local schools will require further training and infrastructural support, then the actions taken within the project enable conduct of better, in terms of quality, sporting activities and realisation of subsequent projects from this area.

The Local Action Group Napoca Porolissum, during implementation of the Move Up project, benefited from its broad experience in conducting EU projects, effectively managing tasks, human resources, risk and communication. The Romanian Partner ensured networking of contacts, entering into cooperation inter alia with the Faculty of Political, Administration and Communication Science from the Babeş Bolyai University in Cluj Napoca. Students of the Communication and Public Relations and Advertisement specialisations were engaged in conducting a social campaign on healthy lifestyle based on assumptions of the Move Up project. Students received organisational and substantive support from the Partner in realisation of activities at schools, they were also provided with promotional materials of the project (including a schoolbook for children). Thanks to creativity and involvement of young people in carrying out the campaign, the events organised were extremely popular among children. Positive reception of the project activities and network of contacts created during the project may form a base for realisation of further projects within the scope of sport and health education in the Cluj-Napoca region and whole country.

## ASSESSMENT OF RESULT RATIOS

Within the evaluation survey different tools were used (evaluation sheet, forms of paper/electronic questionnaires and interviews) to collect opinions from children and parents about lesson/event with reference to satisfaction with participation, learning, change of attitudes, durability of changes.

Collected data and opinions were used to assess the level of achievement of pre-set result ratios of the Project i.e.:

- Indicator 1: Raised awareness of sports and healthy lifestyle.
- Indicator 2: Increased children satisfaction with PE lessons.
- Indicator 3: Reduction of bad health habits.
- Indicator 4: Increased interest in sports among children.
- Indicator 5: Enhancement of knowledge and skills possessed by PE teachers.

Mi-a plăcut      Nu mi-a plăcut

Ai învățat ceva nou despre cum să fi mai sănătos?      Da      Nu

Ți-ar plăcea să mai participi la astfel de ore?      Da      Nu

Băiat      Fată

**M**OVE UP  
to be healthy and happy  
**Ora de Sănătate**

7 - 9 ani      ○ ---

10 - 13 ani      ○ ---

Peste 13 ani      ○ ---

Ce mănânci la micul dejun pentru a fi sănătos?

Apple      Ice cream

Opinions from children participating in the events were collected from evaluation sheets distributed at the end of participation in sport, healthy nutrition lessons as well as sport and recreational events. Participation in the evaluation survey was voluntary. Implementers collected questionnaires from over 65% of children taking part in the project.

### 1. Profile of children evaluating lessons about health



Source: survey - evaluation sheet Health lesson (N=240), Partner's data.

Within the survey in total 240 evaluation sheets were collected from lessons about health. girls accounted for 46% of those who filled in the sheets. 77% of the questioned were children at the age of 7-9.

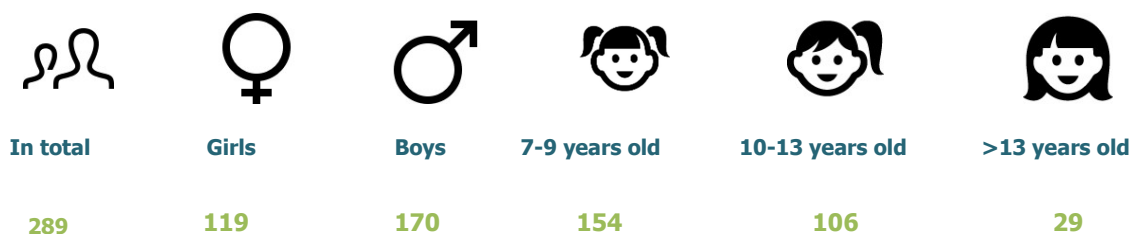
93.4% of children participating in the lesson about health declared satisfaction with it. 94% of children admitted that the classes provided them with new knowledge about health. 92% of the questioned confirmed that they would like to participate in similar lessons.

**94% of children admitted**

that lessons about health provided them with new knowledge.

Source: survey - evaluation sheet Health lesson (N=240), Partner's data.

### 2. Profile of children evaluating sport lessons



Source: survey - evaluation sheet Health lesson (N=289), Partner's data.

Within the survey in total 289 evaluation sheets were collected during sport lessons. Boys accounted for nearly 59% of those who filled in the sheets. 53% of the questioned were children at the age of 7-9, and further 37% were children at the age of 10-13.

92% of children participating in the sport lesson declared satisfaction with it. In addition, 92% of children admitted that the sport lesson

**92% of children admitted**

that the sport lesson included new games and playtime.

Source: survey - evaluation sheet Health lesson (N=289), Partner's data.

included new games and playtime. A large group of the questioned (95%) confirmed that they would like to participate in similar lessons.

Workshops for parents and teachers were educational activities directed to adult participants of the project. In total 10 workshops were held, in which 50 people - parents and teachers participated. An analysis of data from the questionnaire survey shows that participants appraise the support obtained at a medium level, both in the aspect of satisfaction with participation, learning, acquisition of skills and change of attitudes - percentage of positive answers is at the level from 53% to 85%. Every second interviewee indicates satisfaction with participation and adaptation to needs. Every third interviewee positively appraises an influence of the workshops on acquisition of knowledge and skills as well as change of attitudes.  $\frac{3}{4}$  of the questioned confirm usefulness of the workshops. Over 85% of participants believe that children should have more often classes on healthy lifestyle at school (Table 8).

**Table 8. Evaluation of workshops for parents and teachers - Romania**

	<b>% of YES answers</b> (definitely yes + rather yes)
<b>Evaluation of satisfaction of parents and teachers with the workshop</b>	
<b>1.</b> I am glad that I participated in the workshop.	<b>52.94%</b>
<b>2.</b> The workshop met my needs.	<b>58.82%</b>
<b>3.</b> The workshop was interesting, inspiring and full of new contents.	<b>64.71%</b>
<b>Evaluation of acquisition of knowledge/skills/attitudes by parents and teachers</b>	
<b>4.</b> The workshop increased my knowledge of sports and healthy lifestyle.	<b>70.59%</b>
<b>5.</b> The workshop taught me about healthy eating habits for children and family.	<b>52.94%</b>
<b>6.</b> The workshop made me aware of the significance of healthy lifestyle for my children and family.	<b>67.65%</b>
<b>7.</b> The workshop made me aware of negative habits we should change to lead a healthy lifestyle.	<b>61.76%</b>
<b>8.</b> The workshop made me aware of the fact that it is parents/adults that should use role-modelling for motivating children to spend their free time in an active way.	<b>61.76%</b>
<b>Evaluation of usefulness of the workshop for parents and teachers</b>	
<b>9.</b> The workshop encouraged me to increase my children and family's physical activity levels.	<b>67.65%</b>
<b>10.</b> I shall apply the acquired knowledge of healthy nutrition and lifestyle in practice.	<b>85.29%</b>
<b>11.</b> The workshop encouraged me to search further for knowledge about healthy eating habits for children and family.	<b>73.53%</b>
<b>Evaluation of willingness to continue participation in the workshops for parents and teachers</b>	
<b>12.</b> I would be glad to attend another workshop on healthy nutrition and lifestyle.	<b>52.94%</b>
<b>13.</b> The workshop is worth recommending to other parents and teachers.	<b>61.76%</b>
<b>14.</b> I believe that children should have more often classes on healthy lifestyle at school.	<b>82.35%</b>

Source: PAPI survey, Partner's data.

### Conclusions:



The project Partner has completed all activities pre-set in the application and additional ones approved in an updated project application. He achieved all goals pre-set and results of the project with reference to key target groups - children, teachers and parents. All pre-set ratios of results were achieved in full.

Participation of children, parents and teachers in project activities realised in Romania in a high degree contributed to increase in the level of awareness of sports and healthy lifestyle, reduction of bad health habits as



well as increase of interest in doing sports among children and raising of the satisfaction level among children with PE lessons. The educational actions also contributed to enhancement of knowledge and skills possessed by PE teachers.

### **3.1.5 Italy: Municipality of Forte dei Marmi (Comune di Forte dei Marmi – CFdM),**

In Italy the City Hall of Forte dei Marmi in Tuscany was a partner of the Move Up project. Educational activities were contracted to sub-contractors specialising in sport and health education. They were implemented in 3 schools where 66 students from 3 classes and four teachers were covered by them. Additionally, also 120 students from secondary school and two teachers took part in the project activities, whose participation in the project was financed by the Partner from own resources. They were classes in which a pilot program of health education had been carried out earlier. Due to high involvement of students and teachers in the program, a decision on inclusion of these recipients also into the Move Up project was made. In total 600 children and youths took part in all the project events.

#### **SPORT EDUCATION**

All classes of primary school and secondary school additionally taking part in the project (in total 600 students) participated in the sport education. In total 19 sport lessons were held, thus - in accordance with assumptions of the project - at least two in each class. The classes took place with the use of activating methods of work and mainly concerned development of skills among children within the scope of team games (e.g. rugby). Lessons conducted in this way could contribute to increase of interest in doing physical activities among children.



#### **HEALTH EDUCATION**

The health education was not conducted within regular school lessons, but as an element of other project activities such as nutrition workshops for children and parents or sport and recreational events (trekking excursions, trips to farms producing food). Depending on topic of a given event, the health education was carried out by experts in a particular scope: dieticians, coaches, guides. A handbook prepared by the Partner on healthy nutrition and physical activity was an additional element of the health education. All actions carried out aimed at raising awareness of healthy lifestyle and reducing negative health habits.

#### **WORKSHOPS FOR PARENTS AND TEACHERS**





Workshops for parents and teachers were centred on increasing the level of awareness of healthy nutrition and lifestyle. Within them there were organised meetings with a dietician concerning preparation of healthy meals and role of nutrition in physical activity. In total 10 workshops were held in which 180 people participated. In parallel with these workshops “nutrition laboratories” for children were organised. Such a comprehensive educational impact on members of families taking part in the project could strengthen the effect of the actions carried out and contribute to a permanent change in health habits of families.

## SPORT AND RECREATIONAL EVENTS

Moreover, the Italian Partner organised 19 sport and recreational events for children, also combined with ecological and nutritional education. Among them there were trekking excursions, foot orienteering, mini tent camp with hare and hounds, other games and playtime in fresh air, and even participation in grazing of sheep and production of sheep cheese and a visit in a mill. Such diverse activities were highly popular among students participating in the project and formed an effective way of encouraging children to spend time actively.



**Table 9. Compilation of actions realised by the project Partner from Italy**

Project Statistics		Number of schools	Number of classes	Number of children participating in the project	Number of teachers involved in the project
		3	8	600	4
		Number of lessons		Number of participating children	
	PE lessons	19		600	
	Lessons about health	17		600	
		Action	Number of workshops	Number of parents and teachers participating in workshops	
	Workshops for parents and teachers		10	180	
			Number of events		
	Sport and recreational events for children and families		19		

*Source: data of the project Partner*

## EFFECTS OF THE PROJECT

The City Hall of Forte dei Marmi for the first time participated in the project co-financed from EU funds. Whereas, it succeeded in taking up cooperation with local authorities of health service (Aziende Sanitarie Locali – ASL) which, for several years, have been conducting a project from the area of health education addressed to students of secondary school and could benefit from their experience within this scope.





Due to the specific character of the place (small tourist town), a large challenge for the Partner was assurance of participation in the project for a considerable number of schools, children, parents and teachers. In order to ensure the highest possible attendance, the majority of the project actions and activities (in particular for adults) were organised out of the summer season when residents of the small town are most busy with work. However, despite these restraints the Partner succeeded, within the project, in realising many events for children and adults from Forte dei Marmi and surrounding towns.

The events organised within the project were very popular among local community. Connection, during the events, of health and sport education with ecological education and tourism turned out to be a good practice, which allowed providing participants with a diverse offer of activities. In addition, an effective way of ensuring high attendance of parents and teachers during workshops addressed to them was their organisation in parallel with classes for children (adults were already present on the spot and could participate in their classes when children were under care of educators).



Participation in the project allowed extending the offer of the sport, recreational and ecological events considerably, addressed to children and adults, organised in Forte dei Marmi. The Partner also used the Move Up project to promote the small town, its pro-health policy and offer of activities for the entire family.

## ASSESSMENT OF RESULT RATIOS

Within the evaluation survey different tools were used (evaluation sheet, forms of paper/electronic questionnaires and interviews) to collect opinions from children and parents about lesson/event with reference to satisfaction with participation, learning, change of attitudes, durability of changes.

Collected data and opinions were used to assess the level of achievement of pre-set result ratios of the Project i.e.:

- Indicator 1: Raised awareness of sports and healthy lifestyle.
- Indicator 2: Increased children satisfaction with PE lessons.
- Indicator 3: Reduction of bad health habits.
- Indicator 4: Increased interest in sports among children.
- Indicator 5: Enhancement of knowledge and skills possessed by PE teachers.



Opinions from children participating in the events were collected from evaluation sheets distributed at the end of participation in sport, healthy nutrition lessons as well as sport and recreational events. Participation in the evaluation survey was voluntary. Implementers collected questionnaires from nearly 100% of children taking part in the project.

## 1. Profile of children evaluating lessons about health



Source: survey - evaluation sheet Health lesson (N=600), Partner's data.

Within the survey in total 600 evaluation sheets were collected from lessons about health. Girls accounted for 64% of those who filled in the sheets. 75% of the questioned were children at the age of 7-9, and further 25% were children at the age of 10-13.

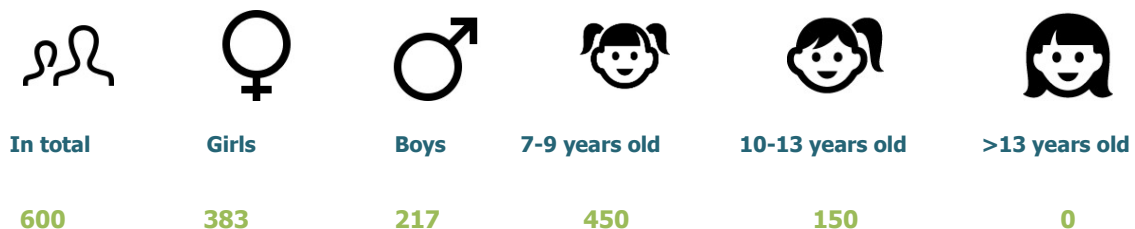
99.3% of children participating in the lesson about health declared satisfaction with it. In addition, 99.4% of children admitted that the classes provided them with new knowledge about health. 99.7% of the questioned confirmed that they would like to participate in similar lessons.

**99% of children confirmed**

satisfaction with lessons about health.

Source: survey - evaluation sheet Health lesson (N=600), Partner's data.

## 2. Profile of children evaluating sport lessons



Source: survey - evaluation sheet Health lesson (N=600), Partner's data.

98.2% of children participating in the sport lesson declared satisfaction with it. In addition, 99% of children admitted that the sport lesson included new games and playtime. Almost all interviewees (97.6%) confirmed that they would like to participate in similar lessons.

**92% of children admitted**

that the sport lesson included new games and playtime.

Source: survey - evaluation sheet Health lesson

Workshops for parents and teachers were educational activities directed to adult participants of the project. In total 10 workshops were held, in which 180 people - parents and teachers participated. An analysis of data from the questionnaire survey shows that all participants highly appraise the support obtained, both in the aspect of satisfaction with participation, learning, acquisition of skills and change of attitudes. Over 97% of participants

highly assess usefulness of the workshops and almost all 92% - express readiness for participation in similar educational activities (Table 10).

**Table 10. Evaluation of workshops for parents and teachers - Italy**

	<b>% of YES answers</b> (definitely yes + rather yes)
<b>Evaluation of satisfaction of parents and teachers with the workshop</b>	
<b>1.</b> I am glad that I participated in the workshop.	<b>98.20%</b>
<b>2.</b> The workshop met my needs.	<b>96.10%</b>
<b>3.</b> The workshop was interesting, inspiring and full of new contents.	<b>100.00%</b>
<b>Evaluation of acquisition of knowledge/skills/attitudes by parents and teachers</b>	
<b>4.</b> The workshop increased my knowledge of sports and healthy lifestyle.	<b>98.10%</b>
<b>5.</b> The workshop taught me about healthy eating habits for children and family.	<b>99.40%</b>
<b>6.</b> The workshop made me aware of the significance of healthy lifestyle for my children and family.	<b>94.60%</b>
<b>7.</b> The workshop made me aware of negative habits we should change to lead a healthy lifestyle.	<b>95.80%</b>
<b>8.</b> The workshop made me aware of the fact that it is parents/adults that should use role-modelling for motivating children to spend their free time in an active way.	<b>98.60%</b>
<b>Evaluation of usefulness of the workshop for parents and teachers</b>	
<b>9.</b> The workshop encouraged me to increase my children and family's physical activity levels.	<b>97.90%</b>
<b>10.</b> I shall apply the acquired knowledge of healthy nutrition and lifestyle in practice.	<b>97.60%</b>
<b>11.</b> The workshop encouraged me to search further for knowledge about healthy eating habits for children and family.	<b>95.30%</b>
<b>Evaluation of willingness to continue participation in the workshops for parents and teachers</b>	
<b>12.</b> I would be glad to attend another workshop on healthy nutrition and lifestyle.	<b>91.80%</b>
<b>13.</b> The workshop is worth recommending to other parents and teachers.	<b>96.20%</b>
<b>14.</b> I believe that children should have more often classes on healthy lifestyle at school.	<b>99.80%</b>

Source: PAPI survey (N=180), Partner's data.

### Conclusions:



The Italian project Partner has completed all activities pre-set in the application and additional ones approved in an updated project application. He achieved all goals pre-set and results of the project with reference to key target groups - children, teachers and parents. All pre-set ratios of results were achieved in full.

Participation of children, parents and teachers in project activities realised in Italy in a high degree contributed to increase in the level of awareness of sports and healthy lifestyle, reduction of bad health habits as well as increase of interest in doing sports among children and raising of the satisfaction level among children with PE lessons. The educational actions also contributed to enhancement of knowledge and skills possessed by PE teachers.

### 3.1.6 Portugal: Municipality of Lousada (Município de Lousada – MdL),

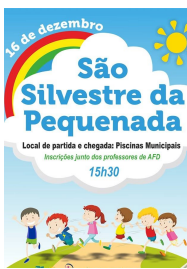
The City Hall of Lousada was a partner of the Move Up project in Portugal. Just as in Italy realisation of the educational activities was contracted by the Town to experts in sport and health education. 24 classes from 4 primary schools were covered by the activities within the Move Up project. 595 children and 24 teachers in total took part in them.



#### SPORT EDUCATION

All classes participating in the project (595 students) took part in sport education. In total 228 sport lessons were held. During the classes specially prepared lesson scenarios were used, based on activating methods of work, adapted to needs of children at the early-school age as well as to sporting back-up facilities of primary schools in the region (venue, equipment).

#### HEALTH EDUCATION



The health education for children was carried out by specialists within this scope in the form of workshops. 10 workshops were held a part of which was realised only for schools participating in the project, and a part as open events for local community (the last ones were organised in a combined form - for children and parents). Participants of the workshops learnt how to simply prepare healthy and tasty meals for whole family. In addition, children taking part in the workshops received a handbook prepared by the Partner, including knowledge about healthy nutrition and physical activity as well as tasks and puzzles for children, and also a sport offer of the Town of Lousada for the school year 2016/2017.

#### WORKSHOPS FOR PARENTS AND TEACHERS





Workshops for parents and teachers were held mostly as an element of sport and recreational events. The meetings were centred on increasing the level of awareness of healthy nutrition and lifestyle. In total 14 workshops were held in which 320 people participated. A part of the workshops was attended by parents together with children, which could strengthen the effect of the educational actions carried out and contribute to a change of habits among families concerning health.

#### SPORT AND RECREATIONAL EVENTS

The Town of Lousada promoted the ideas of the Move Up project also during 13 sport and recreational events for children and parents. Among them there were for example: a running event "Lousada Corrida do Carnaval", events propagating equality in sports within the Month of Prevention of Violence in Childhood and Adolescence, inauguration of the running group "Free Running Lousada" or the event "Mega Sports" during which children could test their stamina in volleyball, tennis or athletics. The diverse offer of activities made the events be highly popular among children and adults participating in the project and local community.



**Table 11. Compilation of actions realised by the project Partner from Portugal**

Project Statistics	Number of schools	Number of classes	Number of children participating in the project	Number of teachers involved in the project
		4	24	595
	Number of lessons		Number of participating children	
	PE lessons	228	595	
	Lessons about health	10	320	
	Action	Number of workshops	Number of parents and teachers participating in workshops	
	Workshops for parents and teachers	14	320	
		Number of events		
	Sport and recreational events for children and families	13		

Source: data of the project Partner

## EFFECTS OF THE PROJECT

The Portugal Partner, the City Hall of Lousada, while joining the Move Up project, had rich experience in conducting project undertakings - both co-financed from the European Union and national and local funds. The specific character of the Partner as an entity of local self-government with a separated unit dealing with promotion of sports was the most similar to the characteristics of the Leader, which additionally favoured efficient cooperation during implementation of the project.

The Partner benefited from solutions developed in earlier undertakings, transferring them into the Move Up project. For example organisation of workshops for parents during sport and recreational events was such a good practice. They took advantage of presence of adults accompanying children during the events and possibility of handing their offspring over under care of activity organisers when parents were taking part in the classes. This allowed ensuring higher attendance during the workshops than if these actions had taken place separately.



Due to limited sport infrastructure of local schools, the Partner paid special attention to adaptation of the level of sporting activities to potential of a particular centre as well as needs of children taking part in them. This type of monitoring during implementation of the project allowed the Partner to verify the available sport offer and on this basis - complement

its shortcomings (e.g. in response to a lack of gymnastic offer, the city hall created a gymnastic club, preparing a specialist room and employing an experienced coach of this sport).

The project team of the Partner, thanks to their experience in conducting projects, effectively managed tasks, human resources, communication and risk. The project coordinator had high managerial competences, correctly administering the tasks and finance of the project. The Implementers did not have reservations about quality and accuracy of data.

During implementation of the project the Partner had to cope with an unexpected risk when a printing office, preparing handbooks for children, went bankrupt before realisation of the contract. This made it impossible for the Implementers to commence educational activities and forced them to shift them from the winter semester to the summer semester. However, this date turned out to be finally more favourable to schools which in this period had more time on additional activities. This also allowed organising the classes and events in fresh air, solving ipso facto the problem with limited infrastructure of local schools.



Encouraged by positive reception of the Move Up project among local community, representatives of the Partner intend to continue realisation of sport and recreational events and once a month - organise an event for children and parents promoting a particular sport. The Implementers want to address their activities already to children at the pre-school age (4-5) to commence their sport and health education as soon as possible.

## ASSESSMENT OF RESULT RATIOS

Within the evaluation survey different tools were used (evaluation sheet, forms of paper/electronic questionnaires and interviews) to collect opinions from children and parents about lesson/event with reference to satisfaction with participation, learning, change of attitudes, durability of changes.

Collected data and opinions were used to assess the level of achievement of pre-set result ratios of the Project i.e.:

- Indicator 1: Raised awareness of sports and healthy lifestyle.
- Indicator 2: Increased children satisfaction with PE lessons.
- Indicator 3: Reduction of bad health habits.
- Indicator 4: Increased interest in sports among children.
- Indicator 5: Enhancement of knowledge and skills possessed by PE teachers.

Opinions from children participating in the events were collected from evaluation sheets distributed at the end of participation in sport, healthy nutrition lessons as well as sport and recreational events. In total 595 children took part in all the project events. Participation in the evaluation survey was voluntary. Implementers collected questionnaires from lessons about health from 320 (54%) of children taking part in the project. Whereas, questionnaires from sport lessons were collected from all 595 participants of the project.

## 1. Profile of children evaluating lessons about health



Source: survey - evaluation sheet Health lesson (N=320), Partner's data.

Within the survey in total 320 evaluation sheets were collected from lessons about health. Girls accounted for 60% of those who filled in the sheets. 74% of the questioned were children at the age of 7-9, and further 18% were children at the age of 10-13.

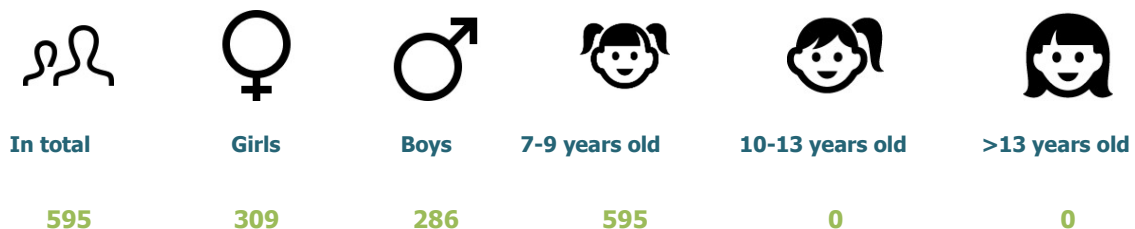
98.1% of children participating in the lesson about health declared satisfaction with it. In addition, 97% of children admitted that the classes provided them with new knowledge about health. 98.3% of the questioned confirmed that they would like to participate in similar lessons.

**98% of children confirmed**

satisfaction with lessons about health.

Source: survey - evaluation sheet Health lesson (N=320), Partner's data.

## 2. Profile of children evaluating sport lessons



Source: survey - evaluation sheet Health lesson (N=595), Partner's data.

97.8% of children participating in the sport lesson declared satisfaction with it. In addition, 96% of children admitted that the sport lesson included new games and playtime. Almost all interviewees (96.4%) confirmed that they would like to participate in similar lessons.

**96% of children admitted**

that the sport lesson included new games and playtime.

Source: survey - evaluation sheet Health lesson

Workshops for parents and teachers were educational activities directed to adult participants of the project. In total 14 workshops were held, in which 320 people - parents and teachers participated. An analysis of data from the questionnaire survey shows that all participants highly appraise the support obtained, both in the aspect of satisfaction with participation, learning, acquisition of skills and change of attitudes. Over 89% of participants



highly assess usefulness of the workshops and almost all 94% - express readiness for participation in similar educational activities (Table 12).

**Table 12. Evaluation of workshops for parents and teachers - Portugal**

	<b>% of YES answers</b> (definitely yes + rather yes)
<b>Evaluation of satisfaction of parents and teachers with the workshop</b>	
<b>1.</b> I am glad that I participated in the workshop.	<b>98.3%</b>
<b>2.</b> The workshop met my needs.	<b>94.4%</b>
<b>3.</b> The workshop was interesting, inspiring and full of new contents.	<b>95.7%</b>
<b>Evaluation of acquisition of knowledge/skills/attitudes by parents and teachers</b>	
<b>4.</b> The workshop increased my knowledge of sports and healthy lifestyle.	<b>91.3%</b>
<b>5.</b> The workshop taught me about healthy eating habits for children and family.	<b>86.3%</b>
<b>6.</b> The workshop made me aware of the significance of healthy lifestyle for my children and family.	<b>94.1%</b>
<b>7.</b> The workshop made me aware of negative habits we should change to lead a healthy lifestyle.	<b>93.8%</b>
<b>8.</b> The workshop made me aware of the fact that it is parents/adults that should use role-modelling for motivating children to spend their free time in an active way.	<b>98.1%</b>
<b>Evaluation of usefulness of the workshop for parents and teachers</b>	
<b>9.</b> The workshop encouraged me to increase my children and family's physical activity levels.	<b>91.3%</b>
<b>10.</b> I shall apply the acquired knowledge of healthy nutrition and lifestyle in practice.	<b>89.4%</b>
<b>11.</b> The workshop encouraged me to search further for knowledge about healthy eating habits for children and family.	<b>88.3%</b>
<b>Evaluation of willingness to continue participation in the workshops for parents and teachers</b>	
<b>12.</b> I would be glad to attend another workshop on healthy nutrition and lifestyle.	<b>93.9%</b>
<b>13.</b> The workshop is worth recommending to other parents and teachers.	<b>93.7%</b>
<b>14.</b> I believe that children should have more often classes on healthy lifestyle at school.	<b>98.6%</b>

Source: PAPI survey (N=320), Partner's data.

### Conclusions:



The project Partner has completed all activities pre-set in the application and additional ones approved in an updated project application. He achieved all goals pre-set and results of the project with reference to key target groups - children, teachers and parents. All pre-set ratios of results were achieved in full.

Participation of children, parents and teachers in project activities realised in Portugal in a high degree contributed to increase in the level of awareness of sports and healthy lifestyle, reduction of bad health habits as well as increase of interest in doing sports among children and raising of the satisfaction level among children with PE lessons. The educational actions also contributed to enhancement of knowledge and skills possessed by PE teachers.

### 3.1.7 Other project activities

Apart from educational activities, sport and recreational events and competitions for children, also other tasks were implemented, aimed at strengthening the project's effect.

#### HANDBOOKS

The assumption of the project was preparation, by each partner, of a handbook for children concerning a healthy lifestyle (in native language of a particular country). The handbooks, in an intelligible way, present guidelines on leading a health lifestyle - describe rules on healthy nutrition, complemented by advice of a dietician and simple recipes for dishes, indicate the role of physical activity and give ideas for spending time actively. The books also include a part with exercises in which a child may plan healthy breakfast as well as keep a physical activity diary.

The handbooks were distributed to children participating in the project during a lesson about health as an additional material to be used during classes with a teacher and for work at home with parents. Moreover, the books were also provided to participants of sport and recreational events as an educational and promotional material of the project.

Figure 5 Covers of handbooks about health from each partnership country



## EDUCATIONAL PLATFORM



A promotional and informative instrument in the project is an Internet educational platform available at the address: [moveupproject.eu](http://moveupproject.eu). The platform includes tabs for children, parents and teachers with news on the broadly taken topic of healthy lifestyle, calendar with events taking place within the project and a gallery of photos. The tab for teachers also presents a discussion forum aimed at exchanging experience and a link to an on-line evaluation questionnaire (CAWI). Moreover, the tab for children also includes an educational game in which you gain points by making quick "nutrition decisions" - unhealthy food is eliminated and healthy products are left.

## BLOG OF THE PROJECT

Within informative and promotional activities also a blog of the project was kept at the address: [moveupproject.blogspot.com](http://moveupproject.blogspot.com). It includes information about the project and partners creating it as well as the following tabs: "Move Up" - with news on events taking place within the project, "Healthy" - with guidelines on healthy nutrition and "Happy" - with ideas of spending time actively and accounts from sport events carried out in the project.

**MOVE UP TO BE HEALTHY AND HAPPY**

**M<sup>o</sup>VE UP**  
to be healthy and happy

**HOME PROJECT DESCRIPTION PARTNERS MOVE UP HEALTHY HAPPY**

**European Union Logo**  
Co-funded by the Erasmus+ Programme of the European Union

**Czech Republik**  
**BEACH KLUB LADVI**

**Italy**  
Comune di **Forte dei Marmi**

**MOVE UP**

**Children are real fighters!**

Last Saturday in Gdynia children could try their hand at cycling competition called **MTB C.Hartwig Gdynia Maraton** that was organised by Gdynia Sports Centre. Young cyclists had to cover a distance 1,5 km, 8 km or 12 km, respectively. The best cyclist was 6-year old Borys and the youngest contestants had just 2 years old.

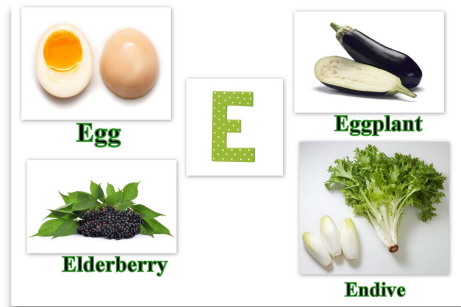
Many attractions waited for all children at the finishing line and it was amazing to see their big smiles:)

Congratulations to all cyclists - we are very proud of you!

Source: [moveupproject.blogspot.com](http://moveupproject.blogspot.com)

## EDUCATIONAL MATERIALS

In the course of the project implementation also additional educational materials were developed for children, parents and teachers. With all participants of the project in mind there were prepared guidelines on healthy nutrition in the form of information boards and graphics presenting "Sport alphabet" and "Nutrition alphabet". Additionally, teachers received tools in the form of scenarios for PE lessons and nutrition education classes, prepared by educators and coaches conducting educational activities in the project. The materials are available on the Move up educational platform.



*Source: [moveupproject.eu](http://moveupproject.eu)*

### 3.1.8 Compilation of products and results of the Project

Summary of products and results achieved by the Leader and Partners during the project is presented in the following table 13.

**Table 13. Compilation of products and results of the Project**

PRODUCTS	POLAND	GREAT BRITAIN	THE CZECH REPUBLIC	ROMANIA	ITALY	PORTUGAL
Handbook for children	1	1	1	1	1	1
Internet educational platform	1 common platform					
Workshops for parents and teachers (min. 10)	17	14	10	10	10	14
Sport lessons (2 lessons in each class)	106	296	86	60	19	228
Lessons about health (2 lessons in each class)	159	132	86	26	17	10
Sport and recreational events (min. 3)	7	11	3	3	19	13
Educational materials	45					
Evaluation report	2 reports: 1 assessment of the level of achievement of project objectives and results by the Leader and 1 assessment of project management and partner cooperation					
OTHER RESULTS	POLAND	GREAT BRITAIN	THE CZECH REPUBLIC	ROMANIA	ITALY	PORTUGAL
Number of internal reports	0	8	8	8	8	8
Number of Partnership meetings	4					
Number of schools participating in the project	12	22	9	9	3	4
Number of classes participating in the project	53	132	43	60	8	24
Number of children participating in the project	1135	3324	1178	451	600	595
Number of teachers participating in the project	53	132	43	25	4	24
Number of participants of workshops	309	265	203	50	180	320
Number of collections of educational materials	2500	2000	1000	500	500	3500
Number of people qualified in conducting EU projects and sport programs	3	10	4	5	3	3

Source: data of the project Leader and Partners



While summarising the project activities, one can state that the project implemented in 6 countries, took place in 59 schools, 320 classes in total with participation of 7283 students and 281 teachers (figure 6).

Figure 6 Effects of the project in numbers



59

Number of schools participating in the project



320

Number of classes participating in the project



7283

Number of children participating in the project



281

Number of teachers participating in the project



In total for over 2 years of the project implementation period there were carried out 795 sport lessons and 430 lessons about health in 6 countries. Parents and teachers participated in 75 workshops. In total 56 sport events were held (figure 7).



Figure 7 Statistics on events within the project



**BENEFITS INDICATED BY PARTICIPANTS OF THE PROJECT - SELECTED EXAMPLES:**



**CHILDREN**

*"I got to know that white vegetables influence immunity and thanks to them we will not be ill and will be healthier. The day when we made sandwiches on our own appealed to me most".*

*"I liked it a lot when we were checking how much sugar is contained in flavoured water. From then on I have not bought flavoured water in a shop".*

*"I liked sport activities. I did different exercises with colleagues there. I learnt that movement means health. Now I run after school".*



**PARENTS**

*"The project refers to significant issues because to me as a mother this participation in the classes in nutrition provided a lot of knowledge which I implement now, the methods shown by girls and I work on that with my son".*



"A lot of these guidelines were very interesting but e.g. coaches suggested getting up a bit earlier and preparing breakfast with a child. And in theory this looks nice, whereas in reality in the morning there is only time for a child to be dressed up, sometimes it is even impossible to wake him up, let alone cooking and eating together."



## TEACHERS

"Now at school we organise e.g. a ball of fruit and vegetables. On this day everything refers to food - we make sandwiches, healthy snacks. Children dress up to take part in this ball. As a school we also participate in the program »Fruit and vegetables at school«. We also have milk and cocoa. Also on our part we try to ensure these healthy meals".

"The sport workshops were very interesting in terms of methods of work but with time, without preservation of this knowledge, exercises done there are forgotten. And the majority of schools do not have such sport equipment as the coach had at that training, thus this also makes it difficult to carry out such classes".



## PROJECT TEAM

"Trips abroad and contact with partners are large development. This makes you evolve professionally much, but also in terms of command of English. [...] And management of partnership is something that you cannot forget, something that you will not learn in another way but only in such practice. There are advantages and disadvantages of that, but you can draw a constructive criticism and repair, change".

"Knowledge on how to work with schools, what access to, ways of effective cooperation can be found is very useful. It was valuable to see what the profession of teacher looks like, what difficulties and challenges appear".

"The partner cooperation contributed to creation of new project ideas"



## Summary:

Also members of the project teams of the Partners were asked to assess the degree of achievement of the project objectives and indicators by means of an e-questionnaire CAWI. The questionnaire was filled in by 14 persons - from 1 to 3 representatives of each Partner, including the project financial manager, coordinators of the project on the part of the Leader and Partners as well as experts of the project.

13 per 14 of the questioned found that the Partnership has successfully achieved the project objectives set. The same number of people assessed that their organisation/institution has successfully completed all the planned project activities. Moreover, all interviewees found that participation in the Project strengthened the image of their organisation/institution in the local community.

While evaluation achievement of the project indicators, 13 per 14 of the questioned agreed that the Project contributed to the raising of the level of awareness of sports and healthy lifestyle among children and parents from their city. Nearly unanimously the interviewees also stated that thanks to the project teachers from their city extended knowledge and skills in conducting sport classes for children. 11 per 14 of the questioned also assessed that work in the Project allowed them to increase managerial competences and extend professional qualifications. Members of the project teams of the Partners mostly found that participation in the project was a constructive professional challenge for them.

**Thus, while summarising the data collected during the evaluation survey, one can state that the Partnership achieved the project objectives planned.** Through their activities, the Partners realised the major objective of the project - implementation of pro-health attitudes among children through promotion of

***11 per 14 of the questioned assessed***

that work in the Project allowed them to improve management competences and professional qualifications.

*Source: CAWI survey (N=14 members of project teams of the Partners), PrePost Consulting 2017.*

grass roots sports on a school playground. While conducting activities within the scope of sport education and sport and recreational events available to broad society, there was promoted a rule of equal opportunities in sports (equal access to sports for socially excluded, obese, disabled people) and the idea of social inclusion (events were addressed also to socially excluded children). In turn, the workshops for teachers and demonstration PE lessons were an opportunity for improvement of qualifications of PE teachers conducting lessons with

children in town and cities of the Partners. In addition, while realising the health education, the Partnership made its contribution in prevention of civilisation diseases in children by raising their health awareness. Additionally, the partnership and international character of the project enabled exchange of experiences between Partners and strengthening of cooperation between institutions dealing with sports.

**As the foregoing compilations show, the Partnership has achieved the pre-set products and results of the project.** In particular stages of the project implementation process there were completed all the planned activities in a degree equal to or larger than it was planned in the project application. Particular Partners adopted different forms of realisation of the project activities (e.g. conducting, at the same time, the sport and health education), however they successfully achieved the pre-set indicators. The project inspired many of them to further action to make children, teachers and parents realise the necessity to lead a healthy lifestyle. This fact is a huge success of the partnership because the "Move up" project will be continued in the form of organised sport and recreational events and classes carried out at schools. It is significant that it motivated many people to work on a change in the system of pro-health education of the youngest.

While analysing the research material collected, one can confirm that implementers of the project achieved in full the pre-set indicators of results:

- Indicator 1: Raised awareness of sports and healthy lifestyle.
- Indicator 2: Increased children satisfaction with PE lessons.
- Indicator 3: Elimination of bad health habits.
- Indicator 4: Increased interest in sports among children.
- Indicator 5: Enhancement of knowledge and skills possessed by PE teachers.

Based on results from the evaluation survey one can conclude that both the educational activities (health and sport education, workshops for parents and teachers) and sport and recreational events contributed to the raising of the level of awareness of sports and healthy lifestyle among participants of the project (indicator 1).

The activating methods of work presented during the classes contributed to the raising of the level of satisfaction among children with PE lessons (indicator 2). The willingness to participate in similar classes, expressed in the survey, may also indicate an increase of interest in doing sports among children and adults as well as readiness for application of the rules on healthy nutrition (indicator 4).

Indirectly one may conclude that two key effects of the project i.e. raising of the level of awareness of sports and healthy lifestyle as well as raising of the level of satisfaction with PE lessons essentially contributed to an increase of awareness of and reduction of negative health habits among children, parents and teachers (indicator 3). This effect has a deferred character and its real influence on target groups of the project may be proven after several months from the end of the project. One can conclude from conversations with participants of the project, with children, teachers and parents that clear changes in children's attitude to elimination of sweetened drinks in favour of water and higher readiness for consuming vegetables and taking up physical activity were already



visible after several months. Teachers and parents declared, in the surveys, a change in awareness and implementation of acquired knowledge and skills within the scope of healthy lifestyle in daily life of a family. The evaluation survey showed that participation in health and sport education contributed to an increase in the level of children's knowledge about healthy lifestyle and reduction of bad habits. The project Leader, at the end of its realisation, announced at schools in Gdynia a competition: "Our reminiscences from the Move up to be healthy and happy project". Students sent in their works in which they

described what they remember/what they liked most in classes about health and sports and how they apply, in their lives, the rules of healthy lifestyle about which they learnt. An analysis of this material confirms that children notice a large influence of the project on a change of their attitudes and nutrition habits in daily life.

Moreover, the demonstration PE lessons and workshops concerning physical education enhanced knowledge and skills of PE teachers (indicator 5).

Collected data allows concluding that efficient realisation of the project with the character of international partnership contributed to improvement of communication between the cooperating countries (indicator 6).

In the evaluation survey representatives of the management team on the part of the Leader and Partners - in total 28 persons engaged in realisation of the project - declared an increase of professional qualifications thanks to participation in the project (indicator 7).

### **3.2 Assessment of project management and partner cooperation**

For assessment of the project management an original **Instrument for Assessment of the Project Management** was used. The tool consists of criteria which describe the desirable state, conducive to efficient and effective management of the project. The adopted evaluation criteria include:

1. Vision
2. Organisational culture
3. Experience
4. Plan
5. Organisational staff/structure
6. Networking
7. Communication
8. Monitoring
9. Risk management
10. Finance management.

Particular criteria are subject to an analysis based on data collected in the evaluation survey and assessed in a five-degree scale, where the desirable state may be achieved in full, to a large degree, partially, to a small degree or desirable state is not met. Below there is a description of the desirable state for particular 10 criteria of the project management evaluation and assessment of a particular area achieved by Implementers of the project together with comments.

- ✓ **1. Vision - desirable state:** The project forms part of the vision/mission/development strategy of the entity which implements it. It is coherent with priority objectives and activities of the implementer. Co-workers have a common vision of the project, identify themselves with objectives of the project and understand its goal and what changes it is to introduce. Implementers perform an undertaking which meets the actual, current social demand and is of large significance to its addressees and implementer.



***Vision - assessment:  
Desirable state achieved to a large degree***

The project forms part of the strategy, mission and priority activities of the Implementers within the scope of promotion of sports and pro-health attitudes. Staff members of the project have a common vision, understand the project's goal. The data collected during the survey confirms that the project is implemented by staff who very well know the conceptual assumptions, objectives, activities and expected results planned in the application for co-financing of the project. On the part of the Leader and Partners the project is coordinated by people who have participated in initiation of assumptions of this undertaking and taken part in planning the project and preparation of the application.

- ✓ **2. Organisational culture - desirable state:** The entity implementing the project is characterised by organisational culture, conducive to innovations, centred on a change and creativity. Co-workers and management staff positively respond to emerging new ideas and non-standard ways of implementation of the project. Change management is skilfully used by the management personnel.

The management staff of the project Implementers have a positive attitude towards taking up new challenges and implementing undertakings in an innovative, non-conventional manner, which is exemplified by the decision on joining the project, based on international partnership of public and private entities. Having experience in implementation of undertakings with similar subject matter, the Implementers also searched for new ways of conducting comprehensive activities within the scope of health and sport education within the Move Up project. Extremely valuable for success of the project was very large involvement of the project team in all activities connected with the project - participation in sport events, visitation during PE lessons and classes in nutrition education, ongoing information on websites and in social media.



**Organisational culture - assessment: Desirable state achieved**

- ✓ **3. Experience - desirable state:** The Implementer has experience and expertise in the project carried out. He benefits from experience, good practices from projects completed earlier by him. He has experience in work by means of the project method and in implementation of projects based on standardised tools and processes.

Persons involved in management of the project have experience in implementation of projects co-financed from EU funds (including from Erasmus+ program). Both the Leader and most of the project Partners were earlier involved in EU projects and other undertakings carried out by means of the project method. The Implementers could benefit from their previous experience and expertise in dietetics, psychoeducation and physical education and sport. The Partners who do not have experience in implementation of EU projects gained knowledge from the project Leader. His very high involvement and developed system for control of substantive and financial progress of the project contributed to avoidance of procedural errors.



**Experience - assessment: Desirable state achieved to a large degree**

- ✓ **4. Plan - desirable state:** A transparent, comprehensive, real and verifiable plan of the project activities was prepared, described in the co-financing application. Pursuant to it the project was implemented.

The developed plan of the project activities worked well in practice. All actions planned in particular stages of the project were completed. Moreover, many activities were implemented within a scope larger than planned in the project application, in consequence extending and strengthening the project's effect among the target groups. In response to the changing situation both the Leader and the Partners modified the project activities, both with reference to the scale of activities (increased number of lessons about health in Gdynia) and methods of their realisation - searching for solutions, better adapted to the situation, conducive to improvement of quality of the actions e.g. in each country different attitudes to an increase in participation of parents in health education were implemented.



**Plan - assessment: Desirable state achieved in full**

- ✓ **5. Staff/organisational structure - desirable state:** The organisational structure and number of co-workers are adequate to needs arising from substantive tasks of the project as well as from formal requirements. The team are diverse in terms of competences, consist of people substantively prepared for tasks set for them. The management staff cope well with delegation and settlement of tasks, motivation and solving of conflicts. Co-workers assess the work in the project as satisfactory in terms of professional development. Thanks to the project they improve their competences.

The project team consisted of experienced staff members of the Leader and Partners as well as external experts in health and sport education. The appointed project team combined rich experience brought from work in self-governmental administration, private sector and environment of non-governmental organisations. The project Implementers, during selection of external experts, involved in implementation of the educational activities were guided by the criterion of competence within the scope of dietetics, psychoeducation and physical education and sport.



**Organisational structure - assessment: Desirable state achieved to a large degree**

The adopted structure for management of human resources in the project worked well in practice. The project was planned well in terms of personnel - organisational structure was adequate to needs arising from formal requirements of the project. Co-workers of the project, thanks to participation in it, raised their qualifications within the scope of implementation of EU projects from the area of education and sports. For some partners participation in the international project had a significant influence on an increase of competences of persons managing finances of the project and personnel responsible for accounting.

The developed principles of the partnership (laid out in the partnership agreement) proved to be accurate in terms of achievement of the intended results. The Partners highly rated the quality of project management by the Partnership Leader. The management system, adopted by him, provided for efficient communication between partners and was conducive to effective realisation of the Project.

Management of tasks and time in the project was centred on special determination of actions, their order, precise estimation of resources and preparation of a schedule of tasks and stages planned in the project application and control of the schedule by each Partner. Coordinators of the project usually succeeded in implementation of the project and control of substantive and financial matters. Realisation of substantive tasks of the project proceeded correctly and without reservations. No significant irregularities and faults were identified which could have an influence on achievement of pre-set actions and stages of the project. A large challenge for the project leader was too frequently changing composition of the project team at the partners (the Czech Republic), which required, each time, to explain the rules, objectives, project activities to new staff members and increased assistance in implementation of the project activities.

- ✓ **6. Networking - desirable state:** The Implementer enters into and maintains contacts with persons/institutions having knowledge about different fields and representing different points of view. He benefits from experience, good practices from projects earlier completed by other entities. He cooperates, formally/informally, with national/foreign partners, creatively using and adapting solutions applied earlier.

The Leader has acquired institutions and organisations with good practices within the scope of promotion of sports and pro-health attitudes as Partners of the project. The project was also consulted among staff members of the education system both in the stage of drawing up the project application and performance of the undertaking. In each of the partner countries there was also carried out a number of meetings, open lectures, presentations of the project in assemblies of representatives of sports, education and local administration. Thanks to these activities the Implementers acquired partners interested in implementation of solutions, developed within the project, within the scope of health and sport education on a broader scale - in the form of systemic solutions or continuation of activities in the form of a project. Planned partnership meetings turned out to be crucial to realisation of the project. During



**Networking - assessment: Desirable state achieved in full**



them problems were discussed and good practices concerning projects were shared. Direct contact with the project Leader had an influence on an increase in controls of pending activities at the partners, which contributed to such a high degree of achievement of the pre-set indicators and results. Implementation of the project had a significant influence on enhancement of knowledge and competences of the project teams of the leader and partners in management of international projects as well as increase in command of foreign languages in direct contacts and in a written form.

- ✓ **7. Communication, PR, cooperation with target groups - desirable state:** Communication is carried out in a double-track form: inside and outside the project. Staff members of the project have sufficient information to effectively perform tasks set for them. Target groups are informed about the project's offer and obligations arising from it. There are conducted actions informing about activities, products and results of the project.

Communication management in the project, including determination and implementation of mechanisms guaranteeing punctual and appropriate collection, distribution, storage and re-distribution of information inside the project was carried out correctly. Due to large distances between the partner towns and cities, flow of information between the Partners was sometimes difficult, and communication mainly took place by means of electronic channels. However, staff members of the project usually had sufficient information to effectively perform tasks set for them. Also participants of the project were appropriately informed about the course of the project activities and obligations arising from participation in them. There was also disseminated information about activities, products and results of the project, for example: during sport and recreational events and by means of educational platform, profile on facebook and blog of the project.



**Communication -  
assessment:**

**Desirable state achieved to a large**

- ✓ **8. Monitoring of progress in the project - desirable state:** The adopted way of monitoring progress in project works operates well in practice. The tasks envisaged in the schedule and products are realised within predicted time-limit, indicators are monitored on a current basis, and information about them is provided to the interested persons who assess it as useful and use it for introduction of ongoing improvements.

The internal system for monitoring and control of the project, prepared for the needs of the project, worked well in practice. The conducted monitoring operations aimed at measuring material and financial progress in each stage of the project implementation process. The data was monitored both at the level of the Partners and the project Leader who was responsible for gathering of bulk data of the project. The data gathered during the monitoring process was a key source of information for current assessment of progress in works and used for preparation of reports both for internal and external needs. The project was also subject to external evaluation of periodic and final character. Two evaluation reports were prepared: the first one concerned assessment the level of achievement of project objectives and results by the Leader and the second one - final report was used for verification of the level of achievement of project objectives and results by the Partnership and assessment of management of the project and partner cooperation.



**Monitoring - assessment:**

**Desirable state achieved to a large  
degree**

- ✓ **9. Risk management - desirable state:** The Implementers have prepared a plan for risk management, keep a register of risks and analyse them on a current basis. Factors which threaten implementation of the project on time are identified. There are carried out preventive and corrective actions aimed at decreasing the risk of hazards or minimising their effects.



**Risk management -  
assessment: Desirable state  
achieved in full**



The Implementers have effectively managed the risk in the project, monitoring it on a current basis, analysing and appropriately intervening if necessary. Planning of the risk arose directly from the schedule of the project and implementation of particular activities described in the co-financing application. The Partners systematically recognised, analysed and controlled the risk and carried out activities aimed at eliminating or decreasing hazards for effective realisation of the project activities.

- ✓ **10. Finance management - desirable state:** It includes current planning of cash flows, estimation of costs, budgeting and controlling of expenses. Expenses of the project are realised in line with the budget and schedule of payments as well as settled on time with the European Commission. The Implementers elastically respond to a situation occurred, can manage the change and adapt the budget to it.

Management of finance in the project does not give rise to objections. Finance management was connected with current planning, estimation, budgeting and controlling of costs by particular Partners. This required permanent tracking of expenses and control of the level of expending the grant obtained. The internal procedures for implementation of the project, prepared in the stage of activation of the project, including financial service procedures, procedures for keeping accounting records and current monitoring of expenses, system for settlements and entering documents in the books in a way consistent with EU requirements and system for circulation of documents worked well in practice. During implementation of the project there were no significant difficulties in the area of management of the project's finance. Funds were expended in line with the plan and adequately to substantive activities conducted. In case of incomplete use of resources dedicated to one task, after obtainment of the European Commission's consent, they were relocated for the needs of other activities. The project's budget was monitored on a current basis by the financial manager and coordinators of the project on the part of the Partners. Expenditures of the project were realised in accordance with the budget and schedule of payments.



**Finance management -  
assessment: Desirable state  
achieved in full**

While summarising management of the project and partnership, members of the partnership developed 10 principles which be conducive to good realisation of the international partnership project:



**GOOD PRACTICES AND RECOMMENDATIONS - 10 PRINCIPLES OF GOOD PROJECT PARTNERSHIP:**

- 1. Appropriate selection of people to the project team - experience, knowledge, involvement.**
- 2. Planning of budget in advance - only actual and justified needs.**
- 3. Planning of activities within one's abilities.**
- 4. Regularity in action, and not postponing.**
- 5. Taking over an initiative in project activities.**
- 6. Punctuality in gathering and providing information.**
- 7. Sending of periodic reports from all partners.**
- 8. Monitoring of expenditures and budget.**
- 9. Prevention of too frequent changes in composition of the project team.**
- 10. Maintenance of permanent contact with the leader and partners.**

## 4 *Conclusions and recommendations*

1. The aim of the evaluation survey presented in this report was verification of the degree of achievement of the “Move up to be healthy and happy” project objectives and results and assessment of management of the project and partner cooperation from the perspective of achievement of the project’s assumptions.
2. The survey showed that in particular stages of the project implementation process the Partnership completed all the planned activities in a degree equal to or larger than it was planned in the project application.
3. The Partnership achieved the **pre-set goals and results of the project** with reference to key target groups - children from primary schools, their parents and teachers as well as the project team.
  - 3.1. Based on results from the evaluation survey one can conclude that both the educational activities (health and sport education, workshops for parents and teachers) and sport and recreational events contributed to the raising of the level of awareness of sports and healthy lifestyle among participants of the project (indicator 1).
  - 3.2. Based on results from the survey conducted one can assume that the activating methods of work presented during the demonstration sport classes, if they are carried out by teachers during regular lessons, may contribute to the raising of the level of satisfaction among children with PE lessons (indicator 2).
  - 3.3. The data collected in the second stage of the evaluation survey allows concluding that the completed educational activities contributed to reduction of negative health habits among participants of the project - in particular children participating in health and sport education (indicator 3).
  - 3.4. Both results from the survey conducted among participants and growing interest, observed by organisers, in participation in subsequent sport and recreational events show that there is an increase of interest in doing sports among children (indicator 4).
  - 3.5. In the evaluation survey teachers admitted that thanks to participation in physical education workshops and demonstration PE lessons they enhanced their knowledge and skills in conducting sport classes for children (indicator 5).
  - 3.6. The collected data allows concluding that efficient realisation of the project with the character of international partnership contributed to improvement of communication between the cooperating countries (indicator 6).
  - 3.7. In the evaluation survey representatives of the management team on the part of the Leader and Partners declared an increase of professional qualifications thanks to participation in the project (indicator 7).
4. The **largest challenge** for all Partners was to ensure participation of parents in the project activities. This may diminish effectiveness and durability of health changes among children who in terms of lifestyle are, to a large degree, dependent on parents.

- It is necessary to increase parents' involvement in pro-health education projects. This will allow strengthening the effect of educational activities and their durability among adults and children, contributing to reduction of negative health habits of families.
  - Subsequent educational projects addressed to parents should provide them mainly with individualised, direct and long-term support by nutrition experts.
- 5. In all partner towns and cities the project also demonstrated a further need to increase qualifications of primary school teachers within the scope of conducting sport classes.
  - It is necessary to continue intensive educational activities for teachers in the range of using activating methods of work during PE lessons as well as increase the dimension of educational effects (at least 2-day workshops/trainings, larger number of demonstration lessons).
  - It is worth introducing tutoring for teachers, carried out by an expert in physical education, including individual consultations, preparation of a plan and working tools, supervision of lessons with the use of developed instruments, provision of feedback.
- 6. The **project management way**, adopted by the Leader and Partners worked well in practice both in the range of task, finance and risk management and management of human resources and communication.
  - 6.1. The Partners highly rated the quality of project management by the Partnership Leader. The management system, adopted by him, provided for efficient communication between partners and was conducive to effective realisation of the Project.
  - 6.2. The project coordinators on the part of the Partners properly coped with implementation of the project activities and management of substantive, personal and financial matters.
  - 6.3. At the level of the Partners efficient cooperation and communication between the project coordinators, implementers of the activities and schools participating in the project was ensured. Cooperation with educational centres was more effective in the case of the Partners being self-governmental units in view of their formal supervision over schools.
  - 6.4. Thanks to effective and flexible management of the project finance by the Leader and Partners it was possible to reallocate saved resources for realisation of other tasks, including additional educational activities.
- 7. The developed **principles of the partnership** (laid out in the partnership agreement) worked well in practice and proved to be accurate in terms of achievement of the intended results. The project Leader paid attention to the fact that schools - as units subordinate to local self-government, to some extent "ex officio" were obliged to efficient cooperation with project implementers which are an urban unit. Whereas, it was noticed that a part of foreign partners being private entities (companies, non-governmental organisations etc.) found it difficult to introduce the project into schools and enter into, equally effective, relations with them. Thus, it seems that involvement of self-government as a partner or patron of the project activities allowed enhancing cooperation with educational centres, whereas involvement of private partners generates higher development in innovative activities in their own specialisation.
- 8. Exchange of knowledge and experience within the Partnership took place mainly in the group of management teams from particular countries, whereas it was not noticeable for other staff members of the project (e.g. educators and coaches).
  - In subsequent partnership projects it is worth including activities enabling exchange of knowledge and experience between substantive staff members (experts, educators, coaches, teachers) e.g. in



the form of meetings, workshops or conferences. This will allow equipping people conducting health and sport education with new methods of work and increasing their qualifications.








9. To ensure continuation of the project activities, the Implementers acquire partners interested in implementation of solutions developed within the Project in the range of health and sport education on a broader scale.
  - It is worth considering preparation (in cooperation with project experts) of a licensed program for nutrition education, based on experiences from the Move up project, which may be used by other entities for implementation of ready solutions within the scope of pro-health education.
  - Within the nutrition education it would also be valuable to realise a screening or interventionist program dedicated to children struggling with overweight and obesity as well as a program addressed to older children (in particular girls) concerning eating disorders (anorexia, bulimia, orthorexia).

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## 5 Appendixes

### 5.1 Appendix 1: Evaluation sheet – Event A





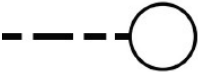
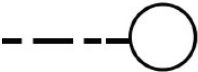


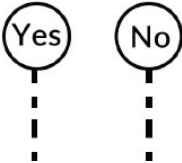
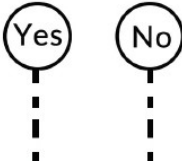
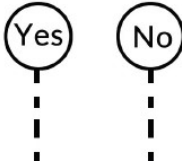
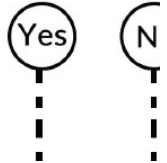
 I liked it	 I did not like it	 Where the games and playtime something new?	 Would you like to attend a similar event?
 boy	 <b>Sport Event A</b>	7 - 9 years old (	
 girl		10 - 13 years old (	
		more than 13 years old (	

What to do in Your free time to stay healthy?

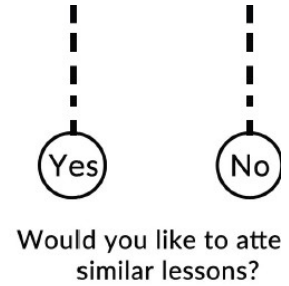
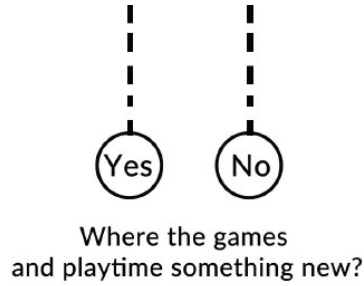
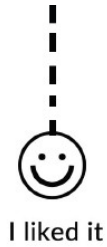




## 5.2 Appendix 4: Evaluation sheet – Event B

	 I liked it a lot	 I liked it	 I don't think I liked it	 I didn't like it at all
 man   woman	 <b>Sport Event B</b>	 <small>przezwij kupon w odpowiednich miejscach</small>	18-24 years old ( ) 25-40 ( ) 41-56 ( ) more than 56 years old ( )	
Would you attend a similar event?	inspiring	boring	good organisation	
				

### 5.3 Appendix 2: Evaluation sheet – sport lesson



7 - 9 years old (



**Sports Lesson**












10 - 13 years old (

more than 13 years old (

What to do in Your free time to stay healthy?



### 5.4 Appendix 3: Evaluation sheet – Lesson about health

					
I liked it	I did not like it	Do you know something new about health?		Would you like to attend similar lessons?	
 boy		 <b>Health Lesson</b>		7 - 9 years old (	
 girl				10 - 13 years old (	
				more than 13 years old (	
What to eat for breakfast to stay healthy?					
					

### 5.5 Appendix 5: Evaluation questionnaire – workshop on healthy lifestyle

**EVALUATION QUESTIONNAIRE  
HEALTHY LIFESTYLE WORKSHOP**

Dear Madam or Sir,

We would like you to complete this anonymous workshop evaluation questionnaire. Your opinions will be used to evaluate the Project. Please mark the right answers in the table using the following assessment scale:

**1** = Strongly disagree;    **2** = Disagree;    **3** = Neither agree nor disagree;  
**4** = Agree;    **5** = Strongly agree;    **N/A** = Not applicable / no opinion.

1. I am glad that I participated in the workshop.	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

2. The workshop met my needs.	1	2	3	4	5	N/A
3. The workshop was interesting, inspiring and full of new content.	1	2	3	4	5	N/A
4. The workshop increased my knowledge of sports and healthy lifestyle.	1	2	3	4	5	N/A
5. The workshop taught me about healthy eating habits for children and family.	1	2	3	4	5	N/A
6. The workshop made me aware of the significance of healthy lifestyle for my children and family.	1	2	3	4	5	N/A
7. The workshop made me aware of negative habits we should change to lead a healthy lifestyle.	1	2	3	4	5	N/A
8. The workshop made me aware of the fact that it is parents/teachers/adults who should use role-modelling for motivating children to spend their free time in an active way.	1	2	3	4	5	N/A
9. The workshop encouraged me to increase my children and family's physical activity levels.	1	2	3	4	5	N/A
10. I shall apply the acquired knowledge of healthy nutrition and lifestyle in practice.	1	2	3	4	5	N/A
11. The workshop encouraged me to search further for knowledge about healthy eating habits for children and family.	1	2	3	4	5	N/A
12. I would be glad to attend another workshop on healthy nutrition and lifestyle.	1	2	3	4	5	N/A
13. The workshop is worth recommending to other parents and teachers.	1	2	3	4	5	N/A
14. I believe that children should have more often classes on health at school.	1	2	3	4	5	N/A
M1: Gender 1. Female 2. Male	M2: Age: Give your age in years  .....		M3: Are you a teacher? 1. Yes 2. No			
M4: Do you think you live a physically active life? 1. Yes 2. No	M5: Do you have school-age children? 1. Yes 2. No	M6: Are you happy about the physical activity levels of your children? 1. Yes 2. No 3. Not applicable				
M7: Please give the name of the town in which the training took place:		.....				

## 5.6 Appendix 6: CAWI - Partnership evaluation questionnaire

### PARTNERSHIP EVALUATION QUESTIONNAIRE

Dear Madam or Sir,

We would like you to complete this project evaluation questionnaire. Your opinions will be used to evaluate the Project. Please mark the right answers in the table using the following assessment scale:

**1** = Strongly disagree;    **2** = Disagree;    **3** = Neither agree nor disagree;  
**4** = Agree;                    **5** = Strongly agree;            **N/A** = Not applicable / no opinion.

1. I believe that the Partnership has successfully achieved the project objectives set.	1	2	3	4	5	N/A
2. The project contributed to raising awareness of sports and healthy lifestyle among children and parents in our town.	1	2	3	4	5	N/A
3. The project enhanced the knowledge/skills of teachers in our town in the area of conducting sports classes for children.	1	2	3	4	5	N/A
4. My organisation/institution successfully completed all the planned project activities.	1	2	3	4	5	N/A
5. The project is well-promoted among the residents of our town.	1	2	3	4	5	N/A
6. The project website is an effective promotional and educational project tool.	1	2	3	4	5	N/A
7. Participation in the project strengthened the image of my organisation/institution in the local community.	1	2	3	4	5	N/A
8. The atmosphere of cooperation in the Partnership facilitated successful project implementation.	1	2	3	4	5	N/A
9. The adopted project management system provided for efficient communication between partners.	1	2	3	4	5	N/A
10. Participation in the project was a constructive professional challenge for me.	1	2	3	4	5	N/A
11. By working on the project, I enhanced my management and professional skills.	1	2	3	4	5	N/A
12. The developed principles of the partnership (laid out in the partnership agreement) proved to be accurate in terms of achievement of the intended results.	1	2	3	4	5	N/A
13. The internal monitoring and control system proved to work out well in practice.	1	2	3	4	5	N/A
14. I highly rate the quality of project management by the Partnership Leader.	1	2	3	4	5	N/A
M1: Which organisation/institution do you represent?	.....					
M2: Your function in the project:	.....					

## 5.7 Appendix 7: CAWI - evaluation questionnaire - teachers

### PROJECT EVALUATION QUESTIONNAIRE FOR TEACHERS

Dear Madam or Sir,

We would like you to complete this anonymous project evaluation questionnaire. Your opinions will be used to evaluate the Project. Please mark the right answers in the table using the following assessment scale:

**1** = Strongly disagree;    **2** = Rather disagree;    **3** = Neither agree nor disagree;  
**4** = Rather agree;                      **5** = Strongly agree;    **N/A** = Not applicable / no opinion.

1. I am glad that I participated in the project.	1	2	3	4	5	N/A
2. Participation in the project was a constructive professional challenge for me.	1	2	3	4	5	N/A
3. I believe that the project contributed to raising awareness of sports and healthy lifestyle among children in our school and their parents.	1	2	3	4	5	N/A
4. The project made me aware of the fact that it is parents/teachers/adults that should use role-modelling for motivating children to spend their free time in an active way.	1	2	3	4	5	N/A
5. I believe that the project increased interest in sports among children in our school.	1	2	3	4	5	N/A
6. I believe that the project contributed to reduction of bad health habits among children participating in the project.	1	2	3	4	5	N/A
7. The project enhanced my knowledge/skills in the area of conducting sports classes for children.	1	2	3	4	5	N/A
8. Demonstration PE lessons were inspiring, full of new contents and equipped me with new methods of work.	1	2	3	4	5	N/A
9. Demonstration PE lessons only helped me consolidate my knowledge.	1	2	3	4	5	N/A
10. I use the knowledge and skills acquired through the project in the area of sports and pro-health education in my job as a teacher.	1	2	3	4	5	N/A
11. The project encouraged and motivated me to focus more on sports education during lessons.	1	2	3	4	5	N/A
12. The project encouraged me to search further for knowledge about sports and pro-health education.	1	2	3	4	5	N/A
13. I would be glad to attend further project activities on sports and pro-health topics.	1	2	3	4	5	N/A
14. I believe that children should have more often classes on health at school.	1	2	3	4	5	N/A
M1: Gender: 1. Female 2. Male	M2: Age: Give your age in years .....		M3: How many years have you been working as a teacher? .....			
M4: Please give the name of the town in which the	.....					

project was implemented	
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## ***5.8 Appendix 8: Interview scenario with management staff***

Key issues to be raised during interviews:

1. Have all the planned key activities been performed at the particular stages of Project implementation? In the event of non-adherence to the assumptions and plans, what were its causes and what are its consequences in terms of result and objective achievement?
2. To what extent have the expected project objectives and effects been achieved upon project completion?
3. What are the benefits of participation in the project identified by its participants? How do the participants assess the project? What factors have a positive/negative impact on the way the project activities are perceived by the participants? To what extent have the educational activities influenced attitude change, knowledge enhancement and development of new skills among the participants?
4. How was the project managed? Did the adopted management system work out well in practice? What were the factors for hindering and what were the factors for facilitating Project management? What were, if any, the obstacles and issues which impeded the proper project implementation, the strengths and weaknesses? What is a good practice/solution in managing a transnational project?
5. How did the partner cooperation on the project go? How is the quality of communication within the Partnership? What are, if any, the cooperation deficits or restrictions? What do the restrictions refer to?
6. What were the factors for hindering and what were the factors for facilitating project management through Partnership?
7. What are the greatest substantive achievements of the Project according to the individual partners?
8. What conclusions and recommendations may be drawn from the transnational Project for the future?

## ***5.9 Interview scenario with teachers***

Areas	Questions
Assessment of adequacy and effectiveness of the training (Kirkpatrick)	<ul style="list-style-type: none"> <li>- To what extent were the training topics new for the participants?</li> <li>- To what extent were the workshops adapted to the participants' needs and potential?</li> <li>- Which of the training topics were most interesting to the participants?</li> <li>- Were there any elements difficult for the participants?</li> <li>- Did the participants have positive opinions about the workshops? To what extent were they satisfied with the didactic process, organisational issues and atmosphere during the workshops?</li> <li>- To what extent did you observe changes in the level of knowledge, skills and attitudes of the workshop participants?</li> <li>- To what extent did the participants benefit in practice from the acquired knowledge and skills during the practical part of the workshops?</li> </ul>
Realisation of indicators	<ul style="list-style-type: none"> <li>- To what extent did the workshops contribute to raising awareness of sports and healthy lifestyle among the participants?</li> <li>- To what extent can the workshops contribute to reduction of negative health habits?</li> <li>- To what extent did the workshops contribute to enhancement of</li> </ul>



	knowledge and skills of teachers in the area of sports and healthy lifestyle?
Assessment of adequacy, effectiveness and durability of the project activities	<ul style="list-style-type: none"> <li>- To what extent is it important to implement projects promoting a healthy lifestyle?</li> <li>- What are the largest barriers in implementation of pro-health attitudes among children and adults (parents, teachers)?</li> <li>- According to you, are the activities adopted in the Project (innovative PE lessons for children, educational classes on proper nutrition for the youngest children, seminars for parents and teachers, sport events for children, youths and parents, educational Internet platform, handbook for children) appropriate methods used for implementation of pro-health attitudes among children, parents and teachers?</li> <li>- What other actions can be taken for this purpose?</li> <li>- Which of the actions taken are worth being copied on a broader scale?</li> <li>- To what extent can effects of the project activities adopted be durable? How can these effects be sustained?</li> </ul>
Assessment of intra-project cooperation	<ul style="list-style-type: none"> <li>- How did your cooperation with the Gdynia Sport Centre go during implementation of the project? What were the strengths and weaknesses of your cooperation with the Gdynia Sport Centre?</li> <li>- Were there any difficulties in organisation or realisation of the workshops (promotion of the workshops, recruitment of the participants, course of the meeting)?</li> <li>- Was appropriate communication with the Gdynia Sport Centre ensured?</li> <li>- Could you provide your potential remarks to the Gdynia Sport Centre? Would you like to provide any remarks, observations, suggestions to the project implementers?</li> </ul>

## 5.10 Physical education class scenario

<b>School type:</b> primary school	Class: 2	<b>Pupils' gender:</b> mixed group
<b>Location:</b> gymnasium	<b>Length of the class:</b> 45 minutes	<b>Number of pupils:</b> circa 20

Detailed requirements of the core curriculum of general education of the first education stage: Physical and health education – 2a, 3c; Musical education – 1a Social education, after the first grade – 2.

<b>Class subject:</b> An exercises starting position – preparation for the participation in a gymnastics class.
<b>The objectives of the classes in terms of:</b>
<b>skills:</b> as a member of a team, chooses and performs the exercises set, starts from the starting positions
<b>information:</b> knows exercises starting positions

**attitudes:** complies with the teacher’s decisions during the physical activities and exercises

**motor skills:** development of fitness with emphasis on the strength of postural muscles

**Teaching aids:**

Boards presenting 2 sets of starting positions (4), cards with animals names (20), self-assessment card: Me and my team (20), cones (4), music-related equipment, starting positions boards (12), evaluation card – Smiley, pens.

**Classes course**

**Activities preceding the classes**

Presence check and preparation of students for the class, including preparation of stickers (“visiting cards”) with the names of children.

**Initial part (10 minutes)**

1. Organisational activities: gathering students in a gym. The children sit in pairs in “Highchair” position – Developmental Movement Method (positive relation development, development of trust for a partner).
2. Developing readiness for the class:
  - a) Informing on the class course and the motivational activities related to the students’ participation in class: informing on the names of the new activities, presenting the benefits related to the cooperation in team during the physical tasks (2 minutes).
  - b) Individually, sitting with bent legs, pushing with hands and legs: welcoming individually each of the class participants with various body parts: foot, shoulder, hand-giving participants five.
  - c) exercises developing the awareness of space:
    - Whirligig – everybody seats on the floor with bent, slightly risen legs; movement – each participant tries on her/his own to spin herself/himself around her/his own body axis by pushing with hands
    - Windmill – everyone lies on the stomach on the floor, with bent legs; movement – each participant tries on her/his own to spin herself/himself around her/his own body axis by pushing with hands.
    - Crawfish – everyone lies on the back on the floor, with bent legs and hands stretched behind their heads, everyone points her/his head to the middle of the gym; movement – by pushing with legs, everyone moves on the back on the floor and tries to grab with fingers of a hand – “claws” – another person that moves in the same way.
  - d) The teacher turns on specific music (e.g. march of the robots of Akademia Pana Kleksa – electro, Swan lake – ballet, Indian music, Latino or hip-hop). The task of the pupils is to express the ambience and the nature of the music by gambolling and dancing

**Main part (27 min)**

1. The children imitate various toys in response to the teacher’s signal (music): harlequins, racers, balls of

various size and weight, teddy bears with batteries inside and a key in the back. During the task, the teacher presents illustration with a starting position (e.g. cross-legged sitting). The task of the children is to stand/sit/lie in a proper position. The child selected by the teacher proposes an exercise, the children imitate the selected child (e.g. on all fours – can you touch the floor; kneeling sit – stretch your hands forward, move your hands touching the floor as far as you can without detaching your buttocks from your heels).

2. Children move along the lines of the gym in various ways (forwards run, backwards run, crawling on all fours, jumping on both legs, jumping on one leg) (music) – the teacher signals the position to be taken with an object: small ball – cross-legged sitting; bean bag – plank; deck tennis – supported squat; sash – reverse pike lying. The task of the pupils is to take the right position as fast as possible – orientation activity.
3. "Zoo" activity. Each pupil gets a card with a name of an animal written on it. The name is a secret. Then, children walk/run imitating the way of moving of the animal the name of which was written down on their cards (speaking is not allowed). During the task, each pupil is to notice the other pupils with the same cards (pretending to be the same animal) and to create one group with the noticed pupils. 4 teams consisting of 5 persons each were created in that way.
4. "Protect the number" activity. 5-person teams. Each person is assigned a number. The members of a team hold each other hands, one person is outside the circle. At the teacher's signal, the pupil with a called out number tries not to get caught by the chasing pupil (outside the circle). The rest of the team members prevent the chasing pupil from catching the pupil with the called out number (they "protect the number"). The members of the team hold hands the entire time. The teacher announces the number change (change of the number of the chasing pupil).
5. Master of speed, i.e. numbers race in a square. The teams are the same. They stand at the sides of a square, the square is created by placing four cones. Exemplary variants of physical tasks:
  - a) The pupil with a called out number passes the cone so that it is on the pupil's right side, then the pupil passes all of the participants sitting at the square perimeter and comes back to sit on her/his place. During the race, others fulfil additional tasks (e.g. balance sitting, press-ups, crunches). The direction of running should be specified.
  - b) Start in the starting position specified by the teacher, running around all the teams, coming back, taking starting position again, this time by all of the members of a particular team.
  - c) Running in pairs. The pupil with a called out number grabs the hand of the pupil sitting on his/her left side, they run around the activity area together.
6. Exercises sets. The pupils in the same teams. Each pupil gets an educational board with the two sets of the starting positions. The teams decide on the set they will learn and perform taking into consideration their capabilities. During the presentations in teams, the pupils will switch positions. Each position should be maintained for 3 seconds.  
An exemplary first set of exercises: straight standing, supported squat, plank, lying prone, lying supine, long sitting, tuck sitting, cross-legged sitting.

**End part ( 7 minutes)**

1. The pupils fill in the self-assessment card on cooperation in team.
2. "Building a house" – cross-legged sitting with hands on knees, straight back, head extended upwards. In response to the "we build a house" phrase, the children hold their arms in "winglets" position. In response to the "we build ground floor" phrase, they move the right hand up and position them parallelly to the floor. They position the left hand in the same way, but the left hands must be over the right hand – "we build the first floor", they position the right hand over the left hand etc. We build the floors until the children extend their hands up as far as possible. Then the teacher says "we build a roof" – the children extend their hands upwards and connect the fingers of the right and the left hand, creating the

“roof” over the house they had built.

3. Reminding information on “keeping your back straight”. The pupil knows that her/his posture is correct when: she/he does not pull forward her/his head (the head extends the spine axis), pulls down the shoulder blades (pupil does not slouch), pulls in her/his stomach, flexes buttocks muscles.
4. Class evaluation: Smiley – as regards the class attractiveness and good atmosphere.
5. Summing-up, goodbye.