

Capacity Building programme

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Lead: Kinetic Analysis

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Report information

The European Healthy Lifestyle Actions capacity-building programme prepared partner staff, teachers and sports instructors to promote physical activity through schools and community settings. This report presents the programme, its delivery and participation, and the learning and organisational applications arising from the activities.

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The report covers professional learning through webinars, teacher workshops, practical work at partner meetings, international exchange and instructor support. Pilot activities are considered where they demonstrate professional preparation or the application of learning. Children's participation and the wider outcomes of the pilots are addressed in the related project deliverables.

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Executive summary

The EHLA capacity-building programme combined four common webinars with practical workshops, app instruction and professional exchange. Its purpose was to help partner staff and local professionals apply the project's guidance, adapt activities to their settings and support children's participation in physical activity.

The practical programme included the Beweegbox teacher workshop at Het Krijt, the dynamic-school-day workshop at the CKC staff day, practical learning across the two Assen meeting days and operational app instruction in Istanbul. A separate app demonstration in Assen introduced the digital tool before its use in the pilots. Online instructor preparation and field coaching in Türkiye extended learning into implementation.

The two teacher workshops in Assen attracted 12 and 120 teachers respectively, giving 132 workshop attendances. Including practical learning on both Assen meeting days, the Assen app demonstration and the Istanbul app instruction, the listed physical activities generated 164 attendances. The four online sessions recorded 41 reported session attendances. Spor Istanbul also delivered training content through Zoom and its Enocta learning portal to a cohort of 48 staff members, including 35 instructors.

Practical results included plans for accessible school activities, stakeholder communication exercises and guidance on using the app for registration and activity records. In the Netherlands, teachers valued practical lesson cards and complete equipment sets that required little preparation. In Türkiye, instructors found field mentoring useful for applying the 3T communication method and visual tools useful for explaining values and maintaining children's attention.

The programme's learning outcomes concern professional understanding, exercise outputs and practical application. The findings point to the value of combining common guidance with support in the setting where professionals work. Session attendance is distinguished from unique participation, and qualitative experience is distinguished from measured effects.

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Project context and objectives

European Healthy Lifestyle Actions promotes physical activity and healthy lifestyles through links between schools, families, sports organisations and communities. The child-focused activities address the 6–12 age group. Capacity building supports the professionals and partner organisations responsible for developing and delivering these activities.

WP2 provided analysis and knowledge exchange. WP3 developed the guideline, the Active for Health application and the capacity-building resources and programme. Together, these outputs gave the partnership a common foundation for adapting innovative measures to local practice.

Professional learning objectives

Task T3.3 aimed to strengthen the ability of partner organisations to work across countries and sectors. The training addressed communication, programme and service development, engagement of children and older adults, and the use of technology. Methodological learning supported the application of the guideline and selected measures within partner organisations.

Delivery settings shaped the programme. School partnerships required attention to established teaching routines, the time available to teachers and the value of activities for schools. Community and sports settings required accessible provision, effective communication and ways to integrate EHLA content into existing programmes. Digital monitoring also needed to remain manageable for the people delivering activities.

The programme addressed these needs through common concepts and practical learning. Partner workshops explored inclusion, motivation and communication; local sessions supported teacher and instructor practice; app instruction addressed operational tasks. The September webinar series brought implementation experience together with the project's research and guidance.

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Programme design and learning resources

The programme combined shared learning resources with activities in partner and local delivery settings. Webinars addressed principles that could be used across countries, while workshops and implementation support allowed professionals to work with specific tools, routines and audiences.

Resource	Role in the programme
D3.1 Guideline	Guidance on inclusion, behaviour change, innovative measures, implementation and evaluation.
D3.3 Capacity Building E Book	Learning content on communication, programme quality, engagement, technology and action planning.
D3.2 Active for Health app	A practical tool for organising groups and activities, recording participation and collecting feedback.
Webinar presentations and recordings	Reusable explanations of effective programme delivery, communication and engagement.
Workshop materials	Beweegbox games, lesson cards, equipment, dynamic-school-day examples and practical tasks.
Instructor tools	Fair Play and Awareness cards, badges, guided discussion and mentoring in the delivery setting.

The guideline and e-book provided the programme's methodological foundation. The thematic webinars connected this content to planning, positive social environments, inclusion and local opportunities for activity. COM-B supported discussion of capability, opportunity and motivation; RE-AIM informed attention to reach, implementation and evaluation.

Practical activities addressed the steps between understanding a method and using it. Teachers experienced movement-based approaches, partners practised stakeholder conversations, and sports instructors adapted communication and values education within their sessions. App demonstrations and instruction addressed the digital tasks supporting pilot delivery.

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Programme activities

The common online programme consisted of an app-use webinar and three thematic webinars. The thematic series was delivered in September 2026 and connected programme design, communication and engagement. Presentations and recording links are available through the Active for Health website.

Activity	Date	Focus
App use in the pilots	3 April 2026	Active for Health app and administration portal; a 45-minute briefing delivered by SURPASSPORT.
Delivering Effective Physical Activity Programmes	16 September 2026	Quality, inclusion, delivery settings, monitoring and sustainability.
Effective Communication for Promoting Healthy Activity	23 September 2026	Communication with schools, families and communities.
Engaging Children and Older Adults in Active Lifestyles	30 September 2026	Accessible opportunities, positive experiences, local spaces and support.

The thematic sessions used the project's guidance to address practical decisions. Their closing tasks invited participants to review programme quality, examine communication from the user's perspective and assess the inclusiveness of local activity opportunities.

The webinar series complemented earlier practical work. The September content provided a shared framework for considering experience gained through teacher preparation, partner exercises, country exchanges and instructor support.

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Workshops and professional exchange

Physical workshops and guided practice addressed classroom activity, planning, communication and app use. International visits supported peer exchange and adaptation to local settings. The activities below describe their professional learning function.

Activity	Date and setting	Professional content
Practical workshop in Assen	10–11 November 2025, Assen	Inclusion, motivation, school-day planning and stakeholder role play.
App demonstration in Assen	11 November 2025, Assen	App functions, potential pilot use and partner discussion.
Beweegbox teacher workshop	6 January 2026, Het Krijt, Assen	Hands-on use of curriculum-linked movement activities and materials.
Professional exchange in Istanbul	24 March 2026, Istanbul	Local adaptation, child protection, session structure and monitoring.
Professional exchange in Verona	6–8 April 2026, Verona	School, park and community connections; coach discussion and local planning.
Online instructor introduction	22 April 2026, online	EHLA Active Days preparation for Spor Istanbul instructors.
Dynamic school day workshop	4 May 2026, De Bonte Wever, Assen	Movement between lessons, during learning and through active learning.
Operational app workshop in Istanbul	7–8 May 2026, Istanbul TPM	Registering pupils and teachers and recording activities.
Active learning presentation	7–8 May 2026, Istanbul TPM	Presentation on active learning.
Instructor coaching in Istanbul	17 June 2026, Kartal Hasan Doğan	Individual discussion of implementation barriers and practical solutions.

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App instruction and digital practice

Digital learning addressed the use of the Active for Health app in pilot organisation and monitoring. It combined an online webinar, a demonstration of functions and later operational instruction. These activities served different stages of preparation.

Online introduction to app use

On 3 April 2026, Adrian Geissel of SURPASSPORT delivered a 45-minute online briefing on the Active for Health app and administration portal. Five people attended. The session introduced the digital tools used to organise the pilots and manage their associated activities.

Demonstration in Assen

On 11 November 2025, SURPASSPORT demonstrated the app during the Assen partner meeting. The session introduced group and participant views, activity scheduling, consent and access, attendance, messaging and feedback. Eight partner representatives attended, including the demonstrator. Partners discussed how the app could be used in the pilots and what adjustments would support implementation.

Operational instruction in Istanbul

App instruction at the Istanbul partner meeting on 7–8 May 2026 addressed actual use: registering pupils and teachers and recording activities. Kinetic Analysis and SURPASSPORT supported this operational focus. The instruction built on the earlier demonstration by addressing tasks required during delivery.

Digital support was relevant across settings. The Italy and Türkiye exchanges identified a need for accessible language, simple registration and a manageable monitoring burden. These practical requirements linked app learning to the day-to-day work of teachers, coaches and partner staff.

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Delivering effective physical activity programmes

The webinar Delivering Effective Physical Activity Programmes took place online on 16 September 2026. SURPASSPORT delivered the session, which presented a roadmap for schools, communities and local partnerships, supported by a 14-page presentation. The session recorded 12 attendances, including three external attendees.

Programme design and inclusion

The session connected school, family, community and policy settings. Examples included whole-school activity, active classrooms and recess, community opportunities and the use of parks. COM-B provided a way to consider the skills and confidence required for participation, the opportunities available and the factors motivating people to be active.

Three quality checklists addressed planning and design, the social environment, and monitoring. Planning topics included financial barriers, groups with lower participation, children's input and a varied activity offer. The social environment checklist addressed positive coaching, inclusion and safeguarding.

Implementation and application

Monitoring was framed through RE-AIM, practical participation tracking and clear handling of data. Sustainability considerations included the integration of activities into regular routines and the resources needed to continue delivery. These topics linked quality during a project to the conditions required for ongoing provision.

The closing task invited participants to review their programmes against the quality checklists and identify priorities for improvement. For EHLA professionals, the task provided a structure for examining the activity plans, school partnerships and local delivery approaches developed during the project.

The webinar reinforced a practical message running through the programme: activities need to be accessible and enjoyable, with delivery and monitoring that organisations can sustain. Its presentation and recording provide resources for subsequent programme review.

Webinar presentation and recording

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Effective communication for promoting healthy activity

The webinar Effective Communication for Promoting Healthy Activity took place online on 23 September 2026. SURPASSPORT delivered the session, which used a 13-page presentation to address principles and techniques for engaging stakeholders in schools, families and communities. The session recorded nine attendances, including two external attendees.

Communication with different audiences

The session moved from broad health messages to practical actions that people can adopt. It addressed enjoyable participation, accessible language, inclusion and communication about affordable opportunities. COM-B helped structure messages around what people need to know, where activity is possible and what may motivate participation.

School-facing content included peer inspiration, local examples, positive coaching and the prevention of exclusion. Family-facing examples emphasised role modelling, shared activity and practical suggestions. Community communication connected local spaces with cooperation between organisations.

The session also linked communication to evaluation. Explaining data collection clearly to families and adapting messages to the intended audience formed part of the RE-AIM discussion. This connected participant engagement with responsible and workable monitoring.

Practical learning task

The closing task asked participants to review their communication materials and strategy from the perspective of the target user. The exercise encouraged attention to the clarity, relevance and practicality of an invitation to become active.

The topic complemented the stakeholder role play in Assen, where partners practised presenting an EHLA activity to a school director and a physical education teacher. The two activities addressed a common delivery need: helping schools and families understand the value of participation and how it fits their circumstances.

Webinar presentation and recording

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Engaging children and older adults in active lifestyles

The webinar Engaging Children and Older Adults in Active Lifestyles took place online on 30 September 2026. SURPASSPORT delivered the session, which used a 15-page presentation to address inclusion, behaviour change and activity opportunities across different ages and settings. The session recorded 15 attendances, including four external attendees.

Children and positive activity experiences

The session considered relevant, affordable and accessible opportunities, collaboration between organisations and the capability, opportunity and motivation dimensions of COM-B. Examples for children included whole-school approaches, movement throughout the school day, children's input, unstructured play and a broad range of activities. Positive experiences were central to encouraging participation.

Local spaces and social support

For older adults, the presentation examined public-space activity and social support. Parchi in Movimento illustrated how parks can provide activity opportunities for different ages. BASE provided an example for discussing peer support and motivation. Intergenerational examples connected families, shared spaces and community events.

This wider age perspective served the programme's professional learning objectives. It gave partners models for inclusive local provision alongside the project's activities for children aged 6–12.

Application to local planning

The closing task invited planners and sports partners to assess the inclusiveness of local spaces and consider models serving different age groups. The task linked to the professional exchange in Italy, where school connections, parks and community participation were examined in practice.

The session brought together access, enjoyment and social support as considerations for local programme design. The presentation and recording remain resources for organisations developing activity opportunities in schools and communities.

Webinar presentation and recording

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Teacher workshops in the Netherlands

SportDrenthe supported teachers in bringing more movement into the school day through two workshops in Assen. Together, the sessions attracted 132 teacher attendances.

Beweegbox at Het Krijt

On 6 January 2026, Laura Beekmans of De Beweegbox and Christel de Jong of SportDrenthe delivered a practical workshop at Het Krijt primary school. Twelve teachers participated.

The training introduced hands-on use of curriculum-linked games, activity cards, worksheets and equipment for primary years 1–8. Teachers experienced ways to integrate movement into regular lessons. The approach connected the physical materials with familiar teaching content, making movement part of classroom learning.

Dynamic school day at the CKC staff day

On 4 May 2026, SportDrenthe delivered a two-hour workshop at De Bonte Wever in Assen during a staff day for Christian primary schools. The workshop involved 120 teachers and focused on movement throughout the day.

The presentation combined theory, school routines, the learning environment, an Assen example and practical work. It distinguished movement between lessons, movement during learning and learning through movement. This gave teachers several entry points for adapting their existing day, rather than requiring a separate sports lesson for each activity.

Closing questions invited reflection on the main takeaways, the balance between theory and practice, and support needs. The two workshops provided professional preparation for using practical movement-based methods in school settings.

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Practical learning in Assen

The partner meeting in Assen on 10–11 November 2025 included a practical workshop on inclusion, motivation, activity planning and stakeholder engagement. The exercises connected the project's selected innovative measures to the conditions for delivery in schools.

Inclusion and motivation

Partners considered responsibility for health and the groups that the programme should reach. The inclusion exercise addressed vulnerable groups, access, child-centred design, outdoor activity, wellbeing and active learning. The discussion brought these themes together as principles for an inclusive activity approach.

A reflection exercise drew on positive and negative experiences of sport and physical education. Participants identified enjoyment, belonging, confidence, family and peer support, outdoor play and an encouraging environment. These reflections connected activity design with the experiences that help children continue participating.

Planning and stakeholder engagement

Group work examined an active school day and a feasible pilot outline. The discussion addressed movement across the day, accessible participation, activity frequency and evaluation. A role play then asked partners to convince a school director and physical education teacher to take part.

The workshop produced practical planning considerations: activities should fit existing lessons and resources, remain manageable for teachers and offer value to the school and its pupils. Communication needed to make those benefits clear to the people deciding whether to participate.

The workshop linked the project's methods with professional judgement about implementation. Partners translated inclusion and motivation principles into a school-facing activity approach and considered how to communicate it to the people responsible for delivery.

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Professional exchange in Italy

The professional exchange in Verona on 6–8 April 2026 connected SportDrenthe and UISP around local preparation for EHLA. The visit included discussion with a district president, observation of Parchi in Movimento, contact with community-centre coaches and work with the local team.

Schools parks and community activity

The exchange examined how school activity could connect to parks, public space and family participation. Discussions addressed accessible activities, flexible delivery and the use of existing facilities. Coaches described approaches including parkour, outdoor movement and frisbee, providing concrete examples for local activity planning.

The professional value lay in seeing how activity could be embedded in a community setting. The model combined opportunities in public space with local relationships, giving partners a practical reference for linking school-based work to activity beyond the classroom.

Local preparation and monitoring

Discussion with the local team included simple actions around water, fruit and family awareness. The app was considered as a tool for monitoring and communication. The exchange identified a need for short inputs, simple feedback and manageable administration.

These considerations supported adaptation to local conditions. They connected the programme's health and activity messages to actions that local staff could explain and organise, while keeping monitoring proportionate to delivery.

The visit also contributed to the partnership's comparative learning. It offered an example of community participation and use of parks alongside the classroom focus in the Netherlands and the sports-facility approach in Türkiye.

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Local adaptation in Türkiye

The professional exchange in Istanbul on 24 March 2026 brought SportDrenthe and Spor Istanbul together to adapt EHLA within existing sports provision. The work addressed session design, child protection and the practical use of monitoring tools.

Integrating activity and values education

The exchange considered a child-protection approach using 32 cards and five badge levels. Discussion linked behaviour and safety with the stages of a sports session, including warm-up, activity and closing. Cooperation, respect, boundaries and leadership were among the themes examined with local professionals.

Spor Istanbul used the exchange to consider implementation timing, the preparation of activity cards and related materials, and how activities could begin alongside the development of digital support.

Practical monitoring and digital support

Monitoring discussion focused on simple records of the activity, participation, how the session went and an optional short comment. App language and registration difficulties highlighted the need for practical support and a straightforward user experience.

The Istanbul partner meeting on 7–8 May 2026 continued professional learning through operational app instruction and a SportDrenthe presentation on active learning. The app instruction addressed registration and activity records.

The exchange connected EHLA methods with Spor Istanbul's existing session structure. Subsequent instructor preparation and coaching addressed how these methods could be used with children during delivery.

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Instructor preparation and coaching

Spor Istanbul combined online preparation with support during implementation of EHLA Active Days. This approach enabled instructors to discuss the programme before delivery and address practical difficulties encountered in sessions.

Training content reached a cohort of 48 Spor Istanbul staff members through Zoom and Enocta, the organisation's training and development portal. The cohort comprised 35 instructors and 13 colleagues in coordination, specialist and administrative roles. The resource set included a project information note, introductory podcast and videos. Materials were also shared through Drive and WeTransfer.

Online introduction on 22 April 2026

A one-hour Zoom meeting introduced EHLA Active Days to instructors from four initially designated facilities: Hamza Yerlikaya Sports Complex, Hidayet Türkoğlu Sports Facility, Kartal Hasan Doğan Sports Complex and Tuzla Kafkale Sports Complex.

Support during implementation

Implementation was concentrated at Kartal Hasan Doğan. Experienced instructors joined classes during the first weeks to support colleagues in recognising teachable moments and using guiding questions. This placed professional learning within the sessions where the approach was applied.

A visit to the facility on 17 June 2026 included one-to-one discussion with instructors about implementation challenges and solutions. The discussion focused on time management, children's attention and communication during the transition from physical activity to values-oriented content.

Support included briefings between activity segments, rapid transition routines and the use of visual and concrete teaching tools. These adaptations addressed the practical task of combining physical activity with discussion while retaining children's engagement.

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Teaching practice and instructor feedback

At Spor Istanbul, professional learning focused on combining physical and technical activity with values education. The programme used a structured session flow and communication methods that instructors could apply to planned discussion and spontaneous situations during activity.

Teaching component	Application in practice
Session structure	Greeting, warm-up, main activity, instructor transfer and cool-down.
3T communication	Detect critical moments; React through open questions; Encourage positive behaviour.
Teaching strategies	Games, reflection, group discussion, case analysis, role play and brainstorming.
Cards and badges	Blue Fair Play cards, red/purple Awareness cards and development badges.
Concrete examples	Simulation objects to make abstract concepts easier to discuss.

Practical barriers and responses

Instructors experienced time pressure when moving from a 40-minute main phase to a five-minute instructor-transfer segment. Children could lose focus during the transition, and discussion sometimes became one-way communication. Short briefings between activity segments and clear transition routines helped address this challenge.

In face-to-face feedback, instructors found mentoring in the first weeks useful for applying the 3T method. Visual cards and concrete simulation objects helped attract children's attention and explain abstract concepts. These experiences illustrate the value of practical support alongside written instructions.

Materials and instructor support continued at Kartal Hasan Doğan after the initial implementation period. Instructor feedback highlighted following the curriculum as a way to support continuity within sports schools. Spor Istanbul is considering how further adjustments could be incorporated into future delivery.

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Partner contributions and professional learning

The partnership combined methodological, digital, school and community expertise. Organisations contributed resources and delivery experience while using the programme to address the professional tasks relevant to their own settings.

Organisation	Contribution to capacity building
SURPASSPORT	Programme coordination, app demonstration and instruction, and the common webinar programme and resources.
SportDrenthe and Assen Sportstad	Teacher workshops, practical facilitation, active-learning presentation and exchange with partners in Italy and Türkiye.
Spor Istanbul	Local adaptation, training content for staff members including instructors, field mentoring and integration of teaching tools into sports provision.
UISP	Community and coach exchange, links between schools and public spaces, and local preparation in Italy.
Kinetic Analysis	Guideline and e-book, digital and methodological participation, staff learning and comparative programme analysis.

The common content addressed programme design, inclusion, communication, engagement and digital support. The following sections relate this content to each organisation's professional role and its delivery setting.

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Learning within local delivery partners

Learning within SportDrenthe

For SportDrenthe, the programme connected movement throughout the school day with the practical work of teachers. Beweegbox activities, curriculum-linked materials and the dynamic-school-day approach addressed how movement can fit existing lessons, spaces and routines. The Assen stakeholder exercises also addressed how to involve schools and explain the value of participation.

Exchange with UISP and Spor Istanbul broadened the range of delivery models available to SportDrenthe: parks and community activity alongside school provision, and structured sports sessions combining physical activity with values education. These models are relevant when advising schools and local partners on accessible activity opportunities.

Learning within UISP

UISP's professional focus connected community sport with schools, families and public space. The Verona exchange explored accessible activities, flexible provision and the use of existing facilities. Discussions with coaches provided practical examples of outdoor movement and community participation.

The programme content on engagement, communication and evaluation offers a framework for adapting these community approaches to EHLA. For local coaches and organisers, the relevant tasks include involving schools and families, choosing activities suited to the setting and keeping activity monitoring manageable.

Learning within Spor Istanbul

Spor Istanbul's instructor programme focused on applying a shared curriculum within regular sports-school sessions. The content combined session planning, inclusion and values education with the 3T communication method. Field mentoring helped instructors work with guiding questions and recognise teachable moments.

Instructor feedback identified time management and transitions as practical learning needs. Cards, concrete examples and shorter discussions supported attention and explanation. Following the curriculum was also identified as a way to sustain the programme within sports schools; possible future adjustments remain under consideration.

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Learning within programme and digital partners

Learning within Kinetic Analysis

Six Kinetic Analysis employees participated in the webinar programme. Their learning addressed the organisation of activities for primary-school children, tools that can support delivery and ways to evaluate activity results. These topics are relevant to the organisation's work with schools and municipalities and its focus on movement and measurement.

Participation helped employees keep abreast of physical activity initiatives, practical tools and findings. App instruction also connected digital functions with delivery tasks such as registration and activity recording. The programme brought methodological guidance together with the practical experience of schools, community organisations and sports facilities.

Learning within SURPASSPORT

For SURPASSPORT, the capacity-building content connected digital support with the work of the organisations delivering activities. The Assen demonstration addressed app functions and pilot possibilities; Istanbul instruction addressed the operational steps of registration and activity recording. Partner exchange highlighted the importance of clear instructions and manageable monitoring.

The common webinar topics are relevant to coordinating a programme across organisations: quality and inclusion in activity design, communication with different stakeholders and engagement in local settings. Together with the app work, they provide a basis for explaining how digital tools support the practical aims and routines of the programme.

Across these roles, the programme linked common principles to the decisions professionals make in their own work: planning an activity, involving a school or family, supporting instructors and organising participation.

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Participation and reach

The programme involved partner representatives, teachers and sports instructors. The physical workshops and app sessions generated 164 attendances across the activities listed below. Attendance is counted for each session or workshop day.

Workshop or practical session	Date	Attendances
Beweegbox teacher workshop, Het Krijt	6 January 2026	12
Dynamic-school-day workshop, CKC staff day	4 May 2026	120
Assen practical learning, first day	10 November 2025	8
Assen practical learning, second day	11 November 2025	8
Assen app demonstration	11 November 2025	8
Istanbul operational app instruction	7–8 May 2026	8
Total for the listed workshops and app sessions		164

The Istanbul app instruction involved five visiting partner representatives and three Spor Istanbul staff. The Assen practical sessions involved eight representatives on each day, with eight also attending the separate app demonstration.

Staff training at Spor Istanbul

Spor Istanbul delivered training content to a cohort of 48 staff members through Zoom and Enocta. The 48 individuals comprised 35 instructors, three heads or coordinators, three specialists and seven administrative staff. The instructor group covered gymnastics, football, martial arts, tennis, volleyball, basketball and archery. The two delivery channels supported one cohort.

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Webinar participation

The common online programme comprised the app and portal briefing and three thematic sessions. The three thematic webinars generated 36 reported attendances, including nine external attendances. The app briefing recorded five participants. The sum of the reported session figures is 41.

Webinar	Date	Reported attendances	External attendances
App and administration portal briefing	3 April 2026	5	Not separately classified
Delivering Effective Physical Activity Programmes	16 September 2026	12	3
Effective Communication for Promoting Healthy Activity	23 September 2026	9	2
Engaging Children and Older Adults in Active Lifestyles	30 September 2026	15	4
Thematic webinar series	September 2026	36	9
All four sessions	April–September 2026	41	9 in the thematic series

Attendance is reported for each session. The app briefing figure includes the presenter. Attendance records also contain individual connection entries, including reconnections.

The mailing list for webinar invitations comprised 29 contacts, including nine external contacts. This describes the audience contacted, rather than the number who attended. Registration preferences, live participation and access to the recordings served different stages of engagement.

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Learning outcomes

The programme developed professional understanding through practical exercises, shared frameworks and support during implementation. The learning results concern programme design, communication, digital tasks and adaptation to delivery settings.

Learning area	Results and practical outputs
Activity design and inclusion	Assen partners articulated access, motivation and child-centred design principles and used them in school activity planning. Teacher workshops introduced practical ways to integrate movement into lessons.
Stakeholder communication	Partners practised engaging school decision-makers. The communication webinar provided a user-focused review task and examples for schools, families and communities.
Digital preparation	The app demonstration introduced functions and pilot possibilities; Istanbul instruction addressed registration and activity records.
Teaching and adaptation	Spor Istanbul instructors used guiding questions, cards and concrete examples within sports sessions and identified practical ways to manage transitions.
Professional understanding	Kinetic Analysis employees developed familiarity with child activity initiatives, delivery tools and evaluation approaches relevant to schools and municipalities.

Partners developed a shared view of the conditions that help children participate: accessible activities, enjoyment, confidence, belonging and support from adults and peers. They translated these principles into school activity planning and practised communicating the value of participation to school decision-makers. The webinar tasks extended this work through reviews of programme quality and communication.

Application feedback added a further perspective. At Het Krijt, teachers valued materials that were practical and easy to integrate. Instructors in Istanbul valued mentoring and visual tools that helped them apply the approach during sessions. These experiences connect professional learning with the conditions for use in ordinary practice.

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Organisational application and continued use

The main organisational application concerned the integration of EHLA methods into existing teaching and activity provision. The programme addressed how professionals could use the approach within their available time, resources and institutional routines.

The guideline, e-book, presentations and recordings provide a common resource base for reuse. The teacher materials and instructor methods complement these resources with practical examples. Together, they support future preparation of professionals working in similar school, community and sports settings.

School practice in the Netherlands

At Het Krijt, teachers found the lesson cards and complete equipment sets practical and requiring little preparation. The school evaluation describes use within ordinary lessons. This supported the workshop emphasis on movement as part of the school day and the need to make participation manageable for teachers.

Sports provision in Türkiye

Spor Istanbul integrated cards, badges, short discussions and mentoring into the sports-school setting at Kartal Hasan Doğan. Experienced instructors supported colleagues during the first weeks. Briefings between activity segments and transition routines addressed difficulties with timing and attention. Materials and instructor support continued after the initial period.

Community and organisational learning in Italy

The Italy exchange provided a model for connecting schools, parks and community participation. It highlighted local facilities and relationships as resources for activity planning.

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Participant evaluation

Participant experience was explored through professional reflection and feedback on implementation. The findings address the relevance of the content, its practicality and the support needed to use it in daily work.

Usefulness and support needs

Spor Istanbul instructors identified a practical tension between physical activity and the short instructor-transfer segment. They valued field mentoring for the use of 3T and visual tools for retaining attention and explaining abstract concepts. Their feedback linked professional support to specific delivery challenges.

Dutch teacher feedback emphasised practical materials, complete equipment and limited preparation time. These characteristics helped teachers use the approach within existing lessons. Kinetic Analysis employees found the programme relevant to their work with schools, municipalities and activity measurement.

The qualitative feedback describes the usefulness of the content, the practical support professionals valued and their experience of applying the approach.

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Methodology

The report brings together programme materials, meeting and activity records, attendance information, professional exercises and feedback from delivery settings. The analysis considers what was taught, how professionals engaged with the content and how the approach was used in practice.

Activities and participation

A learning activity is a delivered session with a professional learning purpose. Several exercises may form one workshop. For a workshop delivered over two days, attendance is recorded for each day; a separately delivered app session has its own attendance figure.

Session attendances and unique people are different measures. A person attending several activities contributes to each relevant session total and once to the unique participant total. Teachers, sports instructors, partner representatives and facilitators are distinguished when describing the programme's audiences.

The Spor Istanbul staff cohort is counted once across its Zoom and Enocta delivery channels. Staff roles distinguish instructors from coordination, specialist and administrative colleagues. Common online attendance is presented using the organiser's session figures. Invitation contacts, connection entries and unique people across the programme are distinct measures.

Professional learning and application

The comparative analysis follows the professional tasks addressed by the programme: activity design, inclusion, communication, digital organisation and adaptation to local settings. It considers practical exercises alongside the application described by teachers, instructors and partner organisations.

Professional feedback was organised around usefulness, support needs and application. Face-to-face instructor discussions and school feedback provide insight into the practical experience of delivering EHLA activities. Webinar attendance and registration records describe participation.

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Conclusions

EHLA delivered a capacity-building programme that connected shared guidance with practical professional learning. Four webinars addressed app use, programme delivery, communication and engagement. Workshops, demonstrations, exchange and coaching addressed the conditions in which partners, teachers and instructors applied the methods.

The listed physical workshops and app sessions generated 164 attendances. The common online programme recorded 41 reported session attendances, of which 36 concerned the three thematic webinars. Spor Istanbul delivered content through Zoom and Enocta to a cohort of 48 staff members, including 35 instructors. These figures describe different forms of participation and are presented separately.

The results show the importance of making methods usable in established settings. Teachers valued practical materials and low preparation demands. Sports instructors needed support with session transitions, short discussions and children's attention. Mentoring, visual cards and concrete examples helped professionals address those tasks.

International exchange broadened the partnership's view of delivery. School routines in the Netherlands, parks and community participation in Italy, and sports-facility provision in Türkiye offered different ways to connect activity with daily life. The common learning resources provided a framework for understanding these approaches across settings.

The programme's lasting resources include the guideline, e-book, webinar presentations and recordings, together with practical teaching tools. Continued use at Kartal Hasan Doğan illustrates how professional support and materials can become part of regular provision. The main lesson for future capacity building is to combine common concepts with opportunities to practise and obtain support where activities are delivered.

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Webinar resources

The thematic webinar presentations and recordings are available through the Active for Health website.

Delivering Effective Physical Activity Programmes

Webinar page

Presentation

Recording

Effective Communication for Promoting Healthy Activity

Webinar page

Presentation

Recording

Engaging Children and Older Adults in Active Lifestyles

Webinar page

Presentation

Recording

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Appendix A Stakeholder communication exercise

Partners practised presenting an EHLA activity to school decision-makers during the Assen workshop on 11 November 2025.



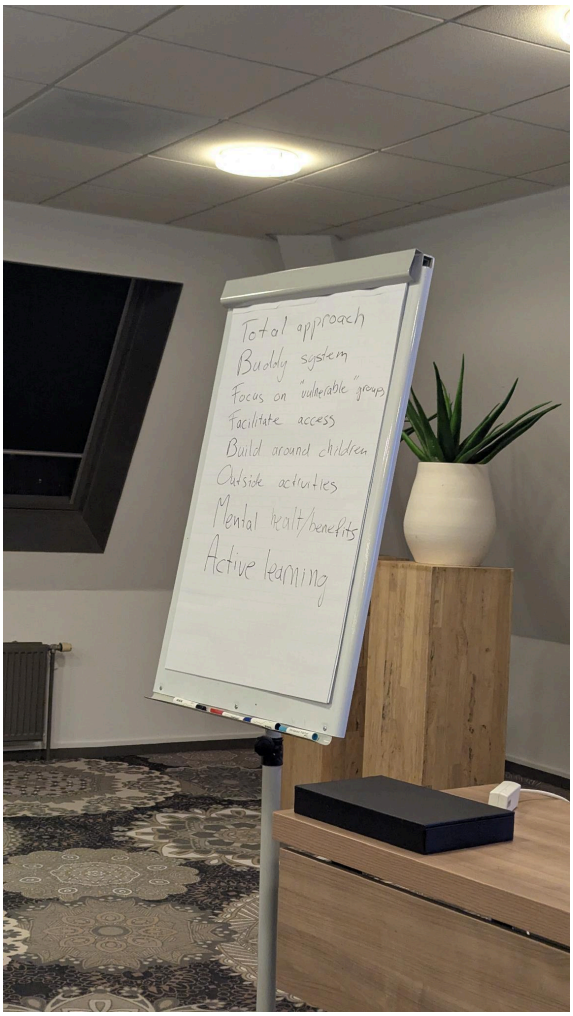
Figure A1. Stakeholder role play in Assen.

The exercise required participants to consider what would make participation relevant and manageable for a school.

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Appendix B Inclusion and motivation exercises

Partners explored inclusive activity design and the conditions that encourage children to remain active.



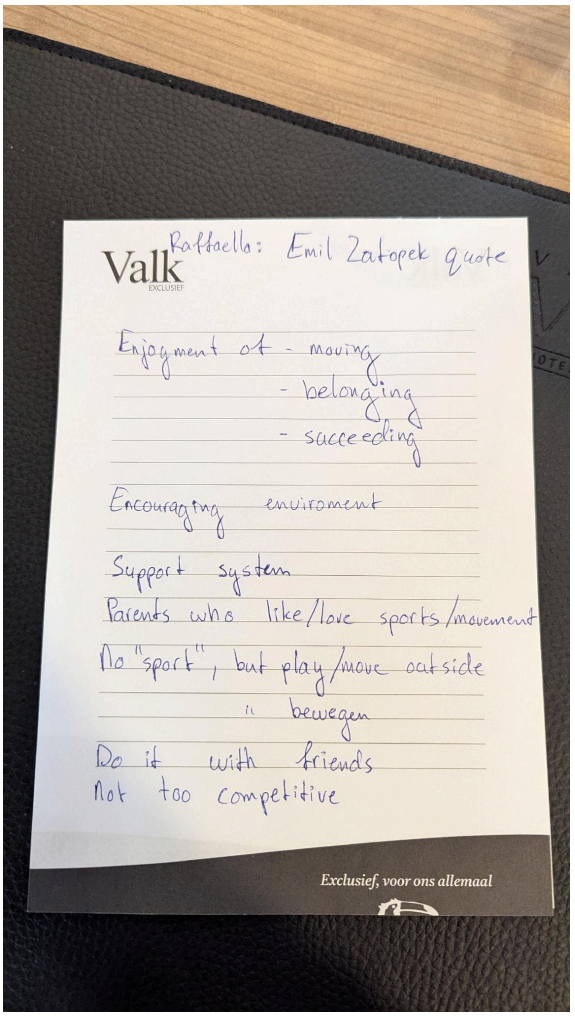


Figure B1. Inclusion and motivation exercise outputs, Assen, 10–11 November 2025.

The exercises addressed access, peer support, enjoyment, belonging and encouragement from adults and friends.

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Appendix C Staff learning resources

Spor Istanbul made EHLA information available through its training and development portal. The project notice supported the sharing of programme information with staff alongside the introduction and instructor support.



Figure C1. EHLA project information on Spor Istanbul's training and development portal.

The resource set included a project information note, introductory podcast and videos. Instructors received the materials through established digital channels, providing access alongside the programme's professional support.

2

Spor Istanbul instructor resource folder

Staff role in the training cohort	People
Instructors and assistant instructors	35
Heads and coordinators	3
Specialists	3
Administrative staff	7
Total named staff	48

Table C1. Cohort recorded in Spor Istanbul's Sports Culture and Values Education participant list. The cohort is counted once across Zoom and Enocta.

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Appendix D Dutch teacher workshop

SportDrenthe's dynamic-school-day workshop connected movement between lessons, during learning and through active learning.



Figure D1. Teaching during the dynamic-school-day workshop.

The CKC materials addressed movement between lessons, during learning and through active learning. The Beweegbox workshop complemented this approach with games, cards and equipment linked to curriculum content.

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Appendix D Practical teacher learning



Figure D2. Practical-learning collage shared by SportDrenthe.

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Appendix D CKC workshop programme



Figure D3. CKC staff-day programme listing the dynamic-school-day workshop.

The workshop appears under Vitaliteit as De dynamische schooldag: hoe maak je bewegen onderdeel van de schooldag? The programme supports the activity's inclusion within the staff development day on 4 May 2026.

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Appendix E App and portal webinar

SURPASSPORT delivered the app and administration-portal briefing on 3 April 2026. The instructional component lasted 45 minutes and five people participated.

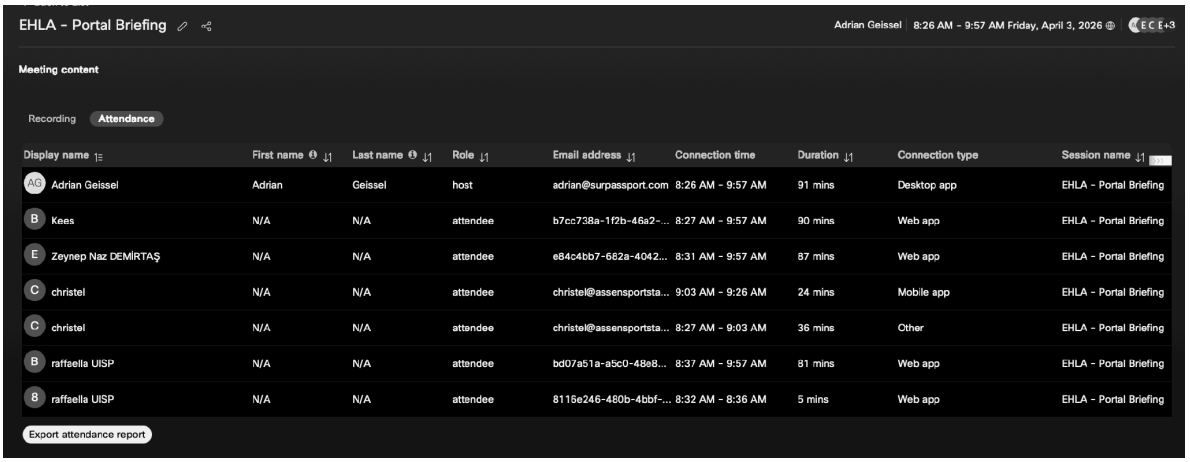


Figure E1. Platform attendance record for the app and portal briefing.

Connection display name	Role	Minutes connected
Adrian Geissel	Host	91
Kees	Attendee	90
Zeynep Naz DEMİRTAŞ	Attendee	87
christel	Attendee	24
christel	Attendee	36
raffaella UISP	Attendee	81
raffaella UISP	Attendee	5

Table E1. Connection entries shown in Figure E1. The repeated Christel and Raffaella entries are separate connections, rather than additional people. Connection intervals include time outside the 45-minute instructional component.

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Appendix E App and portal demonstration

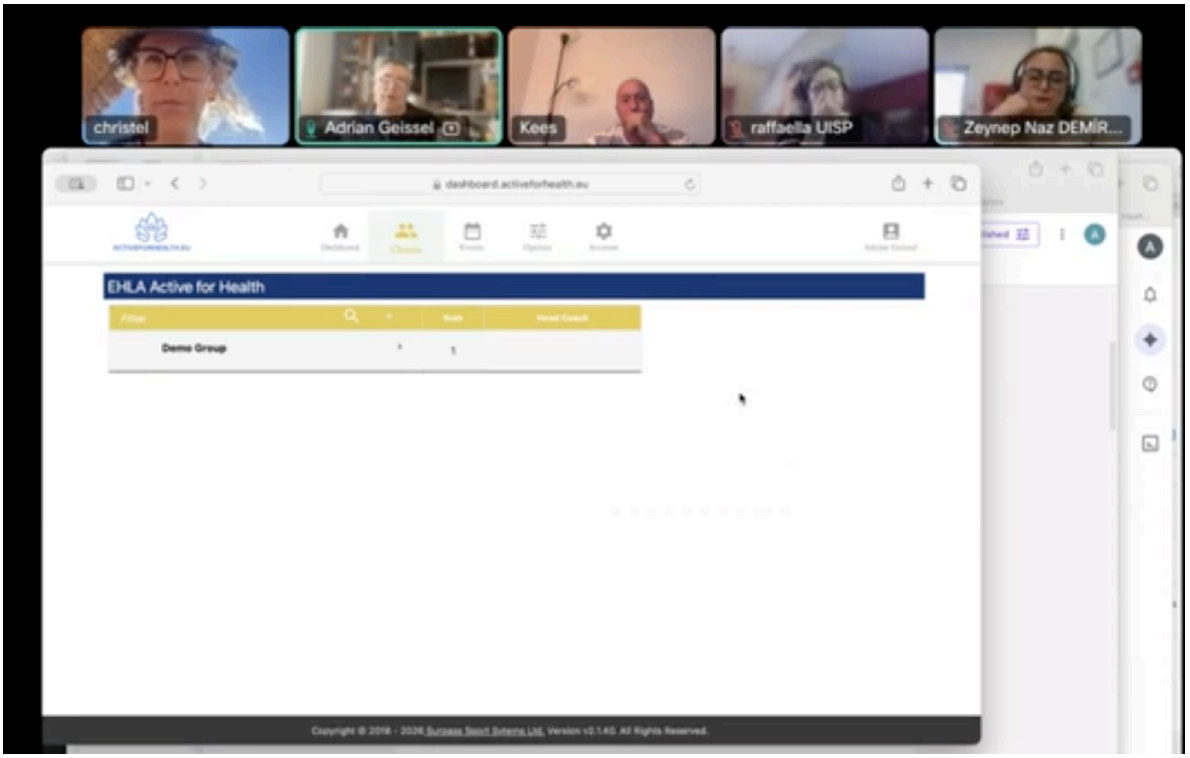


Figure E2. Administration-portal demonstration during the briefing, showing the participant-group view. Screenshot captured on 27 October 2026.

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Appendix F Thematic webinar evidence

Delivering Effective Physical Activity Programmes | 16 September 2026 | 12 reported attendances, including 3 external attendances.

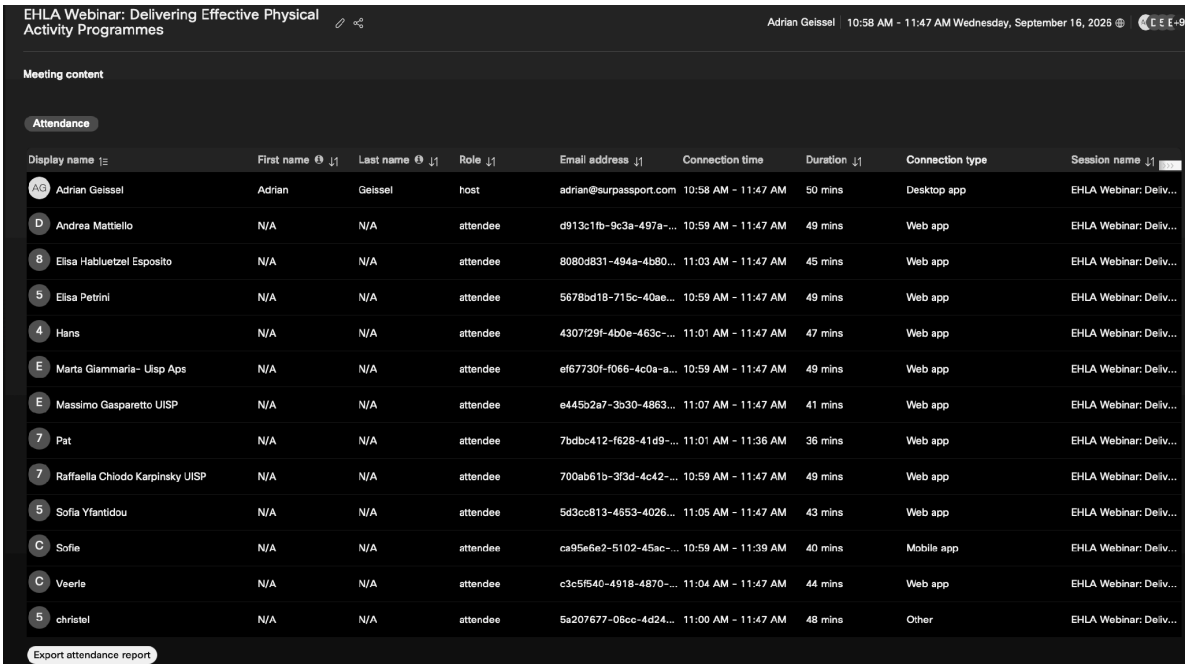


Figure F1. Platform attendance record for the 16 September 2026 session.

Connection display name	Role	Minutes connected
Adrian Geissel	Host	50
Andrea Mattiello	Attendee	49
Elisa Habluetzel Esposito	Attendee	45
Elisa Petrini	Attendee	49
Hans	Attendee	47
Marta Giammaria - Uisp Aps	Attendee	49
Massimo Gasparetto UISP	Attendee	41
Pat	Attendee	36
Raffaella Chiodo Karpinsky UISP	Attendee	49
Sofia Yfantidou	Attendee	43
Sofie	Attendee	40
Veerle	Attendee	44
christel	Attendee	48

Table F1. Connection entries transcribed from Figure F1. Display names and reconnections are retained as shown. The participation section presents the organiser's reported session figure.

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Appendix F Thematic webinar evidence continued

Effective Communication for Promoting Healthy Activity | 23 September 2026 | 9 reported attendances, including 2 external attendances.

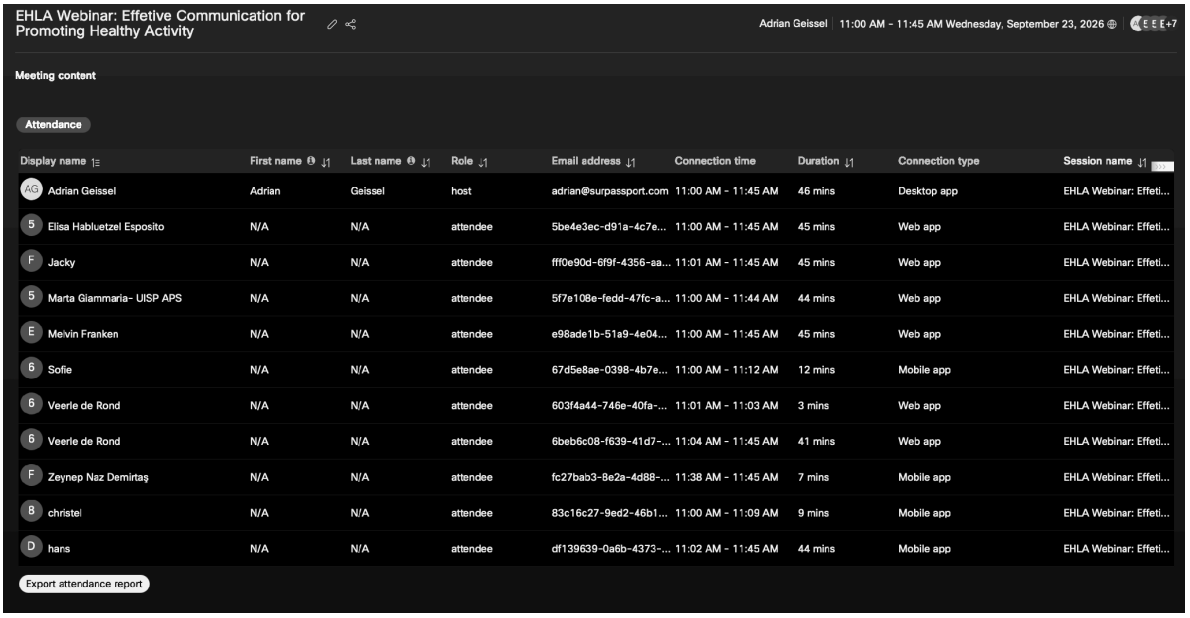


Figure F2. Platform attendance record for the 23 September 2026 session.

2

Connection display name	Role	Minutes connected
Adrian Geissel	Host	46
Elisa Habluetzel Esposito	Attendee	45
Jacky	Attendee	45
Marta Giammaria - UISP APS	Attendee	44
Melvin Franken	Attendee	45
Sofie	Attendee	12
Veerle de Rond	Attendee	3
Veerle de Rond	Attendee	41
Zeynep Naz Demirtaş	Attendee	7
christel	Attendee	9
hans	Attendee	44

Table F2. Connection entries transcribed from Figure F2. Display names and reconnections are retained as shown. The participation section presents the organiser's reported session figure.

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Appendix F Thematic webinar evidence continued

Engaging Children and Older Adults in Active Lifestyles | 30 September 2026 | 15 reported attendances, including 4 external attendances.

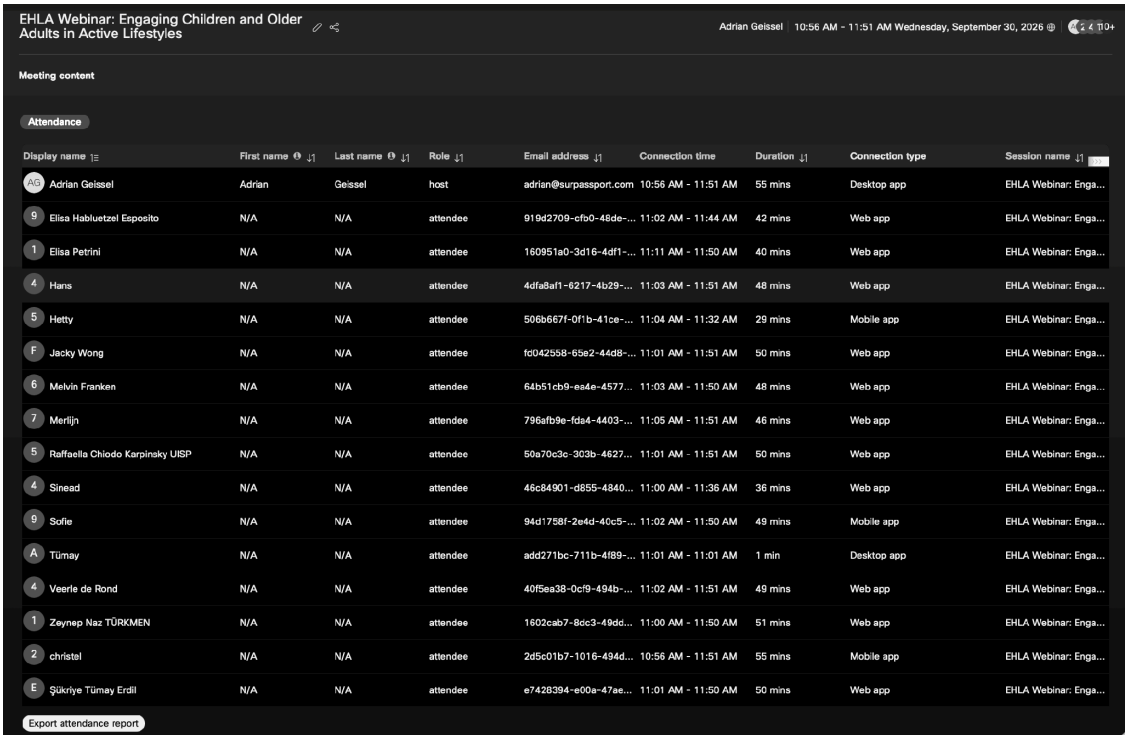


Figure F3. Platform attendance record for the 30 September 2026 session.

Connection display name	Role	Minutes connected
Adrian Geissel	Host	55
Elisa Habluetzel Esposito	Attendee	42
Elisa Petrini	Attendee	40
Hans	Attendee	48
Hetty	Attendee	29
Jacky Wong	Attendee	50
Melvin Franken	Attendee	48
Merlijn	Attendee	46
Raffaella Chiodo Karpinsky UISP	Attendee	50
Sinead	Attendee	36
Sofie	Attendee	49
Tümay	Attendee	1
Veerle de Rond	Attendee	49
Zeynep Naz TÜRKMEN	Attendee	51
christel	Attendee	55
Şükriye Tümay Erdil	Attendee	50

Table F3. Connection entries transcribed from Figure F3. Display names and reconnections are retained as shown. The participation section presents the organiser's reported session figure.

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Appendix F Webinar delivery and content

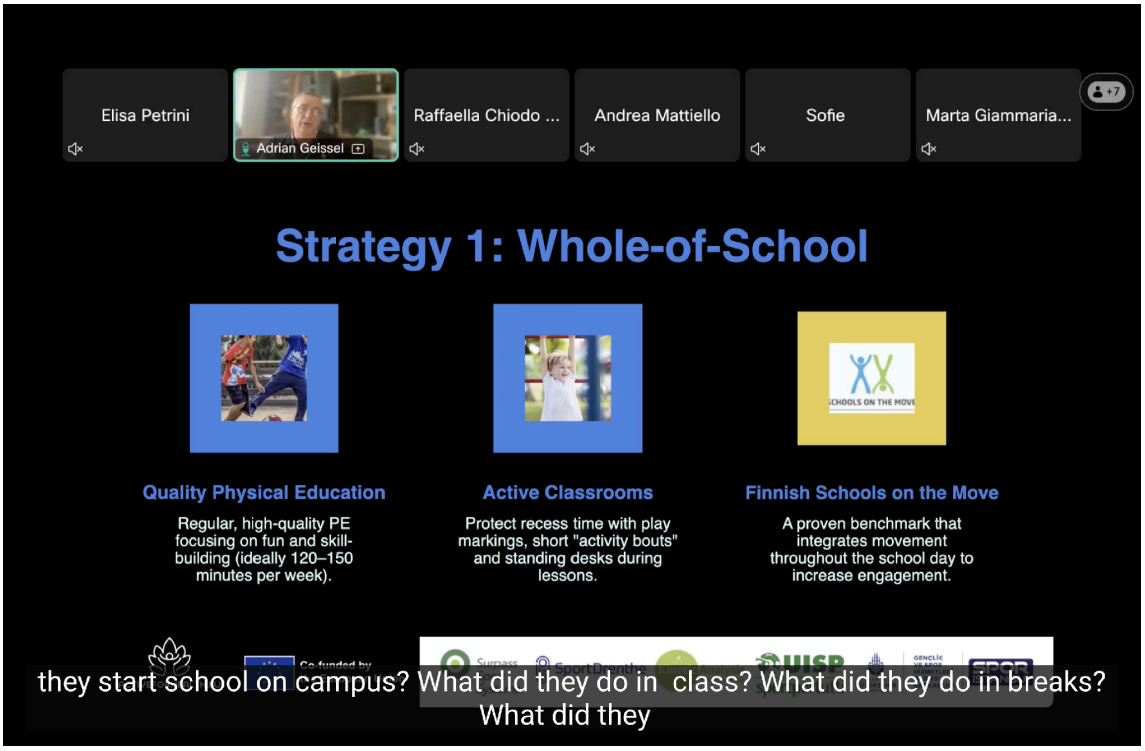


Figure F4. Delivering Effective Physical Activity Programmes, 16 September 2026: whole-school activity and live participation.



Figure F5. Effective Communication for Promoting Healthy Activity, 23 September 2026: the COM-B model and live participation. Screenshots captured on 27 October 2026.

Appendix F Engagement webinar content

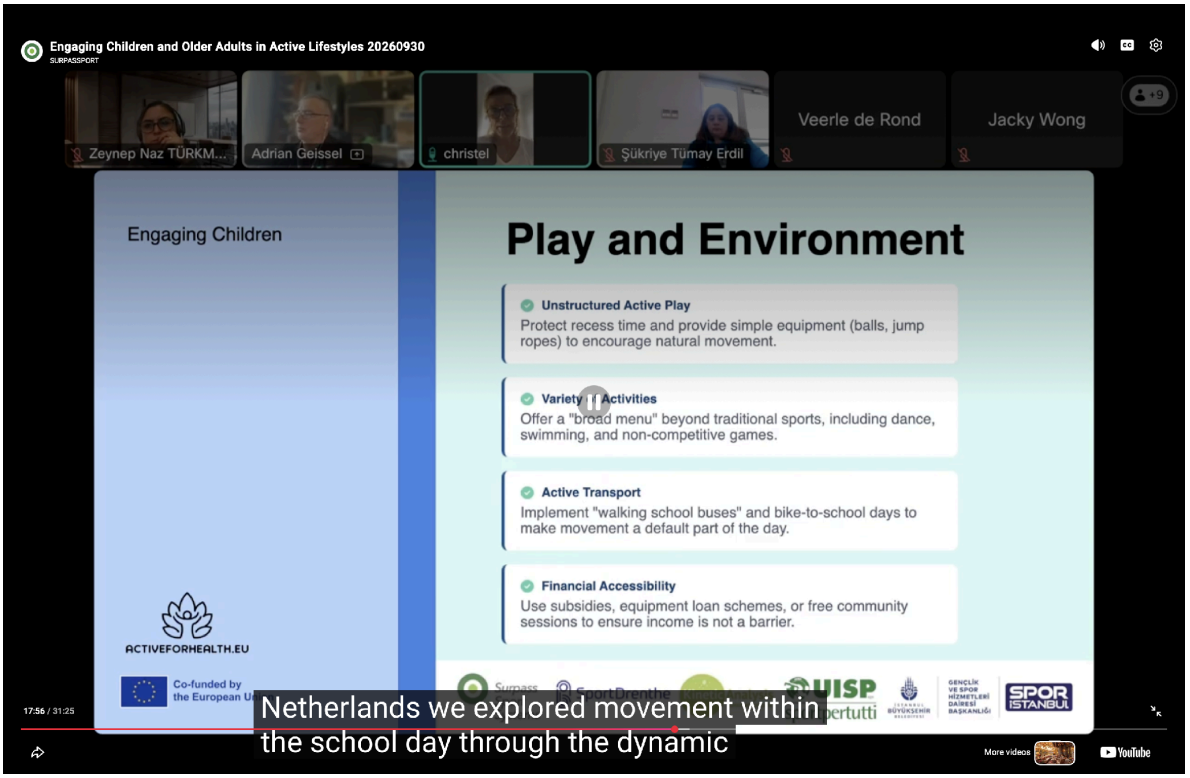


Figure F6. Engaging Children and Older Adults in Active Lifestyles, 30 September 2026: play, environment and live participation. Screenshot captured on 27 October 2026.

Appendix G Practical exchange in Assen



G1. Assen meeting, 10–11 November 2025.



G2. Partner group during the Assen meeting.



G3. Assen meeting participants.

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Appendix G Practical exchange in Assen continued



G4. BASE-method discussion during the visit.



G5. Partner exchange with local staff.



G6. Dynamic-school-day presentation.

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Appendix G Practical exchange in Assen continued



G7. Visit to an active-school learning space.



G8. First-day meeting photograph.



G9. Second-day meeting photograph.

Appendix H International exchange





Figures H1–H2. Photographic collages included in the SportDrenthe visit reports for Verona, 6–8 April 2026, and Istanbul, 24 March 2026. They show stakeholder meetings, professional discussion and observation of local activity settings.

Appendix I Partner walking activity



Figure I1. Partner walking activity during the Verona knowledge exchange in 2025.

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Appendix J Istanbul partner exchange



J1. Partner visit to the sports facility, May 2026.



J2. Partner meeting at Spor Istanbul.

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Appendix J Istanbul partner exchange continued



J3. Instructor-led group activity observed during the Istanbul visit, photograph provided by SportDrenthe.

Meeting photographs illustrate the professional exchange setting. Attendance in the operational app instruction is reported in the participation section.

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