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D2.3
Work package 2 – Results of the Pilot Actions

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Report on the Pilot Actions

The EHLA Active Day programme represents the practical implementation of the European Healthy Lifestyle Actions project. Building on the shared EHLA Guidelines, partners in the Netherlands, Italy and Türkiye developed and implemented three distinct national interventions, each adapted to local needs, educational settings and existing opportunities.

While the approaches differed, they shared common objectives and implementation principles. Together, the interventions reached more than 3,100 children and involved schools, teachers, coaches, families and local organisations in promoting physical activity and healthier lifestyles.

This Deliverable 4.1 presents the development, implementation and evaluation of the EHLA Active Day programme. It brings together the experiences and results from the three participating countries, identifies lessons learned and transferable best practices, and provides recommendations for future implementation.

The report demonstrates how a shared European framework can be translated into practical local action, while contributing to the wider EHLA ambition of making physical activity a natural and inclusive part of everyday life.

Deliverable D4.1 – Report of results of the awareness programme

Deliverable Number	D4.1	**Lead Beneficiary**	4 - SportDrenthe
Deliverable Name	Report of results of the awareness programme		
Type	R — Document, report	**Dissemination Level**	PU - Public
Due Date (month)	24	**Work Package No**	WP4

Description
Online document in English summarising the main results achieved during the awareness campaign, from the design of the programme, the organisation of the activities to the monitoring and evaluation of the impact of the activities to achieve the project's objectives. The report will highlight most relevant activities and target actors that have participated. 40 pages. Available on the project's website for free. Data will be collected through the app, and the organisers of the events who will provide a short summary of the event and results. Periodically, this information will be uploaded on the project's website as part of the dissemination activities and highlight the engagement of stakeholders.

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1. Introduction

1.1 Background of EHLA Active day

The European Healthy Lifestyle Alliance (EHLA) launched the EHLA Active Day project to encourage more physically active lifestyles among children and young people across Europe. The project was developed in response to the growing concern about sedentary behaviour and the declining levels of daily physical activity among school-aged children.

Supported through the Erasmus+ Sport programme, EHLA Active Day brought together partners from the Netherlands, Italy, Türkiye and Ireland to explore how schools and local communities can create environments that naturally encourage movement throughout the day. Rather than promoting isolated physical education lessons, the project focused on integrating physical activity into everyday routines through innovative, practical and locally relevant approaches.

Each participating country designed and implemented its own intervention based on a shared European framework while adapting the activities to national contexts, educational systems and existing good practices. This allowed the consortium to evaluate different implementation strategies while working towards common project objectives.

1.2 Objectives of the Project

EHLA Active Day was developed around three overarching objectives:

- To promote physical activity across Europe by testing and implementing innovative approaches that encourage people to move more during everyday life.
- To strengthen a European community that recognises physical activity as an important contributor to healthier lifestyles and increased social inclusion, helping to reduce social, economic, gender and disability-related barriers.
- To stimulate knowledge exchange and cooperation between organisations, professionals and stakeholders by sharing experiences, good practices and practical implementation strategies.

These objectives formed the common foundation for all activities carried out within the project and provided the framework for evaluating the national interventions.

1.3 Why this Project was Developed

Across Europe, physical inactivity and sedentary behaviour among children have become growing public health concerns. Schools provide a unique opportunity to encourage healthy movement habits, as they reach nearly all children on a daily basis.

The EHLA Active Day project was developed to explore how physical activity can become an integral part of everyday school life rather than being limited to physical education lessons. Building on the EHLA Guidelines, the consortium translated a shared European framework into a practical pilot programme.

The EHLA Guideline was developed within the project, drawing on several existing European guidelines. It provides the common foundation for the design and implementation of the national pilots. Each participating country subsequently developed and implemented its own national intervention, tailored to its educational context while contributing to the common project objectives.

1.4 Consortium Partners

The EHLA ACTIVE DAY brought together organisations from the Netherlands, Italy, Türkiye and Ireland each contributing its own expertise and local context to the project.

Although all partners worked from the same EHLA guidelines and shared objectives, each country designed and implemented a different national intervention. This approach enabled the consortium to evaluate multiple implementation strategies, exchange experiences throughout the project, and identify best practices that can support future initiatives promoting physical activity across Europe.

The consortium consisted of Spor Istanbul (Türkiye), SportDrenthe (Netherlands), Kinetic Analysis (Netherlands), UISP Sportpertutti (Italy) and Surpass Sport Systems (Ireland). The project was co-funded by the European Union.

2. From Guidelines to National Practice

2.1 From Shared Guidelines to a Common Framework

The EHLA Active Day project started with one shared European vision. Instead of asking every country to carry out exactly the same activities, the EHLA Guidelines gave all partners the same goals and enough freedom to choose an approach that fitted their own country. The project was built around three main objectives:

- to promote physical activity through new and practical ideas;
- to build a European community that sees physical activity as an important part of a healthy and inclusive lifestyle;
- to encourage cooperation and knowledge sharing between organisations and professionals.

To turn these objectives into practice, the partners agreed on several shared principles. The project should be developed together with schools, fit into normal school routines, be flexible enough for different educational systems, and focus on long-term change instead of one-off activities. Another important principle was that the project should support teachers, not create extra work for them.

These principles became the starting point for all national interventions.

2.2 From Guidelines to National Practice

The next step was to translate the European Guidelines into a practical pilot programme. Instead of developing one fixed programme, the partners agreed on a shared process that every country would follow.

This process included identifying local needs, selecting suitable activities, preparing schools for implementation, testing the interventions, and sharing experiences throughout the project.

Although the process was the same for every partner, each country developed its own intervention based on local needs and opportunities.

2.3 Learning Together

Throughout the project, the partners regularly exchanged experiences, discussed challenges and learned from each other's implementation. International meetings and site visits created opportunities to share ideas, reflect on progress and improve the national interventions.

Rather than developing one identical programme, the project showed that different national approaches can successfully contribute to the same European objectives.

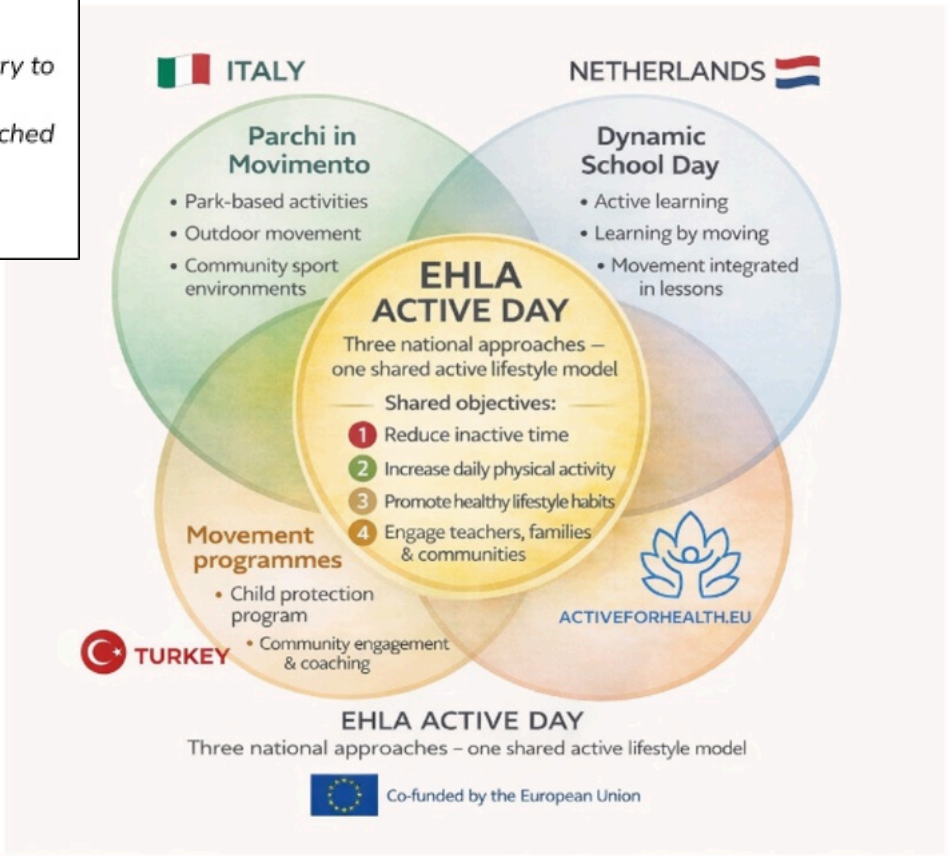
This balance between a shared vision and local flexibility became the key strength of EHLA Active Day.

Shared European Framework

✔ *Common objectives*

✔ *Shared principles*

This approach allowed every country to work towards the same objectives while using methods that best matched their own situation.



3. National implementation

After developing the shared European framework, the consortium translated the guidelines into practical national interventions.

This chapter describes how this process unfolded across the three participating countries.



TIMELINE

The EHLA Active Day project followed one shared European framework, while allowing each country to develop an intervention that best matched its own educational system and local context.

Although the activities differed between the Netherlands, Italy and Türkiye, all partners followed the same implementation process: from planning and stakeholder engagement to implementation, evaluation and knowledge sharing.

The infographic above provides an overview of this journey. The following sections briefly describe how each country translated the European framework into national practice.

3.1 Building the National Interventions

Following the development of the EHLA Guideline and the joint pilot framework, the consortium partners worked together through a series of online meetings to translate the shared objectives into practical national interventions. These meetings provided opportunities to exchange ideas, discuss implementation challenges and adapt the project to local needs while maintaining one shared European vision.

To support this process, international site visits were organised in Türkiye (March 2026) and Italy (April 2026). These visits helped strengthen collaboration, engage local stakeholders and connect the European framework with local practice. By visiting schools, sports centres, municipalities and community partners, the consortium gained a better understanding of each national context and identified opportunities to further improve implementation before the pilots officially started.

3.2 International Site Visits

Türkiye

The visit to Türkiye focused on the preparation of the national after-school programme organised by Spor Istanbul. Several sports centres were visited, together with meetings involving local project coordinators and stakeholders. A key part of the visit was the introduction to the Child Protection Programme, developed by a psychologist whose research formed the scientific foundation of this intervention.

Rather than focusing only on increasing physical activity, the Turkish approach aimed to combine sports participation with themes such as personal development, wellbeing and life skills. During the visit, the implementation plan was further refined and practical recommendations were discussed to support a successful launch of the programme.

Italy

The visit to Verona focused on the implementation of Parchi in Movimento, coordinated by UISP in close collaboration with the Municipality of Verona. Meetings were held with project coordinators, trainers and municipal representatives, followed by visits to the public parks where the activities take place.

One of the most remarkable observations was the social impact of the programme. By introducing children to outdoor activities during school, they were encouraged to return to the parks together with parents, grandparents, brothers and sisters. In this way, physical activity became more than a school activity; it also strengthened family interaction, community involvement and the use of public spaces.


İSTANBUL
BÜYÜKŞEHİR
BELEDİYESİ



3.3 National Interventions

Following the preparation phase and the international site visits, each partner implemented its national intervention based on the shared European framework. Although the interventions differed in content and setting, they all aimed to encourage children to become more physically active and to develop healthy lifestyle habits in a way that matched the local context.

The Netherlands

The Dutch intervention focused on the Dynamic School Day, using active learning as a practical way to integrate movement into everyday education. Teachers received training on active learning principles and implemented the Beweegbox in their classrooms.

Four primary schools participated in the pilot, reaching over 900 children aged 4–12 years, including 80 children with special needs.

Throughout the implementation, schools received ongoing support from Assen Sportstad and SportDrenthe.

Italy

The Italian intervention, Parchi in Movimento, introduced children to physical activities that could easily be continued in public parks outside school hours. Working closely with the Municipality of Verona, schools and community coaches encouraged children to explore different ways of being active outdoors.

In addition to increasing physical activity, the programme promoted family participation and stronger community engagement.

More than 600 children were involved in this programme.

Türkiye

The Turkish intervention combined after-school sports activities with the Child Protection Programme, organised by Spor Istanbul at the Kartal Hasan Doğan

Sports Complex. The programme involved 676 children during the 5th term and 808 children during the 6th term.

The activities not only increased physical activity, but strengthened wellbeing, personal development and life skills through sport.

Although each intervention reflected national priorities and local opportunities, together they demonstrated how one European framework can successfully be translated into different practical approaches while working towards the same shared objectives.

3.4 Evaluation Methodology

To evaluate the implementation and impact of the EHLA Active Day programme, a shared evaluation framework was developed for all participating countries. Three questionnaires were created to collect feedback from the main stakeholder groups: children, teachers/coaches and parents. Together, these perspectives provided a broad understanding of the implementation and perceived impact of the different national interventions.

Although all partners used the same evaluation framework, each country focused on the stakeholder group that was most relevant to its own intervention.

The Netherlands collected feedback from all three stakeholder groups and introduced an additional dynamic pupil evaluation, allowing children to reflect on their experiences through movement rather than a traditional questionnaire.

Italy focused primarily on teachers and coaches, providing valuable insights into the practical implementation of Parchi in Movimento and the feasibility of outdoor learning activities.

Türkiye concentrated mainly on parents, reflecting the strong emphasis of the Child Protection Programme on wellbeing, family involvement and healthy lifestyle habits. Coach evaluations are planned following completion of the programme.

Together, these complementary evaluation methods provided a comprehensive picture of the EHLA Active Day project across the three participating countries.

4. Results of EHLA Active Day

4. Results of the EHLA Active day, an introduction:

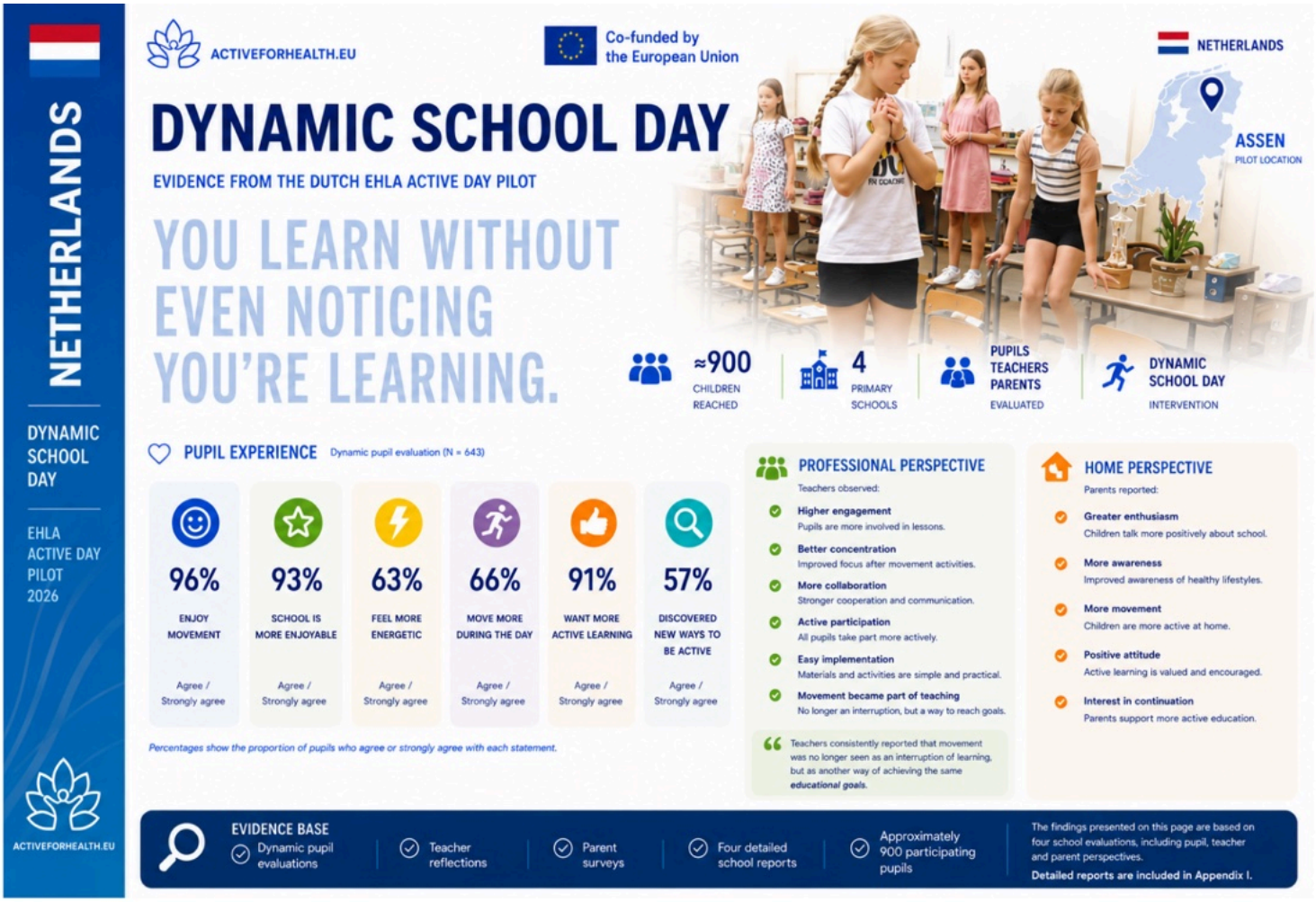
Following the implementation of the EHLA Active Day pilot, the consortium evaluated the programme across the Netherlands, Italy and Türkiye. Together, the project reached over 3,100 children through three complementary national interventions, involving schools, municipalities, sports organisations and a wide range of local stakeholders.

Although each country implemented a different intervention, all activities were based on the same European framework and shared objectives. The following sections present the national results before highlighting the key findings across the consortium.

4.1 The Netherlands



The Netherlands implemented the EHLA Active Day programme through the Dynamic School Day, using active learning and the Beweegbox to integrate movement into everyday education. Four primary schools participated in the pilot. To evaluate the programme, feedback was collected from pupils, teachers and parents, providing the most comprehensive dataset within the consortium.



Interpretation of the Results

The Dutch approach focused on integrating movement into everyday education rather than organising additional sports activities. The main reason for this choice was inclusivity: every child goes to school, while not every child participates in

organised sport or grows up in an environment where being active is encouraged. By making movement part of the school day, the programme aimed to reach all children and help them experience physical activity in a positive and enjoyable way.

The pilot showed that active learning can become a natural part of teaching. Teachers reported that the training and the Beweegbox gave them practical tools and confidence to introduce movement into their lessons. Rather than creating extra work, many teachers experienced active learning as an effective way to increase pupil engagement, improve concentration and create a more positive classroom atmosphere.

The pupil evaluations reflected this positive experience. Children enjoyed learning through movement and described school as more enjoyable when active learning was included. One pupil summarised the experience perfectly:

"You learn without even noticing you're learning."

This quote captures the main strength of the Dutch intervention. Movement was not the goal itself; it became a natural way to support learning, participation and enjoyment at school.

Parents also responded positively. Many reported that their children talked enthusiastically about the activities at home and showed more interest in being physically active outside school. This suggests that positive experiences during the school day may also encourage a more active lifestyle beyond the classroom.

Although healthy lifestyle themes such as nutrition, hydration and wellbeing were introduced during the pilot, the Dutch intervention mainly focused on developing active learning and the Dynamic School Day. The consortium believes that future implementation could strengthen this approach further by integrating healthy lifestyle education more explicitly alongside movement.

Supporting Evidence

The findings presented in this chapter are based on the Dutch national evaluation, including dynamic pupil evaluations, teacher questionnaires and parent surveys. Four detailed school reports are included in Appendix I, providing a more comprehensive overview of the implementation process and evaluation results at school level.

4.2 Italy

The Italian pilot built upon an existing community-based initiative rather than introducing a new programme within schools. Through the Parchi in Movimento ("Parks in Motion") programme, EHLA Active Day expanded a well-established network of outdoor physical activity by specifically involving primary schools and young children.

The project created a bridge between school and community. Children first experienced the activities during school hours and were subsequently encouraged to participate with their families in the public park programme during their leisure time. In this way, EHLA Active Day extended physical activity beyond the classroom and strengthened the connection between schools, families and local communities.

To evaluate this approach, Italy primarily focused on collecting feedback from teachers and coaches responsible for delivering the activities. Their reflections provide valuable insight into the feasibility, educational value and long-term potential of integrating schools into community-based physical activity programmes.





Interpretation of the Results

The Italian intervention demonstrated how an existing community initiative can successfully be enriched by involving schools and families. Rather than developing a completely new programme, EHLA Active Day strengthened an already successful local concept by creating stronger links between education, community organisations and public spaces.

Teachers and coaches consistently reported that the outdoor activities motivated children to participate enthusiastically. The park environment created a relaxed and inclusive atmosphere in which children were encouraged to move, cooperate and enjoy being physically active together. Delivering activities outside the traditional

classroom also provided opportunities for experiential learning and increased social interaction.

One of the strongest outcomes of the Italian pilot was the connection between school participation and family engagement. Children who first discovered the activities through school were encouraged to return to the parks with parents, siblings and friends during the summer programme. This illustrates how schools can act as an effective gateway for promoting lifelong participation in community-based physical activity.

The teacher and coach evaluations further indicated that the programme was easy to organise, well received by participants and highly suitable for local implementation. Respondents particularly valued the combination of movement, wellbeing and social interaction within accessible public spaces.

Unlike the Dutch intervention, which focused primarily on integrating movement into daily education, the Italian pilot emphasised community participation and creating sustainable opportunities for families to remain physically active beyond school hours. Together, these complementary approaches demonstrate the flexibility of the EHLA Active Day framework across different national contexts.

Programme Resources

The findings presented in this chapter are based primarily on teacher and coach evaluation forms completed after the implementation activities. Additional evidence was collected through project dissemination, social media documentation and local communication materials from the Parchi in Movimento programme. These sources illustrate both the implementation process and the strong community engagement achieved during the Italian pilot

4.3 Türkiye

The Turkish intervention was implemented through the existing sports school programmes of Spor Istanbul at the Kartal Hasan Doğan Sports Complex. The programme reached 676 children during the 5th term and 808 children during the 6th term, offering children the opportunity to participate in different sports and physical activities.

A distinctive element of the Turkish approach was the combination of physical activity with Sports Culture and Values Education. Educational cards, game-based activities, values medals and motivational materials were used to address themes such as respect, responsibility, friendship, fair play, healthy choices and personal development. In this way, sport was used not only to encourage children to be physically active, but also as an environment for social, emotional and lifestyle education.

The final evaluation focused mainly on parent feedback. A total of 36 valid parent responses were collected. As the response rate was relatively low (2.5%), the findings should be interpreted as an indication of the experiences of responding families rather than as representative of all children participating in the programme.

Supporting Evidence

The findings presented in this chapter are based on the Turkish EHLA Active Days Final Report and the parent survey conducted between June and September 2026. The national report provides additional breakdowns by sports discipline and age group, together with documentation of the educational materials and implementation process.



Interpretation of the Results

The Turkish intervention demonstrates how sport can be used as a setting for much more than physical activity alone. By integrating movement with values education, social-emotional development and healthy lifestyle themes, the programme created an approach in which physical and personal development were addressed together.

Parents generally perceived positive development in their children. Across the nine behavioural and character-development domains, the overall positive response rate was 78.7%. The strongest results were reported for self-confidence and courage (86.1%), compliance with rules (86.1%), empathy and tolerance (83.3%), and friendship and teamwork (80.6%). These findings suggest that the social and emotional aspects of the programme were particularly visible to parents.

Lower scores were reported for respect and honesty (72.2%) and sleep, nutrition and hygiene habits (69.4%). The latter is particularly relevant within the EHLA context, as these behaviours are strongly influenced by routines outside the sports setting. This suggests that healthy lifestyle education may become even more effective when children, coaches and parents are more explicitly connected.

The evaluation also provided insight into children's weekly physical activity. Children were reported to be physically active for at least 30 minutes at moderate-to-high intensity on an average of 3.6 days per week. In total, 77.8% were active on at least three days per week, while 27.8% reached five or more active days. These results underline the important contribution of organised sport, while also showing that additional opportunities to be active outside organised sessions remain valuable.

Differences were also observed between sports disciplines and age groups. However, several of these subgroups contained only a small number of respondents. These findings should therefore be viewed as useful signals for future programme development rather than as firm conclusions about particular sports or age groups.

Overall, the Turkish pilot adds an important dimension to the EHLA Active Day approach. While the Dutch pilot focused on integrating movement into everyday learning and the Italian pilot connected schools with outdoor and community-based activity, Türkiye demonstrated how organised sport can be combined with values, wellbeing and life skills, with gains in confidence key to a sustainable healthy lifestyle.

Together, these approaches illustrate the flexibility of the shared EHLA framework across different national contexts.

5. Lessons learned

The three national interventions provided valuable insights into what supports sustainable physical activity among children. The following lessons highlight the main principles that emerged across the project and can guide future implementation.

5.1 Embed movement in everyday life

Across all three countries, schools remained an important starting point, but the wider lesson goes beyond the school setting itself. EHLA showed that physical activity has the greatest potential for lasting impact when it is connected to children's everyday routines and environments.

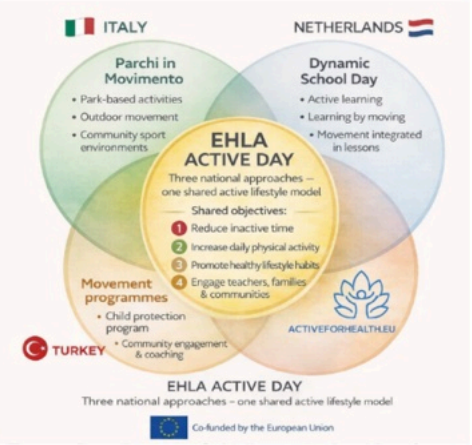
Stand-alone activities do not reach every child. Children who receive little encouragement, support or access to physical activity in their home environment are especially likely to be missed. By integrating movement into everyday settings such as school, the approach becomes far more inclusive, because school is one of the few places that reaches almost every child.

The key lesson is therefore not to treat successful approaches as temporary pilots or stand-alone projects. Movement should become embedded in daily life, with schools, families, communities, public spaces and local organisations reinforcing each other. This creates much stronger conditions for sustainable behaviour change over time.

5.2 Adapt locally, keep the shared principles

EHLA showed that different national approaches can contribute to the same European ambition. The shared objectives remain at the core, while implementation can be adapted to local needs, structures and opportunities.

The model in Figure 1 illustrates this clearly: three different national approaches, built around the same shared objectives. This flexibility is a strength, because it allows local ownership without losing the common European direction.



5.3 Support the people who make it happen

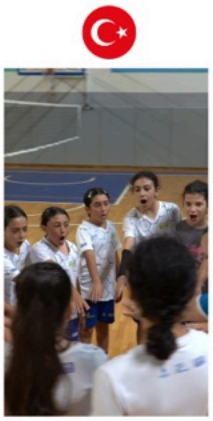
Successful implementation depends on the people who bring the approach into daily practice. Teachers, coaches, coordinators and local partners need practical tools, training, time and support.

The lesson is that new approaches should make implementation easier, not create extra burden. When professionals feel confident and supported, movement is more likely to become part of existing routines and continue beyond the project period.

5.4 Sustainability starts from the beginning

Sustainability should not be considered only when a pilot is ending. Ownership, cooperation, resources and continuation need to be part of the design from the start.

EHLA showed that lasting impact is more likely when successful elements are embedded in existing organisations, routines and policies rather than remaining dependent on temporary project funding.







6. Best Practices

The EHLA Active Day pilots showed several practical approaches that can be transferred to other settings. Rather than copying complete programmes, the value lies in identifying elements that can be adapted to local contexts.

6.1 Netherlands – Integrating movement into learning

A strong practice from the Dutch pilot was the integration of movement directly into lessons through active learning and the Beweegbox.

Teachers received practical materials and a short workshop, giving them an easy and accessible way to start. An enthusiastic local champion or 'driver' proved important in getting the approach started and motivating colleagues. Once teachers experienced how active learning worked in practice, enthusiasm often spread naturally within the school.

Transferable elements: provide ready-to-use materials, combine these with a short practical workshop, and identify an enthusiastic person within the school who can act as a catalyst for implementation.

6.2 Italy – Connecting school with public space

The Italian pilot showed the value of linking school activities with public parks and community opportunities.

Children experienced movement through school and were encouraged to continue these activities outside school hours with family and friends. This created a bridge between school, leisure time and the local community.

Transferable element: use school as a gateway to introduce children to accessible places and activities they can continue independently.

6.3 Türkiye – Combining movement with wider development

The Turkish pilot demonstrated how physical activity can be combined with values education, wellbeing and life skills.

Educational materials, games and coaching were used to address themes such as respect, responsibility, friendship, fair play and healthy choices alongside movement.

Transferable element: use physical activity as a setting for physical, social and personal development rather than focusing on movement alone

6.4 What these best practices have in common

Although the three approaches were different, they shared several practical characteristics:

- they were connected to existing daily structures;
- they used professionals who were already part of children's environment;
- they aimed to make participation easy and accessible;
- they linked movement with wider educational, social or community goals;
- they were designed to be adapted rather than copied exactly.

These common features reflect the wider EHLA approach: shared principles, adapted to local practice.



7. Conclusions

EHLA Active Day showed that a shared European ambition can be translated into very different local approaches without losing its common direction.

The project started from the EHLA Guidelines and shared objectives, while allowing each country to develop an intervention that matched its own educational system, structures, culture and opportunities.

An important conclusion is that effective innovation does not always mean creating something completely new. After defining the shared objectives, partners first looked carefully at their local context: what was already available, what was working, what was missing and what could be strengthened.

Rather than creating parallel programmes, the national interventions developed further from existing structures, people, settings and good practices. In Italy, for example, EHLA strengthened the connection between the existing Parchi in Movimento approach, schools, families and public spaces. In the Netherlands, movement was integrated into existing school routines through active learning. In Türkiye, existing after-school structures were developed further by connecting physical activity with values, wellbeing and life skills.

This approach proved valuable because it made implementation more relevant to the local situation and created stronger ownership. The lesson is therefore not to copy one successful intervention from one country to another, but to work from shared principles, understand the local context and develop what is already possible there. EHLA D4.2 *White Paper describes this as: sharing the principles, understanding the context, adapting the action and learning from implementation.*

Across the three countries, more than 3,100 children were reached through approaches that connected movement with everyday learning, community participation and personal development. The pilots showed that physical activity can become much more than a separate sports activity when it is connected to environments that are already part of children's daily lives.

Schools played an important role because they provide access to almost every child, including children who may receive less support or fewer opportunities for physical activity in their home environment. At the same time, EHLA showed that the school should not stand alone. Families, communities, public spaces, municipalities, sport organisations and professionals can strengthen each other and extend the impact beyond the school day.

The national experiences also showed that movement can support wider development. Depending on the context, physical activity was connected with learning, enjoyment, confidence, social interaction, teamwork, wellbeing, values and life skills. This reinforces the idea that physical activity should not be treated only as a health or sport issue, but as part of children's wider development.

The central conclusion of EHLA Active Day is therefore not that one programme should now be rolled out across Europe. It is that shared objectives can guide locally relevant solutions, and that lasting impact is more likely when movement becomes part of existing everyday environments rather than remaining a temporary project.

EHLA Active Day also showed the value of learning across borders. Local adaptation does not mean that approaches should remain limited to the country in which they were tested. Elements that worked well in one context may also inspire other countries, provided they are adapted to local needs and structures.

For example, active learning could be explored in Italian schools, Parchi in Movimento may offer inspiration for community-based activity in Türkiye, and elements of the Turkish Sports Culture and Values Education approach could enrich school-based programmes in the Netherlands.

The aim is therefore not to copy complete interventions, but to exchange ideas, identify strong elements and test how these can add value in a different context. In this way, the three national pilots can become a starting point for further learning and innovation across Europe.

This approach is also consistent with the wider EHLA capacity-building strategy, which encourages organisations to identify proven local practices, adapt them to their own context and integrate them gradually into everyday work.

8. Recommendations: From Pilot to Lasting Practice

EHLA Active Day provided a practical testing ground for turning shared Ehla guidelines into local action. The next step is not simply to repeat the pilots, but to use what was learned to move from temporary interventions towards lasting active environments.

8.1 Start with clear objectives and build from what is already there

Begin with a shared ambition and clear objectives, not with a ready-made programme. Once the direction is clear, look at the local context: what already exists, what works, what is missing and what could be strengthened. Local implementation should build on existing structures, people, spaces and good practices whenever possible.

This does not mean simply continuing what is already there. It means deliberately improving, connecting and developing existing strengths so that they contribute more strongly to the shared objectives. This creates greater local ownership and avoids unnecessary parallel structures.

8.2 Adapt locally and learn from others

Successful transfer does not mean copying an intervention exactly. Countries, municipalities and schools differ in culture, infrastructure, resources and existing practices, so local adaptation remains essential.

At the same time, the EHLA pilots can inspire each other. Strong elements from one country may also add value in another context. Future implementation should therefore identify what worked, understand why it worked, and explore how these elements could be adapted elsewhere.

The national pilots should be seen as practical building blocks and sources of inspiration, not as fixed models to be replicated.

8.3 Invest in people and connect the environments around the child

Successful implementation depends on the people who make it happen. Teachers, coaches, coordinators and local partners need practical tools, training, time and support.

The Dutch experience showed the value of combining ready-to-use materials with a short practical workshop and an enthusiastic local champion who can help colleagues get started. More broadly, EHLA showed that professionals are more likely to continue new approaches when these fit existing routines and do not create unnecessary extra workload.

At the same time, children move between school, home, neighbourhood, sport and public space. These environments should reinforce each other. Schools, families, municipalities, sport organisations and community partners all have a role in creating a supportive environment around the child. The programme-delivery webinar also emphasised that coordinated, multi-setting approaches are stronger than isolated interventions.

Implementation is strengthened when organisations appoint local champions, provide practical training and give people clear responsibility for maintaining momentum.

8.4 Plan for continuation from the beginning

Sustainability should not be discussed only when a pilot is ending.

Ownership, coordination, resources, evaluation and continuation should be part of the design from the start. Successful elements need to become part of existing routines, professional roles, organisational structures, budgets and, where relevant, policy.

Evaluation should support this process by looking not only at participation, but also at reach, experience, implementation quality, inclusion and whether activities continue over time.

The aim is to move from temporary projects to lasting practice: from short-term funding towards long-term ownership, and from isolated activities towards active everyday environments.

From Active Day to Active for Health

EHLA Active Day was not only a series of national pilots. It was a practical test of how shared European objectives can be translated into everyday environments that support children to move more, in ways that fit local structures, cultures and opportunities.

The next step is to move beyond temporary projects. Lasting impact requires physical activity to become part of the systems that already shape children's daily lives: education, community, public space, sport, health and local policy.

This means shifting:

- from activities to environments,
- from projects to practice,
- from individual organisations to shared responsibility,
- from temporary funding to long-term ownership.

The role of EHLA is therefore not to offer one fixed European programme, but to provide a shared direction, practical principles and tested examples that others can adapt, strengthen and build on.

The ambition is clear: to make active living the easy, normal and inclusive choice — every day, for every child.



9. European Added Value and Contribution to Awareness Campaign

9.1 From European Cooperation to Local Action

The European added value of EHLA Active Day lies in the combination of shared objectives, international cooperation and locally adapted implementation.

Rather than introducing one standardised programme across Europe, the consortium developed a common framework that allowed partners to build on their own educational systems, existing initiatives and local expertise.

This resulted in three complementary approaches: integrating movement into everyday learning in the Netherlands, connecting schools with outdoor and community-based activities in Italy, and combining sports participation with values education and personal development in Türkiye.

Together, these interventions demonstrated how European cooperation can support practical innovation while respecting national and local differences.

9.2 Learning Across Borders

An important contribution of EHLA Active Day was the opportunity for partners to learn from each other's experiences.

Through international meetings, site visits, joint preparation and evaluation, the consortium exchanged knowledge about different approaches to promoting physical activity among children.

The national pilots provided practical examples of how schools, sports organisations, municipalities and communities can contribute to healthier and more active lifestyles.

These experiences also highlighted opportunities for transferring successful elements between countries. Active learning, community-based physical activity and values education can inspire future initiatives beyond the countries in which they were originally implemented.

The value of this exchange lies not in copying complete programmes, but in understanding what works, why it works and how successful elements can be adapted to different local circumstances.

9.3 Contribution to the EHLA Awareness Campaign

The EHLA Active Day programme contributed to the wider awareness campaign by translating the importance of physical activity and healthy lifestyles into visible, practical experiences.

Across the three participating countries, more than 3,100 children were reached through activities that encouraged movement, participation and positive experiences with physical activity.

The programme also engaged teachers, coaches, parents, schools, municipalities and local organisations, extending awareness beyond the children directly involved.

The national interventions demonstrated different ways of promoting active lifestyles:

- In the Netherlands, physical activity became part of everyday classroom learning, helping teachers and children experience the benefits of movement during the school day.
- In Italy, school activities introduced children to opportunities for physical activity in public parks, encouraging connections between schools, families and local communities.
- In Türkiye, sports participation was combined with education on values, wellbeing and healthy lifestyle habits, strengthening the connection between physical activity and personal development.

In addition to direct participation, the national evaluations, communication materials, visual documentation and shared project results provide resources for raising awareness among a wider European audience.

In this way, the awareness campaign went beyond communicating the importance of physical activity. It demonstrated how active lifestyles can be encouraged through practical approaches embedded in everyday environments.

9.4 Building a Foundation for Future Implementation

The results of EHLA Active Day provide a practical foundation for further dissemination, knowledge exchange and future implementation.

The three national pilots offer tested examples that schools, municipalities, sports organisations and other stakeholders can use as inspiration when developing their own approaches.

The EHLA Guidelines, Capacity Building Programme, webinars, e-book, app and project website support the wider sharing and application of these experiences.

An important lesson is that sustainable change requires more than individual activities or temporary projects. It depends on local ownership, cooperation between organisations, practical support for professionals and the integration of movement into existing structures.

The European added value of EHLA Active Day therefore extends beyond the implementation of three national pilots. It lies in the shared knowledge, practical experience and transferable principles that can support future initiatives across Europe.

EHLA Active Day demonstrates that a shared European ambition can lead to different local solutions, while contributing to one common goal: making active and healthy living a natural, accessible and inclusive part of everyday life.

Final Reflection/ Closing Note

EHLA Active Day showed that shared European objectives can lead to very different, locally relevant solutions. The pilots in the Netherlands, Italy and Türkiye demonstrated that there is no single model for creating more active lifestyles among children. What matters is starting from a clear ambition, understanding the local context, building on what is already there, and integrating movement into everyday environments in a way that fits the people and structures involved.

The value of the project lies not only in the three pilots themselves, but in the lessons that can now be taken forward. Schools, municipalities, sport organisations, coaches and communities can use these experiences as inspiration, adapt strong elements to their own context and continue developing approaches that make physical activity a normal part of daily life.

The wider EHLA project supports this next step. The Guideline, Capacity Building Programme, webinars, e-book, app and website provide additional knowledge, tools and resources that can help organisations apply, adapt and sustain the principles tested through Active Day. Together, these outputs connect evidence, practical experience and future implementation.

EHLA Active Day therefore does not end with the completion of the pilots. It leaves behind tested approaches, shared learning and practical inspiration for others to build on.



Theory and practice rarely go hand in hand. It is easy enough to draw a diagram with three overlapping circles that supposedly generate outcomes almost automatically. It is a far more complex task to carry out the work across three different countries, involving more than 3,000 children. We are proud to have succeeded in this, though it has required a great deal of flexibility. The following appendices provide an overview for each country, including questionnaires and—specifically for Turkey—project materials. These appendices serve only as overviews; the actual findings are detailed in the project report, WP4.2: Awareness Campaign.

THE NETHERLANDS

EHLA Active Reflection Session (english)

Movement-Based Evaluation Method for Children
EHLA Active Day – Netherlands | Italy | Turkey

"The EHLA pilot also explored active and movement-based evaluation methods, aligned with the philosophy of integrating movement into all aspects of the school day."

This will NOT be a standard questionnaire session where children sit quietly behind a desk.

This will be:

- evaluating through movement,
- active reflection,
- fun,
- interaction,
- and at the same time collecting useful data.

With this active evaluation, we want to explore:

- whether children have started to enjoy movement more,
- whether they have become more physically active,
- how they experienced the activities,
- what the effect was on their school experience and energy levels,
- and which parts had the greatest impact.

Structure of the Session

- Total duration: approximately 30–40 minutes
- Introduction – short explanation
- Part 1 – Active 4-corners activity
- Part 2 – Movement-based response activities
- Part 3 – Pair reflection
- Part 4 – Individual exit reflection

Key Principles

- YES in group/class setting: fun, motivation, preferences, energy levels and favourite activities.
- NO in group/class setting: safety issues, insecurity, exclusion or negative experiences.

Materials Needed

- 4 corner posters – see attachment
- smiley cards
- post-its
- A4 sheets
- pens
- 4 containers/jars for collecting anonymous response notes for the final questions

Start of the Session

“Today we are going to look back at the EHLA Active Day activities in an active and playful way. There are no right or wrong answers. We are mainly interested in your experiences and ideas.”

Basic Information for the Session

The teacher/facilitator records the group information:

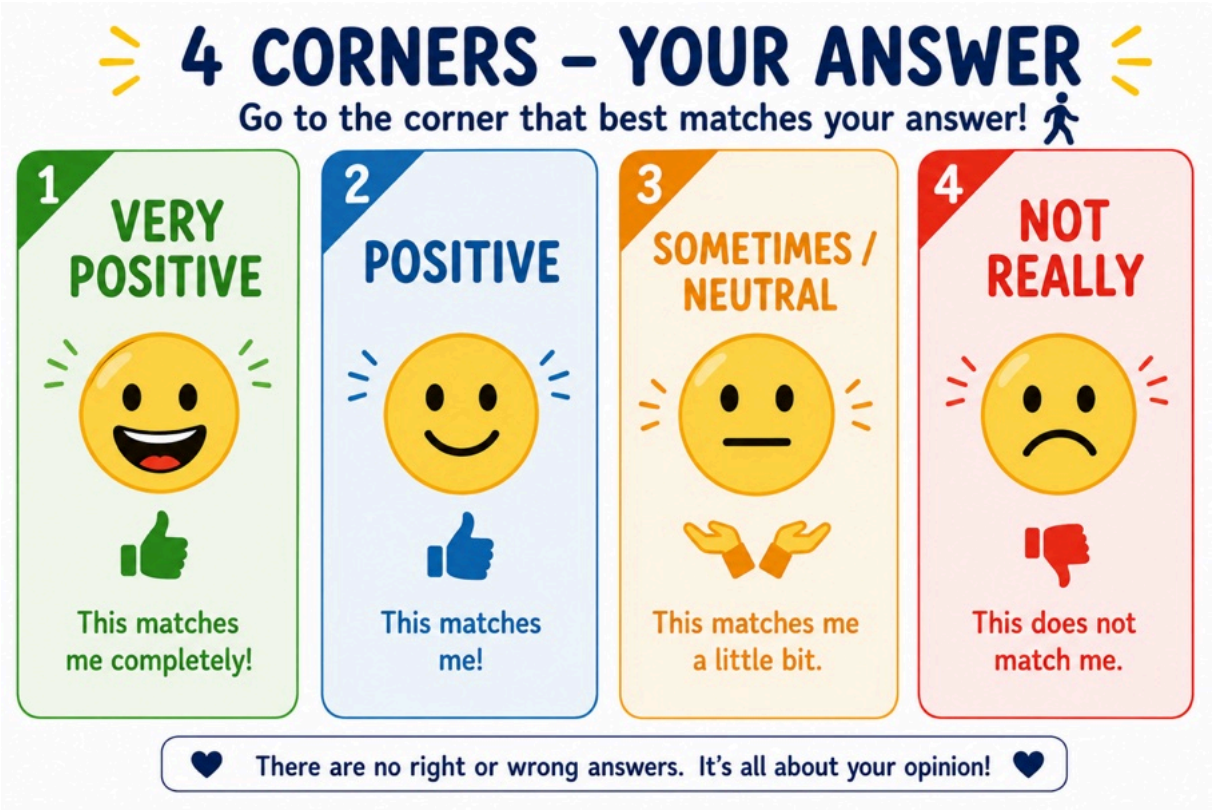
- number of boys/girls,
- age group,
- school,
- and country.

Then the active evaluation questions begin.

Part 1 – Movement & Enjoyment

Active 4-Corners Questions

Print the posters below and place them in different corners of the classroom, gym hall or park.



Questions

1. Do you enjoy being physically active?
2. Have you become more active because of EHLA?
3. Did you enjoy school more with additional movement activities?
4. Did you feel more energetic during school days?
5. Would you like to have more active moments at school?
6. Did you discover new activities that you enjoy?

Data Collection

- The facilitator counts the number of children in each corner or takes a photo per question as evidence.

Part 2 – School & Daily Life

Movement-Based Answer Activities

Project the visuals on a screen or print them and place them visibly so children clearly understand which movement belongs to which answer.



- Jumping Jacks = really fun
- Squats = fun
- Lunges = sometimes fun
- Standing still = not so fun

For each question:

- choose the answer that fits you best,
- perform the movement connected to your answer.

Question 7

Do you like having more movement during school?

Answer	Movement
😀 Very much	Jumping Jacks
🙂 Yes	Squats
😐 Neutral	Lunges
🙁 No	Standing still

Question 8

Can you concentrate better after moving?

Answer	Movement
😀 Yes, much better	Jumping Jacks
🙂 Yes, a little better	Squats
😐 Sometimes	Lunges
🙁 No	Standing still

Question 9

Do you feel more energetic during school days?

Answer	Movement
😀 Yes, much more energetic	Jumping Jacks
🙂 Yes, a little more energetic	Squats
😐 Sometimes	Lunges
🙁 No	Standing still

Question 10

Did EHLA make school more enjoyable?

Answer	Movement
😀 Yes, much more enjoyable	Jumping Jacks
🙂 Yes, a little more enjoyable	Squats
😐 Sometimes	Lunges
🙁 No	Standing still

Question 11

Did EHLA help you cooperate more with other children?

Answer	Movement
😀 Yes, much more	Jumping Jacks
🙂 Yes, a little more	Squats
😐 Sometimes	Lunges

Answer	Movement
😕 No	Standing still

Part 3 – Pair Reflection / Walking Interview

Write these questions on A4 sheets and let children walk around the classroom, playground or park while discussing them.
If there is no space to walk, children can simply discuss them in pairs.

Questions

- What did you enjoy the most?
- What did you learn from these activities?
- What would you like to do more often?
- What should schools continue doing?
- Do you think differently now about movement and healthy living?
- Do you have ideas to make EHLA even more fun or better?

Feedback & Observation

A few children may share their answers with the group.

The facilitator records observations (audio recording is even better so it can be analysed afterwards).

The facilitator observes:

- engagement,
- enthusiasm,
- cooperation,
- and participation during the session.

Important to collect:

- quotes,
- remarkable statements,

- recurring themes.

THIS becomes valuable material for the final reporting.

Optional Anonymous Individual Questions

The final questions can also be completed individually and anonymously.

This can be done by:

- projecting or reading the questions to the class,
- giving every child 4 small notes.

Children write their answer on a note and place it into:

- Jar 1 for Answer 1,
- Jar 2 for Answer 2,
- Jar 3 for Answer 3,
- Jar 4 for Answer 4.

No names are written on the notes — completely anonymous and completed at their own pace.

When finished, children may quietly move on to another activity.

Part 4 – Individual Exit Reflection

1. I felt comfortable during EHLA activities.
2. I felt safe.
3. Everyone was able to participate.
4. Is there anything else you would like to say?

Why This Method Is Strong

- It fits the philosophy of EHLA and movement-based learning.
- It lowers the barrier for participation.

- It makes evaluation enjoyable.
- It creates direct interaction.
- It provides both quantitative data and personal stories.
- It works internationally.

This method combines:

- 4-corner activities,
- movement-based responses,
- walking interviews,
- and individual reflection.

In this way, it creates an evaluation method that fully aligns with the vision of EHLA Active Day:

integrating movement into every aspect of the school day.

EHLA Active Reflection Session

Bewegende evaluatievorm voor kinderen
EHLA Active Day – Nederland | Italië | Turkije

"The EHLA pilot also explored active and movement-based evaluation methods, aligned with the philosophy of integrating movement into all aspects of the school day."

Dit wordt géén standaard vragenlijstmoment waarbij kinderen stil achter een tafel zitten.

Dit wordt:
- evalueren door bewegen,
- actief reflecteren,
- plezier,
- interactie,
- én tegelijkertijd bruikbare data verzamelen.

Met deze actieve evaluatie willen we onderzoeken:
- of kinderen meer plezier hebben gekregen in bewegen,
- of zij meer zijn gaan bewegen,
- hoe zij de activiteiten hebben ervaren,
- wat het effect was op schoolbeleving en energie,
- en welke onderdelen het meeste impact maakten.

Opzet van de sessie

- Totale duur: ± 30–40 minuten
- Intro – korte uitleg
- Deel 1 – actieve 4-hoeken
- Deel 2 – bewegende werkvormen
- Deel 3 – duo-reflectie
- Deel 4 – individuele exit

Belangrijkste principes

- WEL klassikaal: plezier, motivatie, voorkeuren, energie en favoriete activiteiten.
- NIET klassikaal: veiligheid, onzekerheid, buitensluiting of negatieve ervaringen.

Benodigdheden

- 4 hoekposters – zie bijlage
- smiley-kaarten
- post-its
- A4'tjes
- pennen
- 4 potjes waar briefjes in kunnen voor laatste vragen.

Start van de les

- Vandaag gaan we op een actieve manier terugkijken op de EHLA Active Day activiteiten. Er zijn geen goede of foute antwoorden. We zijn vooral benieuwd naar jullie ervaringen en ideeën.

Basis voor de les:

De docent/begeleider vult de data in van de groep. Hoeveel jongens/meisjes, welke leeftijd,
welke school en welk land.

Dan over naar de antwoorden op de vragen (actief)

Deel 1 – Bewegen & plezier Actieve 4-hoeken vragen

Print onderstaande posters uit en hang ze op in verschillende hoeken van het lokaal/gymzaal/het park.



- Vraag 1 – Vind je bewegen leuk?
- Vraag 2 – Ben je door EHLA meer gaan bewegen?
- Vraag 3 – Vond je school leuker met meer beweging?
- Vraag 4 – Voelde je je energieker tijdens schooldagen?
- Vraag 5 – Zou je vaker actieve momenten op school willen?
- Vraag 6 – Heb je nieuwe activiteiten ontdekt die je leuk vindt?

Data verzamelen

- De begeleider telt per hoek het aantal kinderen of maakt een foto per vraag (bewijs)

Deel 2 – School & dagelijks leven

Bewegende antwoordenvormen – projecteer de Plaatjes op het bord of print ze uit en hang ze op zodat het duidelijk is welke beweging bij welk Antwoord hoort.

- Jumping jacks = super leuk
- Squats = leuk
- Lunges = soms leuk
- Stil staan = niet zo leuk



Bij iedere vraag:

- kies je het antwoord dat het beste bij jou past,
- voer je de beweging uit die bij jouw antwoord hoort.

Vraag 7

Vind je het fijn dat er meer beweging is tijdens school?

Antwoord	Beweging
😀 Heel fijn	Jumping Jacks
🙂 Fijn	Squats
😐 Neutraal	Lunges
🙁 Niet fijn	Stil staan

Vraag 8

Kun je je beter concentreren na bewegen?

Antwoord	Beweging
😀 Ja, veel beter	Jumping Jacks
🙂 Ja, een beetje beter	Squats

Antwoord	Beweging
😐 Soms	Lunges
😕 Nee	Stil staan

Vraag 9

Voel je je energieker tijdens schooldagen?

Antwoord	Beweging
😀 Ja, veel energieker	Jumping Jacks
🙂 Ja, iets energieker	Squats
😐 Soms	Lunges
😕 Nee	Stil staan

Vraag 10

Heeft EHLA school leuker gemaakt?

Antwoord	Beweging
😀 Ja, veel leuker	Jumping Jacks
🙂 Ja, een beetje leuker	Squats
😐 Soms	Lunges
😕 Nee	Stil staan

Vraag 11

Heb je door EHLA meer samengewerkt met andere kinderen?

Antwoord	Beweging
😀 Ja, veel meer	Jumping Jacks
🙂 Ja, een beetje meer	Squats
😐 Soms	Lunges
😕 Nee	Stil staan

Deel 3 – In tweetallen; (wandel) interview

Schrijf deze vragen op een A4 en laat ze wandelen door de klas, op het plein of in het park. Is er geen ruimte om te wandelen? Dan gewoon in tweetallen overleggen.

- Wat vond jij het allerleukste?
- Wat heb je geleerd van deze activiteiten?
- Wat zou je vaker willen doen?
- Wat moeten scholen echt houden?
- Denk je nu ook anders na over bewegen en gezond leven?
- Heb jij ideeen om EHLA nog leuker of beter te maken?

TERUGKOPPELING
Een paar kinderen mogen iets delen.
De begeleider noteert (opnemen is nog beter, dan kan je het later uitwerken) De begeleider observeert tijdens de sessie betrokkenheid, enthousiasme, samenwerking en deelname.

- Quotes, opvallende uitspraken, terugkerende thema's

DIT wordt goud voor onze rapportage.

De laatste paar vragen zou je nog individueel kunnen laten invullen (anoniem)

Dit kan je doen door de vraag klassikaal te stellen of op het bord te projecteren/uitprinten en iedereen 4 briefjes teg even.
Vraag 1, vraag 2, Vraag 3 en Vraag 4.
Ze vullen in op het briefje wat het Antwoord is, en lopen dan naar potje 1 voor Antwoord 1 en stoppen daar het briefje in. Potje 2 voor Antwoord 2, potje 3 voor Antwoord 3 en potje 4 voor het laatste briefje. Geen naam erop, echt anoniem en op eigen tempo. Als ze klaar zijn mogen ze iets anders gaan doen.

Deel 4 – Individuele exit

1. Ik voelde mij tijdens EHLA prettig.
2. Ik voelde mij veilig.
3. Iedereen kon meedoen.
4. Wat wil je nog zeggen?

Waarom deze methode sterk is
Het past bij EHLA en bewegend leren
Het verlaagt invuldrempel
Het maakt evalueren leuk
Het geeft direct interactie
Het levert zowel data als verhalen op
Het werkt internationaal

Deze methode combineert:
- 4-hoeken werkvormen,
- bewegende antwoorden,
- wandelinterviews,
- en individuele reflectie.

Daarmee ontstaat een evaluatievorm die volledig aansluit bij de visie van EHLA Active Day: bewegen integreren in alle onderdelen van de schooldag.

ITALY

EHLA Active Reflection Session- Movement-based evaluation for children

EHLA Active Day – Italy | Parchi in Movimento

"The EHLA pilot also explored active and movement-based evaluation methods, aligned with the philosophy of integrating movement into all aspects of the school day and community life."

This is NOT a standard questionnaire session where children sit quietly behind a table.

This session is about:

- reflecting through movement,
- active participation,
- enjoyment,
- interaction,
- and collecting meaningful feedback in an engaging way.

With this active evaluation, we want to explore:

- whether children enjoyed moving more,
- whether they became more physically active,
- how they experienced the EHLA and Parchi in Movimento activities,
- what effect the activities had on energy, wellbeing and school experience,
- and which activities created the most impact.

Structure of the session

- Total duration: ± 30–40 minutes
- Introduction – short explanation
- Part 1 – Active 4-corners questions
- Part 2 – Movement-based response activities
- Part 3 – Pair walking interview
- Part 4 – Individual exit reflection

Main principles

YES – Discuss together in the group:

- enjoyment
- motivation
- favourite activities
- outdoor movement experiences
- energy and participation

NOT in the group:

- insecurity
- feeling excluded
- uncomfortable or negative experiences

Materials needed

- 4 corner posters – see attachment
- smiley cards
- post-its
- A4 papers
- pens/pencils
- 4 containers or boxes for anonymous answers
- optional music

Start of the session

- "Today we are going to reflect on the EHLA Active Day and Parchi in Movimento activities in an active way. There are no right or wrong answers. We are interested in your experiences, opinions and ideas."

Basic information for the session

The teacher/facilitator records:

- number of boys/girls,
- age group,
- school,

- city,
- and country.

Then the active reflection session begins.

Part 1 – Movement & enjoyment

Active 4-corners questions

Print the posters and place them in different corners of the classroom, gym hall, playground or park.

Question 1

• Do you enjoy moving and being active?

Question 2

• Have you become more active because of EHLA and Parchi in Movimento?

Question 3

• Did outdoor and park activities make school or your day more enjoyable?

Question 4

• Did you feel more energetic during school days?

Question 5

• Would you like to have more active outdoor moments during or after school?

Question 6

• Did you discover new games, sports or outdoor activities that you enjoy?

Collecting data

• The facilitator counts how many children stand in each corner.
OR
• The facilitator takes a photo of the group positions for each question (evidence/documentation).

Part 2 – School & daily life

Movement-based response activities

Project the movement visuals on the board or print them and hang them up so children clearly understand which movement belongs to which answer.

- Jumping Jacks = Very positive
- Squats = Positive
- Lunges = Sometimes / neutral
- Standing still = Not really / negative

For every question:

- children choose the answer that fits best,
- and perform the movement connected to that answer.

Answer	Movement
😀 Very positive	Jumping Jacks
🙂 Positive	Squats
😐 Sometimes / Neutral	Lunges
😕 Not really	Standing still

Question 7

Do you enjoy having more movement and outdoor activities during school?

Answer	Movement
😀 Very much	Jumping Jacks
🙂 Yes	Squats
😐 Neutral	Lunges
😕 Not really	Standing still

Question 8

Can you concentrate better after movement or outdoor activities?

Answer	Movement
😀 Yes, much better	Jumping Jacks
🙂 Yes, a little better	Squats
😐 Sometimes	Lunges
🙁 No	Standing still

Question 9

Do you feel more energetic during school days?

Answer	Movement
😀 Much more energetic	Jumping Jacks
🙂 A little more energetic	Squats
😐 Sometimes	Lunges
🙁 No	Standing still

Question 10

Did EHLA and Parchi in Movimento make your school days more enjoyable?

Answer	Movement
😀 Yes, much more enjoyable	Jumping Jacks
🙂 A little more enjoyable	Squats
😐 Sometimes	Lunges
🙁 No	Standing still

Question 11

Did you work together more with other children during the activities?

Answer	Movement
😀 Yes, much more	Jumping Jacks
🙂 Yes, a little more	Squats
😐 Sometimes	Lunges
🙁 No	Standing still

Part 3 – Pair walking interview

Write these questions on A4 papers and let children walk through the classroom, playground or park while discussing them in pairs.
If there is no space to walk, children can discuss the questions while sitting together.

- What was your favourite activity?
- What did you learn from these activities?
- Which outdoor or park activity would you like to do more often?
- What activities should schools definitely continue using?
- Do you think differently now about movement and healthy living?
- Do you have ideas to make EHLA or Parchi in Movimento even better?

FEEDBACK MOMENT

A few children may share their reflections.

The facilitator notes down (recording can also be useful for later reporting):

- quotes,
- remarkable comments,
- recurring themes.

The facilitator also observes:

- engagement,
- enthusiasm,
- cooperation,
- and participation during the session.

These reflections can become extremely valuable for EHLA reporting and dissemination.

Anonymous individual reflection

The final questions can be answered individually and anonymously.

The facilitator asks the question aloud or projects it on the board.

Each child receives 4 small answer cards:

- Answer 1
- Answer 2
- Answer 3
- Answer 4

Children:

- write down their answer,
- walk to the matching container,
- and place the card inside.

No names are written on the cards.

Children answer independently and at their own pace.

When finished, they may quietly move on to another activity.

Part 4 – Individual exit reflection

1. I felt comfortable during EHLA and Parchi in Movimento.
2. I felt safe during the activities.
3. Everyone was able to participate.
4. Is there anything else you would like to say?

Why this method is powerful

• It fits perfectly with EHLA and active learning principles
• It lowers the barrier of traditional questionnaires

- It makes evaluation enjoyable and active
- It creates direct interaction and engagement

- It collects both data and stories
- It works internationally
- It fits naturally within outdoor and community-based activities

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This method combines:

- 4-corner activities,
- movement-based responses,
- walking interviews,
- and individual reflection.

This creates an evaluation method that fully matches the philosophy of EHLA Active Day and Parchi in Movimento:

Integrating movement, wellbeing and active participation into everyday school and community life.

TÜRKIYE

EHLA PROJECT Active Days Implementation

Parent Satisfaction and Child Character Development Survey

Metric / Inform	Detail
Survey Peri	June 16 - September 8, 2026
Response Ra	2.5%
Valid Respon	36







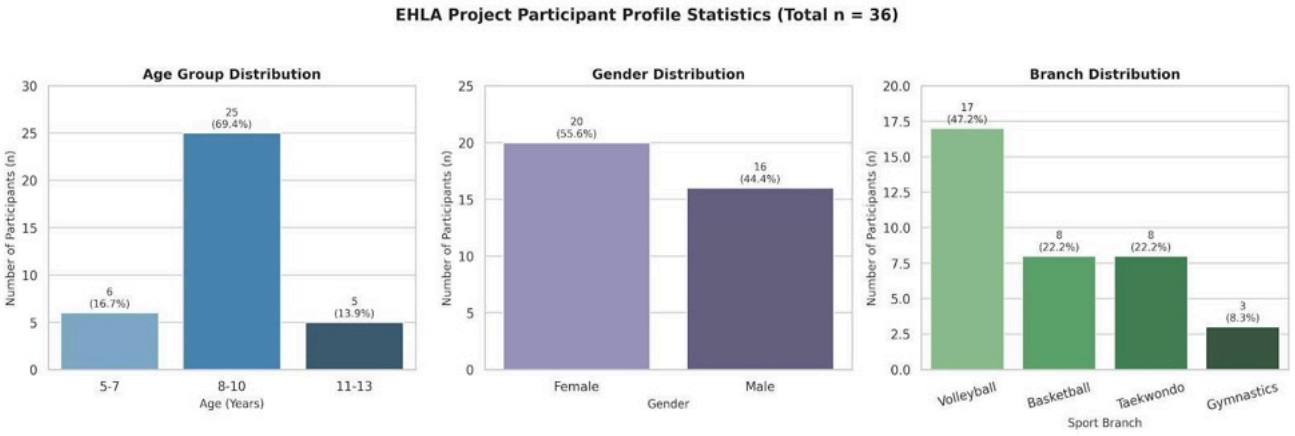




Under the EHLA-Active Days Program implemented within the scope of the EHLA project at IMM (Istanbul Metropolitan Municipality) Sports Schools, educational cards have been used to teach children the doctrine of "Sports Culture and Values," wristbands to motivate children, and values medals and game cards to teach core values.

Participant Profile

The survey was completed by parents of children attending the sports schools.



More than two-thirds of the sample (69.4%) belong to the 8 10 age group. Volleyball alone accounts for nearly half of the responses, with girls clearly dominant in this discipline (14 girls / 3 boys), whereas boys are in the majority in basketball and PAGE taekwondo. All 3 children in gymnastics belong to the 5 7 age group therefore, the * findings for gymnastics and the 5 7 age group largely overlap and should not be interpreted separately.

Perception of Character Development (Likert 1 4)

Parents were asked on a 1 4 scale whether their children showed development across 9 different behavioral domains after participating in sports (1 = strongly disagree, 4 = strongly agree). "Positive response" is the sum of scores 3 and 4. Color code: green 89% (good level), red <75% (priority for improvement)

Overall Ranking

EHLA Project - Participant Behavioral & Character Development Evaluation

Statement	Mean (1-4)	Positive %	Strongly Agree (4)
Self-confidence & courage to join new environments	3.36	86.1%	58.3%
Compliance with rules (home, school, social)	3.28	86.1%	47.2%
Empathy and tolerance	3.17	83.3%	36.1%
Friendship building and teamwork	3.28	80.6%	50.0%
Sense of responsibility	3.17	77.8%	41.7%
General character development	3.19	77.8%	44.4%
Patience and perseverance	3.08	75.0%	38.9%
Respect and honesty	3.17	72.2%	47.2%
Sleep, nutrition, and hygiene habits	2.94	69.4%	30.6%
OVERALL (9 Statements)	**3.18**	**78.7%**	**43.8%**

EHLA

None of the statements exceeded the 90% threshold, yet none dropped below 65%. The results show that parents consistently perceive the program's contribution to character development, though not at an "indisputable" level.

Strengths: Socio-emotional domains (self-confidence, rule compliance, empathy, teamwork) yield the strongest results. This aligns with the nature of group sports: taking on a role within a team, complying with referee/coach authority, and interacting with peers directly cultivate these skills.

Area requiring attention: Respect and honesty is the lowest among social domains at 72.2%; 10 out of 36 parents (27.8%) rated this statement 1 or 2. In-training fair-play and emphasis on respect need to be visibly increased.

Priority for improvement: Sleep, nutrition, and hygiene is the sole area remaining in the "red" band (69.4%; avg. 2.94). These behaviors are shaped in home routines rather than on the sports field; the sports school's impact can only be strengthened through parent information and simple home-carried guidelines.

Discipline Comparison

Values represent the positive response rate (3+4). In parentheses: number of responses. Gymnastics indicates trend only since .

EHLA Project - Branch Comparison Table of Behavioral Evaluations

Statement	Volleyball (17)	Basketball (8)	Taekwondo (8)	Gymnastics (3)
Respect and honesty	V: 76.5%	B: **100.0%**	T: 37.5%	G: 66.7%
Sense of responsibility	V: 82.4%	B: 100.0%	T: 50.0%	G: 66.7%
Sleep, nutrition, and hygiene	V: 70.6%	B: 75.0%	T: 62.5%	G: 66.7%
Friendship and teamwork	V: 82.4%	B: 100.0%	T: 62.5%	G: 66.7%
Patience and perseverance	V: 76.5%	B: 87.5%	T: 62.5%	G: 66.7%
Empathy and tolerance	V: 82.4%	B: 100.0%	T: 75.0%	G: 66.7%
Self-confidence and courage	V: 82.4%	B: 100.0%	T: 75.0%	G: 100.0%
Compliance with rules	V: 82.4%	B: 100.0%	T: 75.0%	G: 100.0%
General character development	V: 64.7%	B: 87.5%	T: 87.5%	G: 100.0%
TOTAL / OVERALL	**V: 77.8%**	**B: 94.4%**	**T: 65.3%**	**G: 77.8%**

EHLA project







Discipline is the most decisive variable in this survey. The overall positive rate reaches 94.4% (avg. 3.60) in **Basketball**, landing in the "very high satisfaction" band, whereas it drops to 65.3% (avg. 2.75) in **Taekwondo** a 29-percentage-point gap between the two disciplines. **Volleyball** (77.8%) and **Gymnastics** overall average.

Basketball: 100% positive responses in seven out of eight statements. The sole exception is nutrition-sleep (75%). This group's coach approach and group dynamics should be examined as a best-practice model for other disciplines.

Taekwondo: Only 37.5% positive responses for the respect and honesty statement, the lowest value in the entire report. Responsibility (50%), teamwork, patience, and nutrition (62.5%) are also in the priority band. Conversely, the 87.5% positive rating for "general character development" presents a contradiction: parents perceive a general benefit yet fail to observe it in concrete behavioral domains. Given that taekwondo is a discipline- and respect-based sport, this finding warrants specific investigation (group age, coach communication, implementation of in-class rituals).

Volleyball: Balanced between 76 82% across all domains; however, "general character development" (64.7%) falls below the individual domains. While parents see individual gains, they do not aggregate

them into a "major progress" making development visible to parents (end-of-term development card, etc.) can make a difference.

Age Group Comparison

EHLA Project - Age Group Comparison Table of Behavioral Evaluations

Statement	5-7 Years (6)	8-10 Years (25)	11-13 Years (5)
Respect and honesty	50.0%	**76.0%**	**80.0%**
Sense of responsibility	**66.7%**	**80.0%**	**80.0%**
Sleep, nutrition, and hygiene	**66.7%**	**68.0%**	**80.0%**
Friendship and teamwork	**66.7%**	**84.0%**	**80.0%**
Patience and perseverance	**66.7%**	**72.0%**	**100.0%**
Empathy and tolerance	**66.7%**	**84.0%**	**100.0%**
Self-confidence and courage	**83.3%**	**84.0%**	**100.0%**
Compliance with rules	**83.3%**	**84.0%**	**100.0%**
General character development	**66.7%**	**80.0%**	**80.0%**
OVERALL	**68.5%**	**79.1%**	**88.9%**

EHLA project

Values represent the positive response rate (3+4). The 5 7 and 11 13 age groups represent small sample sizes.

The positive rate increases progressively with age: 68.5% (avg. 2.83) in the 5 7 age group, 79.1% (avg. 3.22) in the 8 10 age group, and 88.9% (avg. 3.42) in the 11 13 age group. The 20-percentage-point gap between 5 7 and 11 13 is notable. Respect-honesty is the weakest domain in the younger age group at 50%, whereas 100% positive responses are recorded in patience, empathy, self-confidence, and rule compliance in the 11 13 age group.

This pattern can be interpreted in two ways: (1) older children translate what they learn into behavior more consistently; (2) parents are more cautious in noticing change in younger children. In either case, expectation management for the 5 7 age group and parent guidance on "what to

observe at this age" will be beneficial. It should be kept in mind that half of the 5 7 age group comes from gymnastics.

Weekly Physical Activity Level

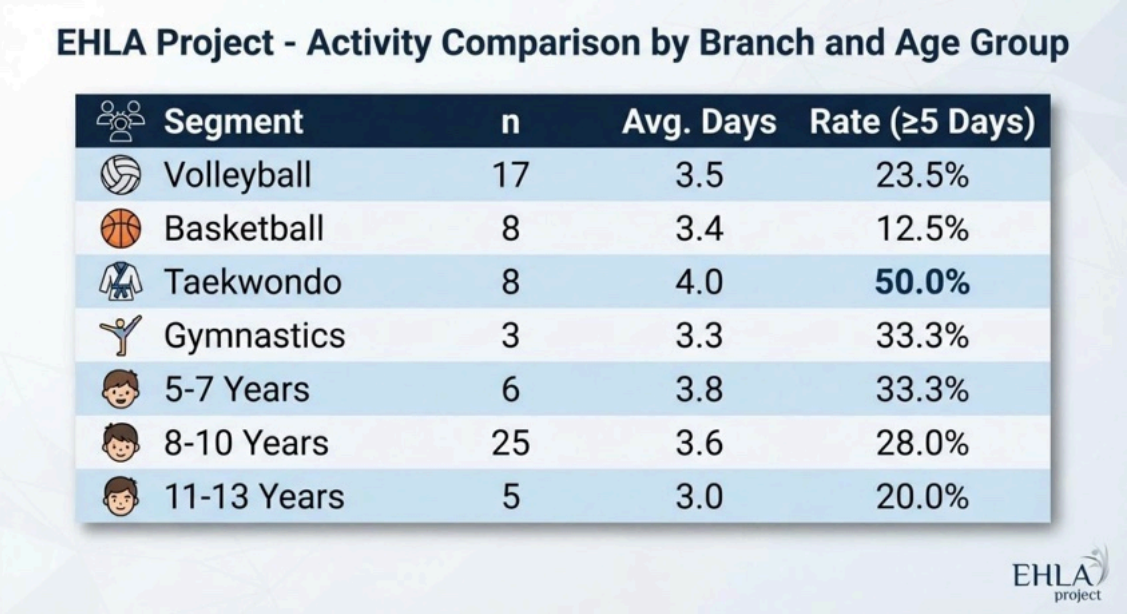
Parents were asked for the number of days last week that their child exercised for at least 30 minutes at an intensity that quickened their breathing (moderate-to-high).

EHLA Project - Physical Activity Indicators (Total n=36)

Indicator	Value
Average active days / week	3.6
Median	3
Active ≥ 3 days a week	77.8% (28 children)
Active ≥ 5 days a week	27.8% (10 children)
Active every day (7)	11.1% (4 children)
0-1 day a week (inactive)	13.9% (5 children)

EHLA Project

Responses cluster around 3 days (36.1%), which most likely reflects the weekly sports school training frequency. In other words, for a significant portion of the children, the sports school constitutes the entirety of their weekly physical activity. The World Health Organization recommends an average of 60 minutes of moderate- to high- intensity activity per day for ages 5 - 17; the proportion of children approaching this benchmark (5+ days a week) is only 27.8%, and 5 children (13.9%) have virtually no physical activity outside of the sports school.



EHLA Project - Activity Comparison by Branch and Age Group

Segment	n	Avg. Days	Rate (≥5 Days)
Volleyball	17	3.5	23.5%
Basketball	8	3.4	12.5%
Taekwondo	8	4.0	**50.0%**
Gymnastics	3	3.3	33.3%
5-7 Years	6	3.8	33.3%
8-10 Years	25	3.6	28.0%
11-13 Years	5	3.0	20.0%

EHLA project

A striking contradiction: while Taekwondo children are active an average of 4 days a week with half reaching 5+ days (the highest), the same group scored the lowest in character development perception. The fact that parents do not observe behavioral gains despite high physical participation points to the issue being not "too little sport," but rather the in-class pedagogical approach. Meanwhile, the decrease in active days as age increases (11 13 age group: 3.0) is a well-known tendency in preadolescents with increasing academic load, requiring additional activity incentives for this age group.

Overall Assessment

EHLA Sports Schools make a notable contribution, in the eyes of parents, particularly to children's socio-emotional development (self-confidence, rule compliance, empathy, teamwork). The overall positive rate stands at 78.7%, placing it in the "good level" band; reaching a "very high satisfaction" level requires resolving cross discipline inconsistencies and strengthening domains that touch home routines.

The intersections between the core objectives of the EHLA (European Healthy Lifestyle Actions) Project and the sports culture and values doctrine program implemented in sports schools, along with the core areas supported within this scope, are grouped under the following headings:

Fostering Physical Activity Habits: The objective of promoting regular physical activity in children one of the primary goals of the EHLA project directly overlaps with weekly sessions and active day tracking in sports schools; children are supported in moving away from a sedentary lifestyle and staying active 3 or more days a week.

Holistic Health and Lifestyle: The project's healthy lifestyle philosophy is reinforced by topics covered in sports schools such as sleep, balanced nutrition, and personal hygiene, reinforcing health awareness alongside children's physical development.

Character and Values Education: EHLA's goals of social cohesion and inclusion directly align with values teachings in sports schools such as respect, honesty, sense of responsibility, empathy, patience, and rule compliance; the character-developing aspect of sports is brought to the fore alongside the physical.

Team Spirit and Socialization: Social integration and community participation supported under the project strengthen children's social skills through teamwork, friendship, self-confidence, and courage gained in sports schools.

Targeted Development by Age Group: EHLA's inclusive approach toward age groups is blended with the dynamics of different disciplines (volleyball, basketball, taekwondo, gymnastics) to support instilling sporting behaviors appropriate to each age group's motor skills and developmental characteristics.

Social Media Report

An introductory summary video of the EHLA Active Days practice has been prepared.

Facebook pages (as of September 14, 2026):

Facebook: https://www.facebook.com/reel/1406711068251972
460 views, 4 likes, 1 share

X: https://x.com/ibbsporistanbul/status/2096192996643360869
914 views, 1 like

Instagram: https://www.instagram.com/p/Dc5y_thsl4f/ 32,200 views, 98 likes

Examples:

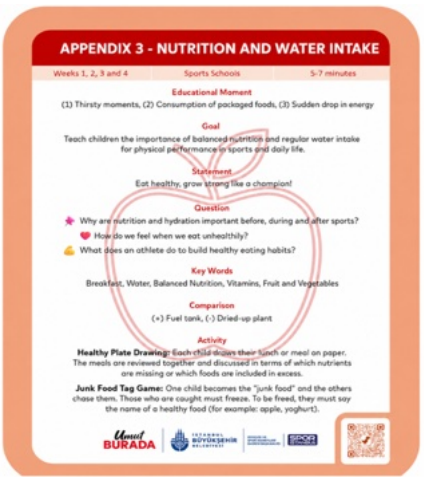

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ANTRENMAN İZLENCESİ
BİLİŞSEL
KARŞILAMA
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MOTOR
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TAKTİK
TEKNİK
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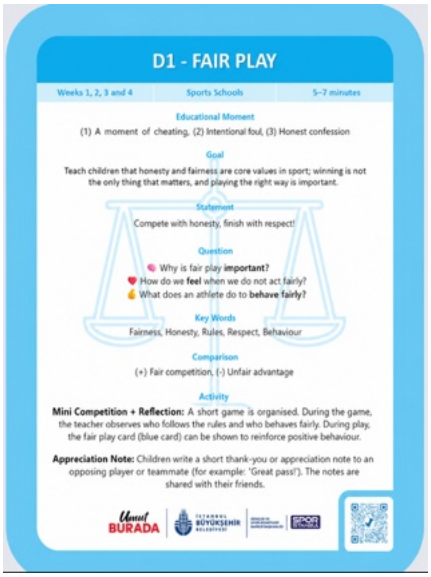

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DEĞERLER MADALYASI
arkadaşlık
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İSTANBUL'UN SPOR OKULLARI
REHBERLİK MÜFREDATI
SPOR KÜLTÜRÜ & DEĞER ÖĞRETİLERİ
SİSTEMATİK YAKLAŞIM
EĞİTİCİ ANLAR YAKLAŞIMI
AMAÇ
ODAK
KONULAR
ARAÇ
ZAMAN
SÜRE
YÖNTEM
ROL
İLETİŞİM
İZLENCE
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APPENDIX 2 - REST AND SLEEP
Weeks 1, 2, 3 and 4
Sports Schools
5–7 minutes
Educational Moment
(1) Body flexibility, (2) Post-training fatigue, (3) Difficulty concentrating
Goal
Teach children that rest and regular sleep are essential for the body to recover during sports and in daily life.
Statement
Sleep Sweet, Wake Up Strong Like a Lion!
Question
Why are rest and sleep important?
How do we feel if we do not get enough rest?
What does an athlete do to build good sleep and rest habits?
Keywords
Energy, Growth, Recovery, Vitality, Performance
Comparison
(+) A charged battery, (-) An empty battery
Activity
Sleep Chart: Children are given a one-week sleep chart. They fill in the chart with their families by noting what time they go to bed each day. At the end of the week, they talk about sleep together.
Stretch and Tell: After exercise, children do simple stretching movements accompanied by music. Then they discuss the question: Why is rest important?
Ümit BURADA


D5 - FRIENDSHIP
Weeks 1, 2, 3 and 4
Sports Schools
5–7 minutes
Educational Moment
(1) Conflict within the team, (2) Helping a teammate who has fallen, (3) Excluding a peer
Goal
Teach children the importance of building trust-based relationships through sport, showing solidarity, and being a good friend for emotional development.
Statement
Strong with your team, happy with your friend!
Question
Why is friendship important?
How do we feel when we behave in a hostile way?
What does an athlete do to behave like a good friend?
Key Words
Trust, Support, Solidarity, Sharing, Friendship
Comparison
(+) Hand in hand, (-) Broken chain
Activity
Friendship Story: "Can Bartu, one of the legendary names of Turkish sport, and Metin Oktay of Galatasaray remained very close friends despite playing for rival teams. In his jubilee match in 1969, the two legends even swapped shirts and played for each other's teams."
Greeting Game: During the lesson, each child greets a different friend in a special way (handshake, fist bump, smile). In this way, social bonds are strengthened through practice.
Ümit BURADA


APPENDIX 3 - NUTRITION AND WATER INTAKE
Weeks 1, 2, 3 and 4
Sports Schools
5–7 minutes
Educational Moment
(1) Thirsty moments, (2) Consumption of packaged foods, (3) Sudden drop in energy
Goal
Teach children the importance of balanced nutrition and regular water intake for physical performance in sports and daily life.
Statement
Eat healthy, grow strong like a champion!
Question
Why are nutrition and hydration important before, during and after sports?
How do we feel when we eat unhealthily?
What does an athlete do to build healthy eating habits?
Key Words
Breakfast, Water, Balanced Nutrition, Vitamins, Fruit and Vegetables
Comparison
(+) Fuel tank, (-) Dried-up plant
Activity
Healthy Plate Drawing: Each child draws their lunch or meal on paper. The meals are reviewed together and discussed in terms of which nutrients are missing or which foods are included in excess.
Junk Food Tag Game: One child becomes the "junk food" and the others chase them. Those who are caught must freeze. To be freed, they must say the name of a healthy food (for example: apple, yoghurt).
Ümit BURADA


D1 - FAIR PLAY
Weeks 1, 2, 3 and 4
Sports Schools
5–7 minutes
Educational Moment
(1) A moment of cheating, (2) Intentional foul, (3) Honest confession
Goal
Teach children that honesty and fairness are core values in sport; winning is not the only thing that matters, and playing the right way is important.
Statement
Compete with honesty, finish with respect!
Question
Why is fair play important?
How do we feel when we do not act fairly?
What does an athlete do to behave fairly?
Key Words
Fairness, Honesty, Rules, Respect, Behaviour
Comparison
(+) Fair competition, (-) Unfair advantage
Activity
Mini Competition + Reflection: A short game is organised. During the game, the teacher observes who follows the rules and who behaves fairly. During play, the fair play card (blue card) can be shown to reinforce positive behaviour.
Appreciation Note: Children write a short thank-you or appreciation note to an opposing player or teammate (for example: 'Great pass!'). The notes are shared with their friends.
Ümit BURADA


APPENDIX 1 - THE IMPORTANCE OF EXERCISE
Weeks 1, 2, 3 and 4
Sports Schools
5-7 minutes
Educational moment
(1) Lack of motivation during the warm-up, (2) Low energy, (3) Signs of fatigue
Goal
Help children understand the positive effects of regular exercise on their physical and mental health, and encourage them to make movement a regular part of their daily lives.
Statement
A healthy mind lives in a healthy body!
Question
Why is exercise important?
How do we feel when we do not exercise?
What does an athlete do to build an exercise habit?
Keywords
Health, Energy, Growth, Getting stronger, Feeling good
Comparison
(+) A living machine, (-) a rusty robot
Activity
Energy Game: At the teacher's command 'Low energy', the children move slowly, sluggishly and like rusty robots. At the command 'High energy', they transform into enthusiastic, jumping and powerful superheroes. Through this lively role-play, they discover how movement directly affects how energetic their bodies feel.
Superhero Obstacle Course: An obstacle course is set up (climbing, running, crawling). Each child completes the course like a superhero and says loudly at the end: 'Exercise makes me strong!'
Ümit BURADA


INFORMATION
Sports, Culture and Values Cards are thematic cards that teachers use to actively engage children in lessons. These cards form the basis for Movement Culture, Values Culture and Culture Culture, which together make up our core values.
Movement Culture
Values Culture
Culture Culture
The Importance of Exercise
Healthy Nutrition and Hydration
Sleep
Hygiene
Rules
History of the Olympic Games
Olympic Quiz Competition
Approach
Cards address two basic approaches to engage students.
(1) Systematic Approach: Sports, Culture and Values Cards are covered in a particular sequence within a 5–7 week lesson plan.
(2) Educational Moments Approach: Teachers address the cards at different moments throughout the school year.
Motivation
When schools use the cards, Sport Istanbul awards Education Stars. These stars encourage and reward students for their effort.
Interventions
Use Fair Play Cards to promote positive and honest behaviour.
Use Responsibility Cards to encourage awareness and personal responsibility.
Ümit BURADA