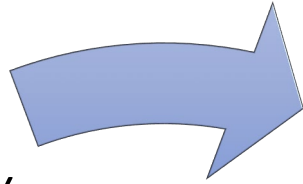




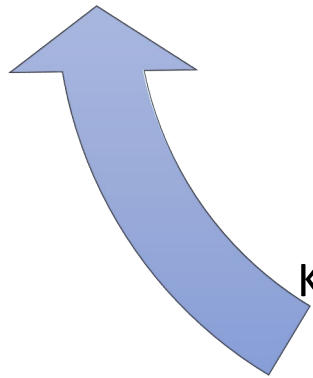
# Advocating – Campaigning bridging the gap between guidelines and action

EUPEA Forum – The Hague  
Rose-Marie Repond

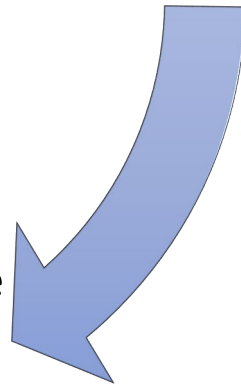
PHYSICAL LITERACY  
- PHYLIT project as  
an exemple for  
advocating



ACTIVE VOICE for  
Physical education,  
physical activity  
and school sport –  
the active school  
environment



KVLO – an example  
for advocating  
How is EUPEA  
advocating for PE  
in the EU projects



The seminar

To build the knowledge base for active advocacy for the implementation of the EU Physical Activity Guidelines by

- Determining the actual level of progress in implementing the EU Physical Activity Guidelines in 5 selected EU countries in cooperation with the national HEPA focal points
- Compiling good practices in the field of advocacy for physical activity among participating organisations and beyond through desk research from past projects, other alliances and relevant literature

To build capacities in participating organisations to engage in active advocacy by

- Developing relevant tools and resources to facilitate the advocacy work of all involved organisations
- Conducting knowledge-sharing and training seminars/workshops

To test the validity and quality of the proposed tools and capacities by

- Establishing cross-sector HEPA advocacy alliances on national and local level
- Delivery of advocacy interventions

Widening the impact of the project by

- Developing a webinar series on HEPA policy advocacy
- Dissemination and exploitation of the project results

# Active Voice

Introduction : What, why , how

**I. Become an advocacy leader**

**II. Arguments**

II.1. The importance of PE, PA and SS

II.2. Recommendations

II.3. The Benefits of Physical Education

II.4. The relationship between Physical Activity and Academic Performance

**III. WHICH STRATEGY FOR AN ACTIVE WORLD ?**

III.1. No excuse

III.2. Example: Active school community

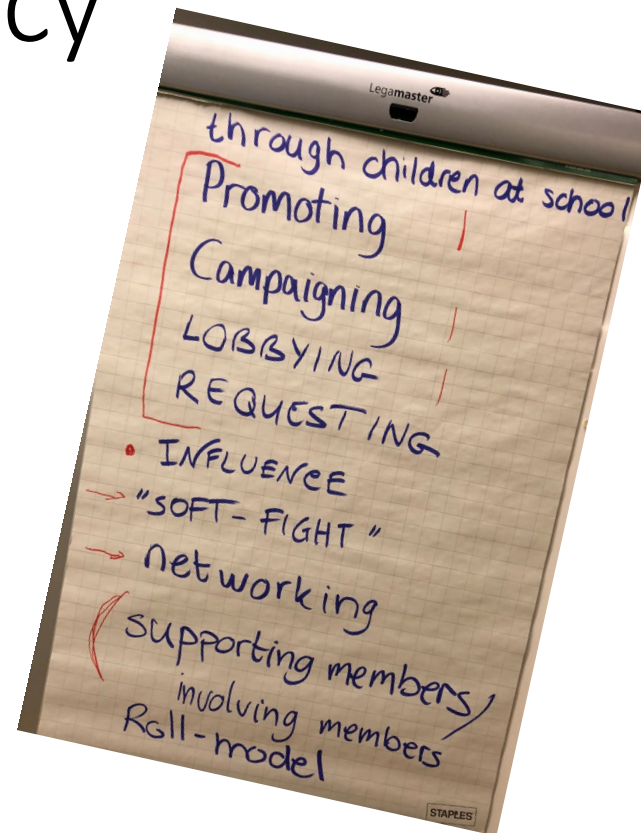
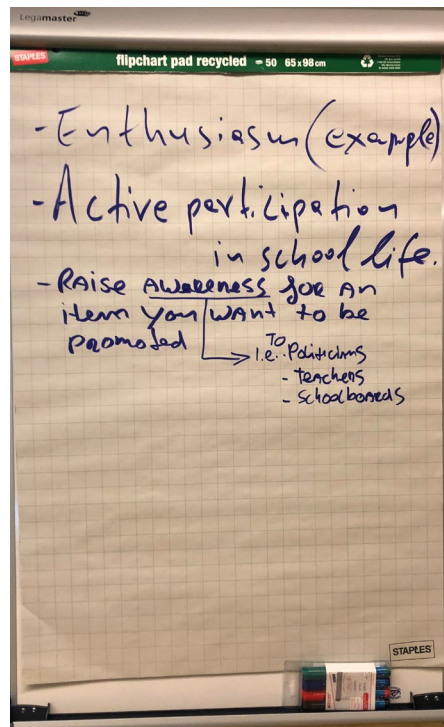
**IV Getting started (road map)**

IV.1. 101 Tips for advocacy

**v. What did I learn ?**

# What is advocacy

- 1.
- 2.
- 3.
- 4.



# Advocacy

- **Advocacy** is an activity - a process - by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.
- Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning and publishing research ...
- <https://en.wikipedia.org/wiki/Advocacy>



WHAT ?

WHY ?

HOW ?

# WHAT

PHYSICAL EDUCATION (PE),  
PHYSICAL ACTIVITY (PA)  
AND SPORT IN THE SCHOOL (SS) ADVOCACY



## WHAT IT IS ABOUT?

The term **physical education** refers to activities taught as part of the curriculum within class time where the emphasis is on learning.

<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/phyped/hpeimprovSPORT.pdf>

**Physical activity** is an all-encompassing term which includes physical activity, sport, play and activity undertaken for enjoyment or health or performance enhancing purposes, an extra curricular activity.

<https://health.gov/paguidelines/guidelines/chapter2.aspx>

**School sport / Extracurricular sport** refers to those activities that are organised in a structured way and may have a focus on competition. It refers to the provision of activities outside of the formal physical education curriculum, most often after-school and at lunch times, but also in some schools at weekends and/or before school.

<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/phyped/hpeimprovSPORT.pdf>

# What ?



<https://www.supportrealteachers.org/how-to-advocate-for-your-program.html>

<https://vimeo.com/203756342>

## WHY ?

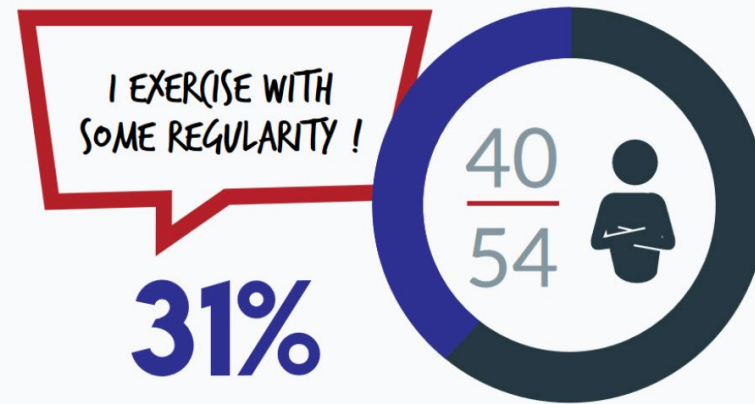
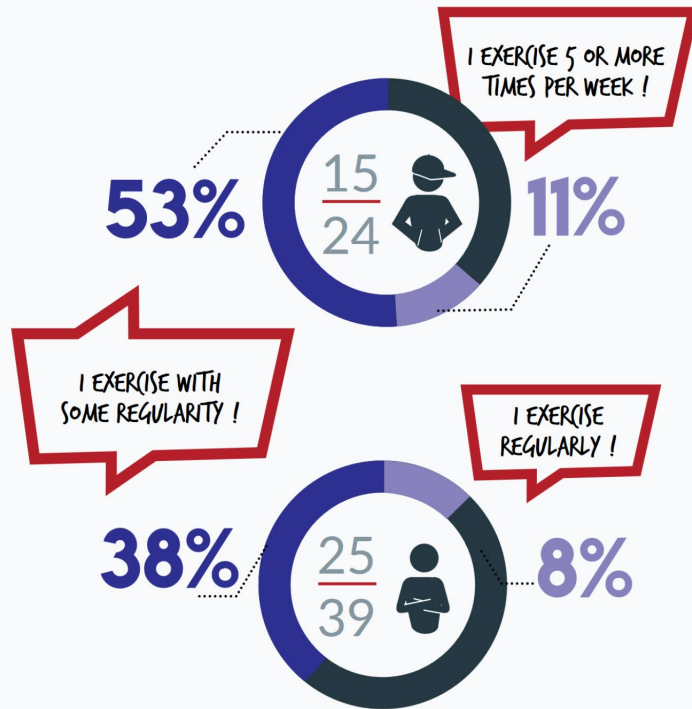


Physical activity is associated with improved physical and mental health among children. However, physical activity declines and sedentary time increases with age, and large proportions of older children do not meet the recommended hour per day of moderate-to-vigorous-intensity physical activity (MVPA).

Jago, R., Salway, R., Lawlor, A.D., Emm-Collison, L., Heron, J., Thompson, J.L., Sebire, S.J. (2018). Profiles of children's physical activity and sedentary behaviour between age 6 and 9: a latent profile and transition analysis. *International Journal of Behavioral Nutrition and Physical Activity*, 15:103

# WHY ?

## AGE AND PHYSICAL ACTIVITY



## **WHY** ADVOCATE FOR PHYSICAL ACTIVITY ?

*Gathering and translating the most pertinent physical activity evidence*

### **WHAT SHOULD BE ADVOCATE?**

*Developing from the evidence, a physical activity advocacy agenda and articulating a plan (or plans) of key actions that will increase population levels of physical activity.*

### **HOW SHOULD ADVOCACY BE IMPLEMENTED ?**

*Implementing a mix of advocacy strategies to influence and mobilise support for the physical activity agenda.*

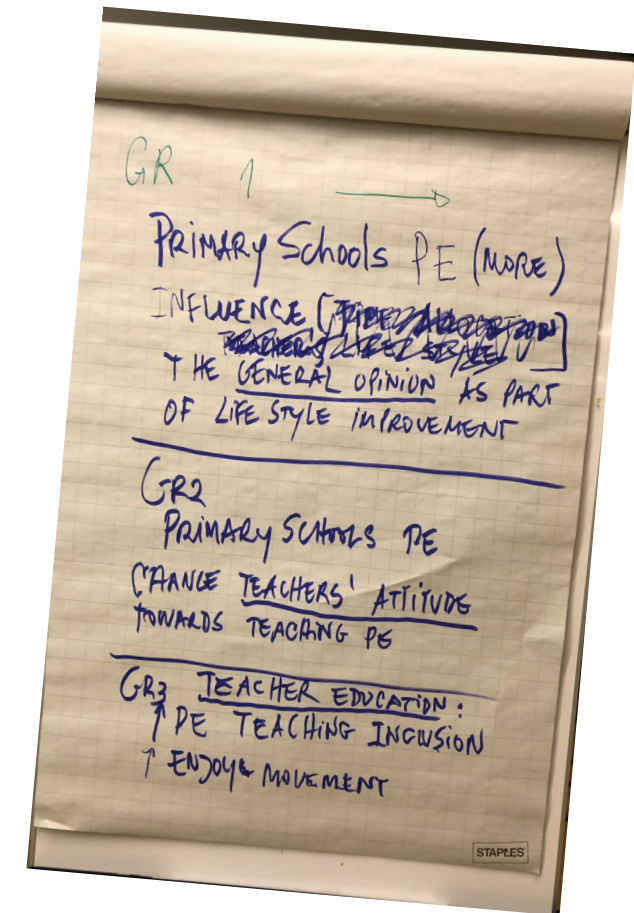
# ABOUT EUPEA

1. Physical activities in the school :
  1. Physical education at all school levels (3 lessons – or at least respecting the official texts) 60 min physical activities every day
  2. Qualified teachers
  3. Curriculum
  4. Compulsory assessment

*Children and youth aged 5-17 should accumulate at least 60 minutes of moderate - to vigorous-intensity physical activity daily. WHO, 2011*

# Advocating – group work

1. What
2. What we want to change
3. Why
4. HOW ...



How

GR2: Head Master / Principal  
Is the teacher PE or not?  
if not - 1. SOLUTION: TEAM TEACHING  
2. MORE ONE TEACHER TEACHES MORE PE  
3. GENERALIST SPECIALIZED IN PE

---

GR3: WHITIN POLITICAL CAMPAIGN  
ASK 5 QUESTIONS ABOUT PE TO  
OBTAIN (STATEMENTS) TO BE  
PUBLISHED  
CHECKED AFTER ELECTIONS

---

GR4: PEDAGOGICAL DECISION CHANGES  
- ACTIVITIES  
- ASSESSMENT  
- MORE POSITIVE TIME  
- TEACHER HAPPINESS

TRAINING

GR5: BOTTOM UP SOLUTION  
- PROJECT INSIDE SCHOOL (HEALTH, PE)  
- INVOLVING PARENTS, LOCAL GOV.  
- WORK WITH OTHER SCHOOL (NET WORKING)

GR4 (II)

DESIGN CURRICULUM + MANUAL  
- APPROPRIATE TRAINING AND SUPERVISION (ON SITE, REGULAR)  
- NATIONAL STANDARDS  
- LESSONS: MAXIMIZE MVPA

GR1: CAMPAIGN IN SCHOOLS (VIDEO ON PE)  
ADVOCATING BY THE CHILDREN

GR4 -  
- HIGH QUALITY PE PROGRAMMES  
THROUGH PE FOR LIFE  
- 60M MVPA PA - ~~PER DAY~~

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GR5  
- PRIMARY - PE SPECIALISTS  
- INFLUENCING PARENTS  
- PASSION OF PE TEACHER TO REACH ALL THE CHILDREN

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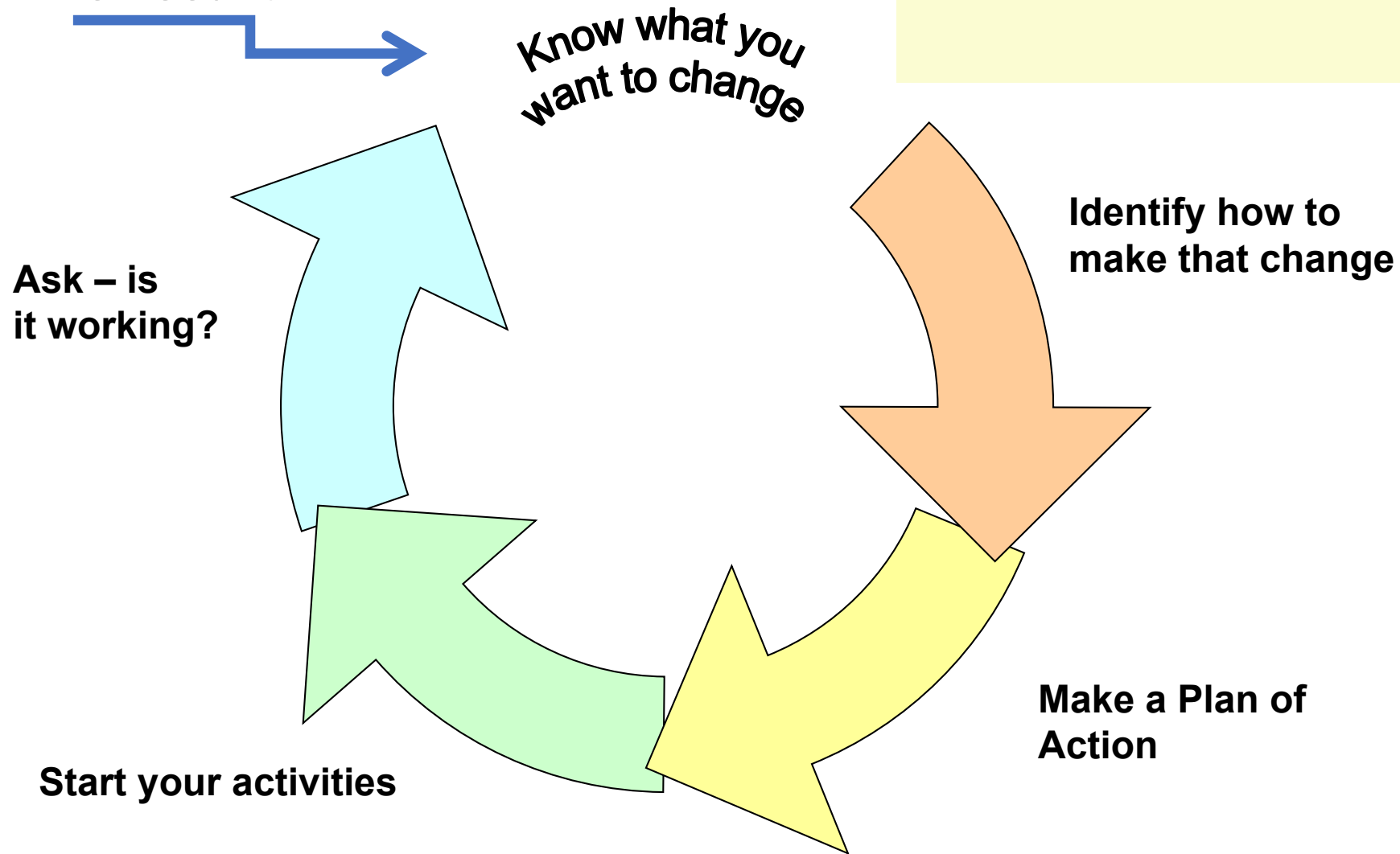
GR6 POSITION OF PE ON SCHOOL SYSTEM

GR7: PE TEACHERS SPECIALISTS  
IN PRIMARY SCHOOLS

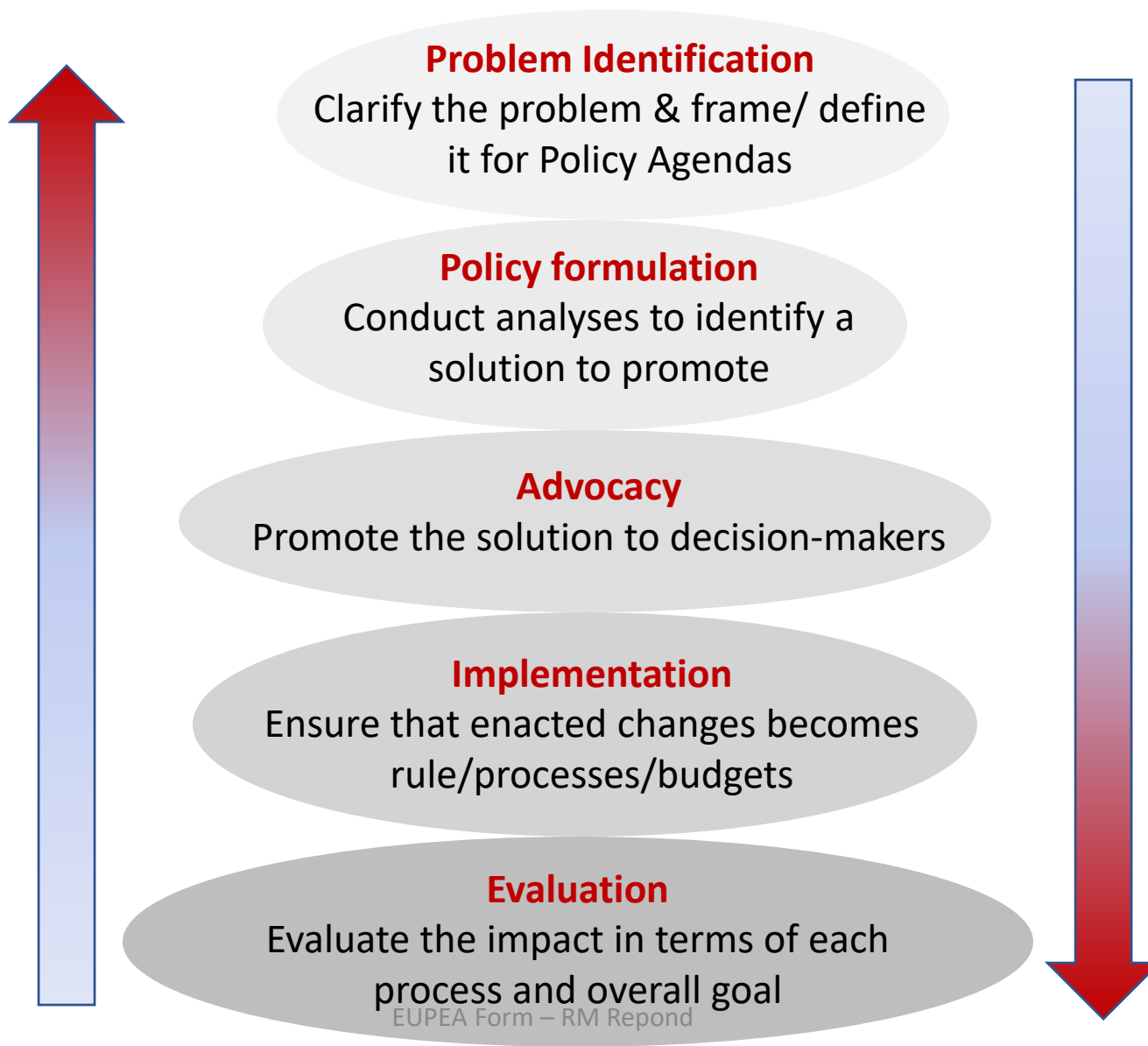


**Advocacy – what is it and why do we need it?**

HOW?



## Processes for Changing Policies, Environments and Systems



James Emery,  
MPH & Carolyn  
Crump, PhD  
UNC School of  
Public Health

9.11.2018

EUPEA Form – RM Repond

## Competencies in Five Domains

### 1. Analyze & articulate the problem

- a. Collects, summarizes, & interprets relevant information
- b. Defines the problem needing a policy, system, or environmental solution

### 2. Propose a solution

- a. Defines criteria for selecting among various options
- b. Records options in clear & concise written statements
- c. Estimates the health, fiscal, legal, social, & political implications of each option
- d. Predicts the feasibility & expected outcomes of each option
- e. Analyzes the options using decision analysis methods (e.g., cost-benefit)
- f. Builds consensus for the chosen course of action

### 3. Influence the change process

- a. Plans a policy/system/environmental change approach
- b. Educates decision-makers, media, partners, & the general public by providing relevant information (i.e., become an informational resource)
- c. Frames messages & tailors materials to influence the change process
- d. Implements policy-advocacy strategies
- e. Implements communications strategies to impact social learning, agenda setting, & message framing
- f. Monitors the change process & its outcome

### **4. Monitor the implementation process**

- a. Predicts how the relevant bureaucratic entities (e.g., agencies, departments) might implement the enacted changes
- b. Plans how to monitor & assist each entity as it develops the budgets, rules, guidelines & procedures necessary to implement the enacted change
- c. Assists entities with planning for structural & programmatic adjustments
- d. Monitors the implementation process to document how the solution is or is not functioning as intended

### **5. Evaluate the impact**

- a. Develops mechanisms to monitor policy/system/environmental change
- b. Evaluates the impact of the change
- c. Incorporates evaluation findings into future planning & analysis efforts

*From Public Health Solutions Through Changes in Policies, Systems, and the Built Environment* ([www.dhpe.org/HPEC\\_Comps\\_Phase\\_Final.pdf](http://www.dhpe.org/HPEC_Comps_Phase_Final.pdf))

## What do successful advocacy actions have in common? (Kingdon)

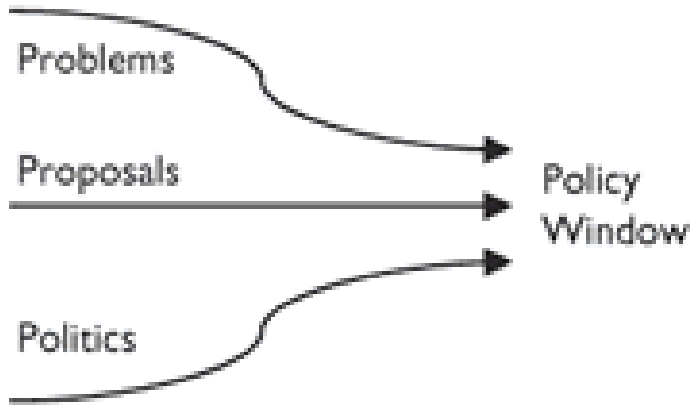
**The *problem stream*** is filled with perceptions of problems that are seen as “public” in the sense that government action is needed to resolve them.

**The *policy stream*** is filled with the output of experts and analysts who examine problems and propose solutions.

**The *political stream*** comprises factors that influence the body politic, such as swings in national mood, executive or legislative turnover, and interest group advocacy campaign.

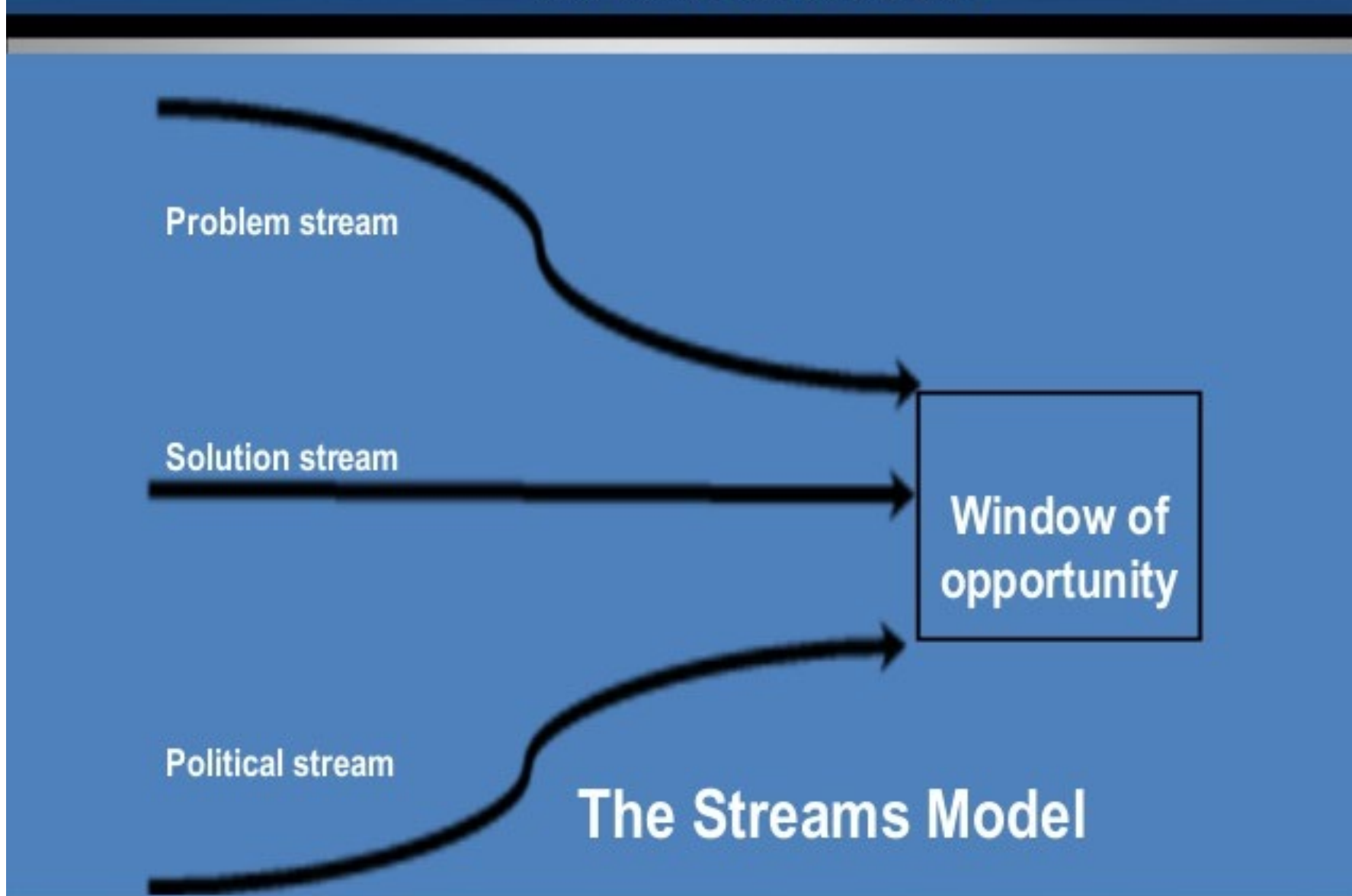
# Coupling the Streams

## Policy Stream Convergence



- The three streams have lives of their own
- The probability of rising on the agenda is increased if all 3 streams are joined
- Partial couplings between 2 streams are less likely to result in policy changes

# Streams Model

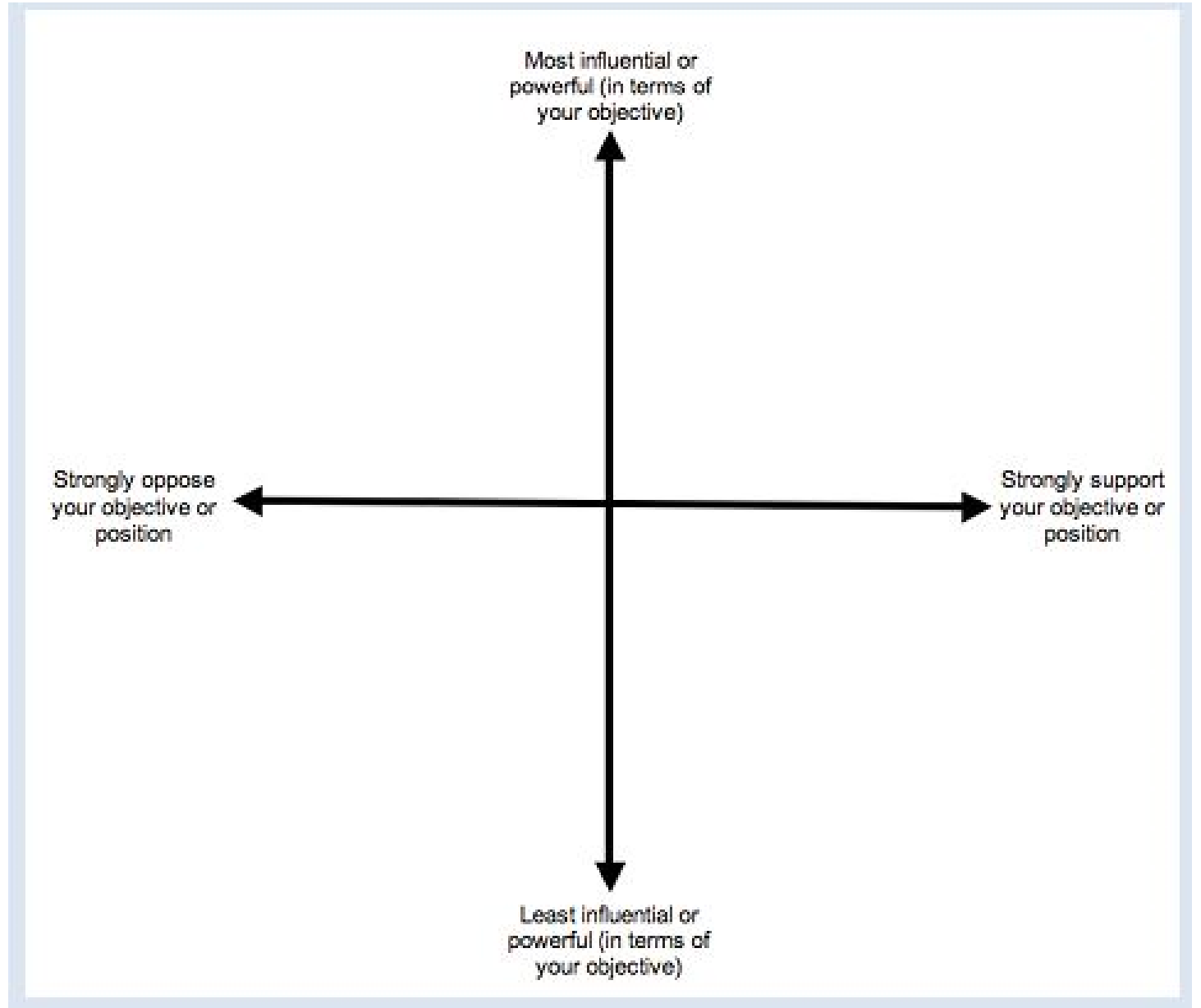


- Becoming an advocacy leader.  
Using the policy windows, a theory of Kingdon, with a focus on a common problem, a policy solution and the political will. To learn about timing and creating the right window of opportunity.
- **Stakeholder mapping.**  
Using stakeholder mapping to identify the key influencers and people in power and to understand the movements that need to be made. Also focusing on influence mapping with a focus on the relations towards the key influencer.
- Fundraising.  
Using the fundraising grid to see the different possible sources of funding and to prepare different strategies for each of the sources. With a focus on the NGO benefits.



# Power mapping

## Stakeholders (forces)



# Force field analysis

**Forces for Success (+)**

**Forces against Success (-)**



Report

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What

---

What do you want to change

---

Why

---

How : 2 actions

---

Stakeholders : 2 - for /against success

---

Evaluation - 2 sentences

# Advocacy in PE – PA- SS

- We, learn, practice, to teach
- Focus on success factors
- We need to plan, prepare, define a strategy, timeline
- Celebrate the success
- JUMP IN WHEN THE WINDOW IS OPEN !

