



# SURVEY REPORT

Erasmus+ SPORT PROGRAMME SSCP

Project: Green Tools For a Bright Future – 101182760 GFuture

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## INTRODUCTION

Project GFuture was developed to address the current challenges in the field of green learning and sustainable sports. Education for children is a critical aspect of their development, providing the foundation for lifelong learning and personal growth. They receive guidance in many different places as home, schools and different organizations, however because this process happens mainly in homes and classrooms we created the project GFuture. The project's main goal is to change and improve the educational process of young children with special focus on inclusion of children with disabilities. The consortium will create a handbook and curriculum to create an outdoor classroom and include sport in the learning process. The GFuture handbook will enable teachers, trainers and different educators to implement outdoor classrooms to promote/ spread green education and include sport in the learning process. Involvement of sport activities offer numerous benefits for children, making them an essential part of a child's development. There is a negative trend in the last years that the level of sport activity in young children is falling especially for children with disabilities. To counter this trend, we designed the project GFuture to increase their participation in sport.

The main project goals are to increase the level of physical activities of young children and change their classrooms to a greener environment, raise their interest in sport and build healthy habits that will help them grow up in healthy adults. Partners will focus in developing a handbook which guidelines will enable the transfer of education out of the classrooms and enable inclusion of sport in the regular programs to improve the learning process. The project will especially focus on children with special needs that can benefit even more from inclusion of sport in the educational process.

During the project partners implemented a research phase where we analysed the state of green learning and sustainable sports for children in primary education. We collected surveys and created a Survey Report and Policy Recommendations to address obstacles and solutions to increase the level of children that participate in green learning and sustainable sports.

This project consortium consists of a sport club, NGO, primary school and research institute to achieve the best synergies between sport and educational experts. Professional experts from project partners' countries Slovenia, Croatia and Italy will collaborate to achieve the project goals. To implement a successful project, the consortium partners were chosen based on their knowledge and experience from different areas of sport and work with people with disabilities. The project consortium consists of four partners, the project coordinator is Institute TREND-PRIMA, Maribor (Slovenia) and three partners: Udruga Sport VIV (Croatia), Primary School Korena (Slovenia) and CUS (Italy).



## METHODOLOGY

The report was realized during the project GFuture. It was designed using qualitative and quantitative methods to analyse the data, using guided and open questions to create the survey report and policy recommendations. Project partners collected 133 surveys that were filled in by teachers, trainers, volunteers and parents/guardians from 3 European countries (Slovenia, Italy and Croatia). Collected answers were as follows: Slovenia 37, Italy 43 and Croatia 53.

This survey results present the findings of the current state, attitudes and participation of children in primary education in physical activities and sports with special focus on the state of green learning and sustainable sports.

The measurable nature of sports and physical activity participation provides real insights for the project consortium to identify existing situation, expectations, barriers, needs and facilities in local environments for green education and sustainable sports. Findings will be used to develop the educational & sport program for children in primary education, the project aims to encourage active participation of children and to create policy recommendations for local and national stakeholders.

## OBJECTIVES

1. Provide a robust picture of attitudes, barriers, level of activity and solutions to participation in sport activity of children in primary education from partners' countries.
2. Identify current barriers to participation and potential levers for change in regard to sport activity of children.
3. Analyse the current state of green learning and sustainable sports in partners countries.
4. Develop policy recommendations that will improve the level of sport activity of children, increase the use of green learning and sustainable sports on local and national level.
5. Provide a consolidated data analysis with national research findings.

## RESULTS

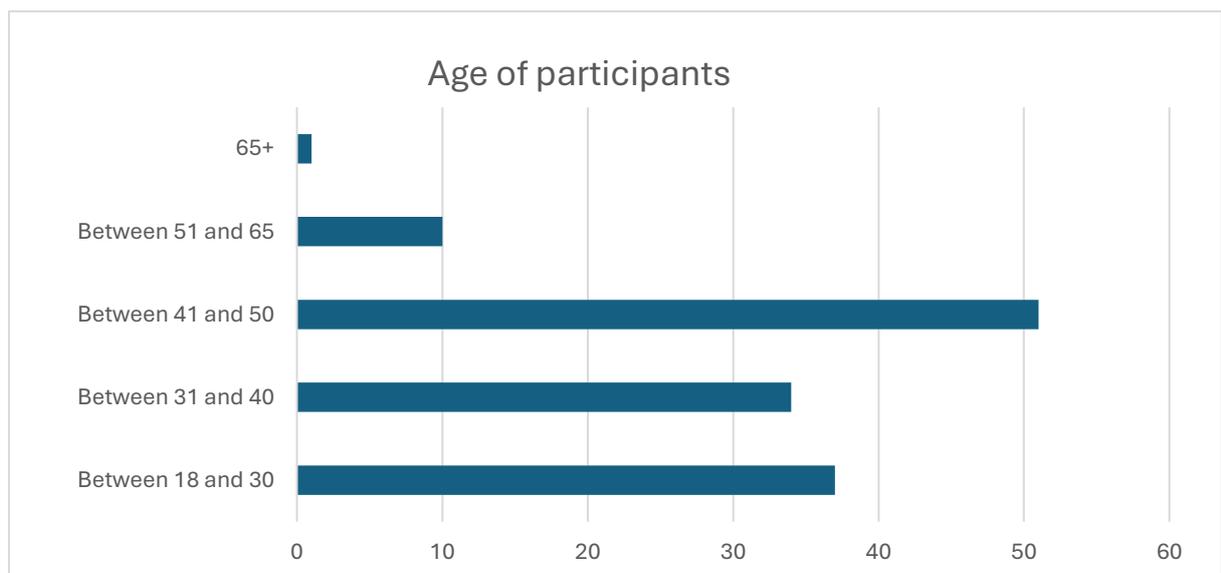
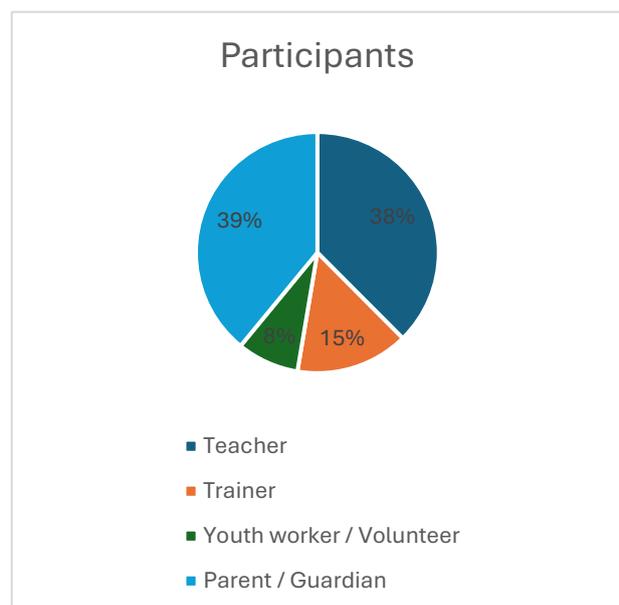
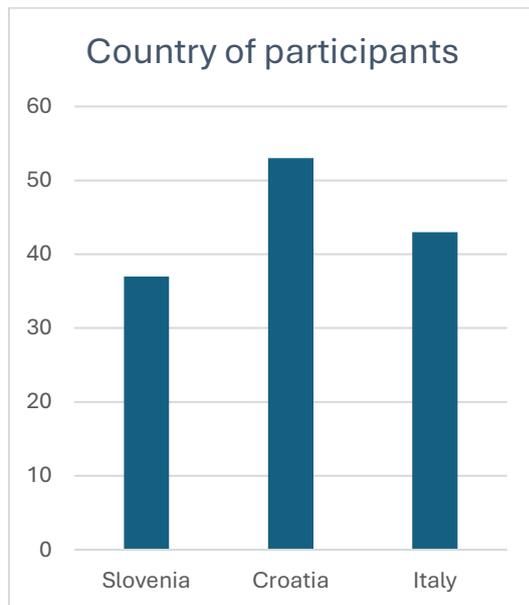
The survey results are directly drawn from the collected responses and analysed for correlations to highlight specific patterns among different countries and participants. Although the small sample size limits the ability to generalize the findings to the entire EU population, it still offers valuable insights into distinct characteristics. Including participants from multiple countries, even with a limited sample, allows for comparative analyses to identify similarities and differences across various contexts. The survey results will be used to present an overview of the sport condition, green learning and sustainable sports for children in primary education with special focus on those on learning disabilities, so it can help us improve the existing policies, barriers and methods in regard to sport activities.

The created report and policy recommendations are structured with the main goal of increasing the level of physical activity, spreading the use green learning and sustainable sports for children in primary education so that they reach the WHO recommended physical activity level. The WHO recommends that children in primary education:

- **Daily Activity:** Children aged 5–17 should do at least 60 minutes of moderate- to vigorous-intensity physical activity every day.
- **Aerobic Focus:** Most daily activity should be aerobic, like running, cycling, swimming, or brisk walking.
- **Strength Exercises:** Activities that strengthen muscles and bones (like jumping, climbing, or sports) should be included at least 3 times per week.
- **Health Benefits:** Regular physical activity helps improve cardiovascular health, muscle strength, bone density, mental well-being, and supports a healthy weight.
- **Limit Sedentary Time:** Reduce sedentary behaviour, especially recreational screen time (TV, video games, smartphones).
- **Encourage Fun and Variety:** Physical activity should be enjoyable and varied to help children develop lifelong healthy habits.

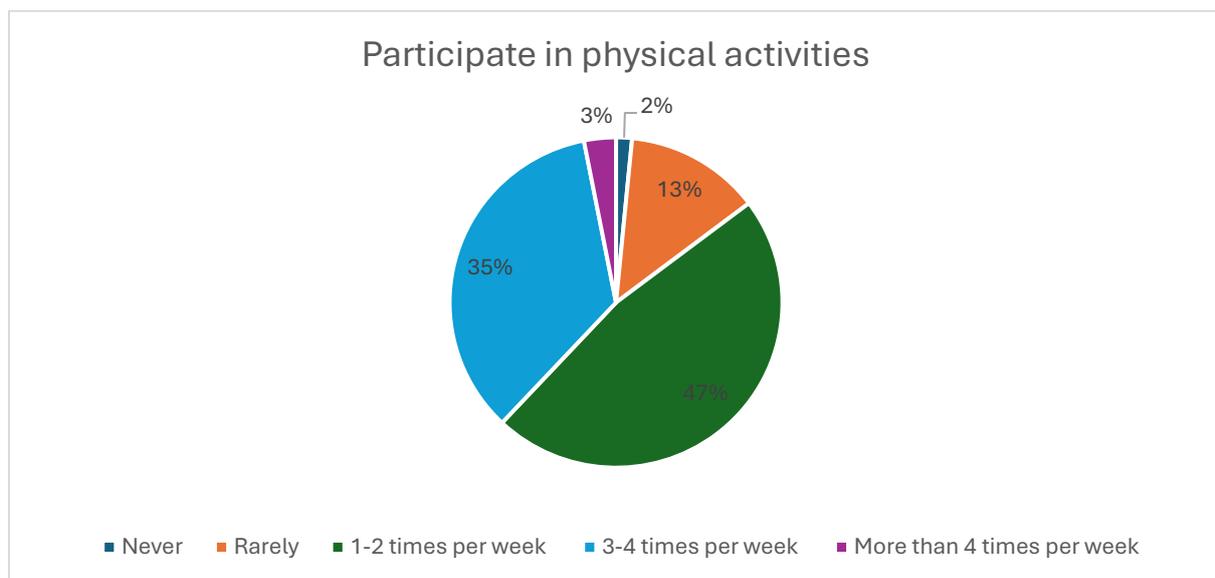
## BASIC INFORMATION

During the research we conducted surveys from trainers, teachers, volunteers, parents and guardians in which we asked about basic information such as their age and gender, the environment that they work in. The results show that the majority of participants were between 51 and 65, and the least participants were 65+. The results also show that 31% of respondents were men and 69% were women. The participants were also asked about their work environment, where 65% were working in an urban environment and 35% in a rural environment. We also asked the participants about their relationship with children, the results show that 39% were parents/guardians, 38% teachers, 15% trainers and 8% volunteers.

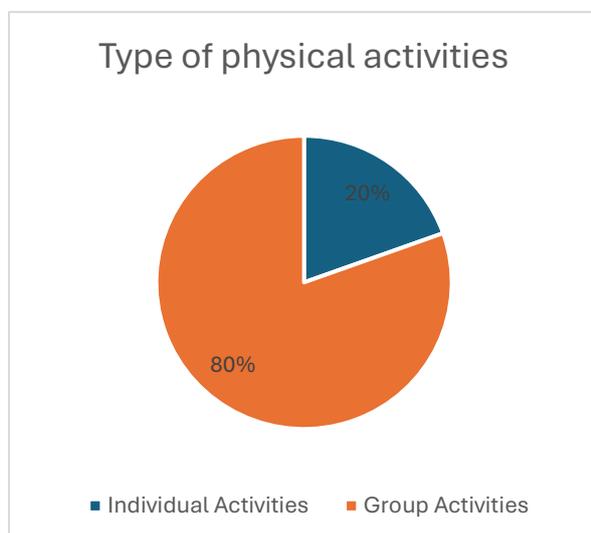


# PHYSICAL ACTIVITY OF CHILDREN IN PRIMARY EDUCATION

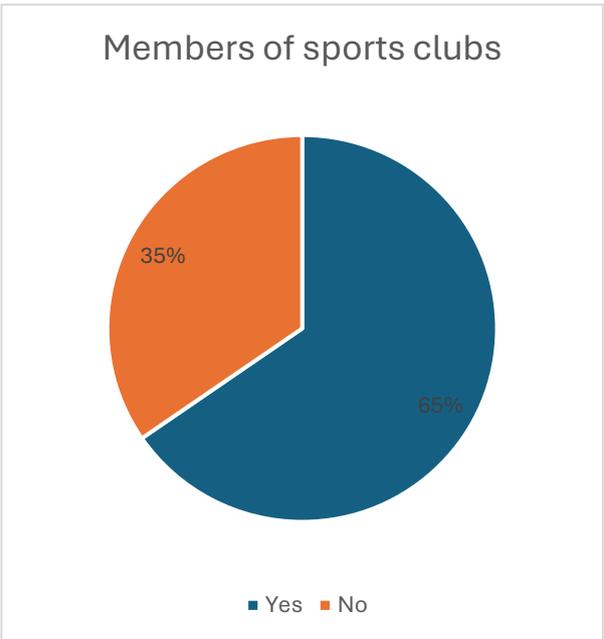
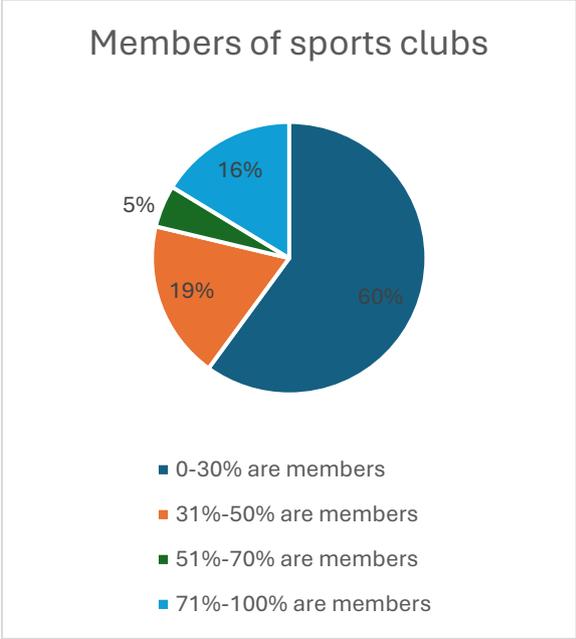
One of the most important aspects of this survey report was to analyse the level of sport activity of children in primary education with focus on those with learning disabilities. For this purpose, we asked the participants how often children participate in physical activities. From the collected responses, we can see that 3% participate more than 4 times per week, 35% participate 3 - 4 times per week, 47% participate 1 – 2 times per week, 13% participate rarely in sport activities and 2% never participates in sport activities. We see that only 38% are active more than 3 times per week and 15% are active rarely or never.



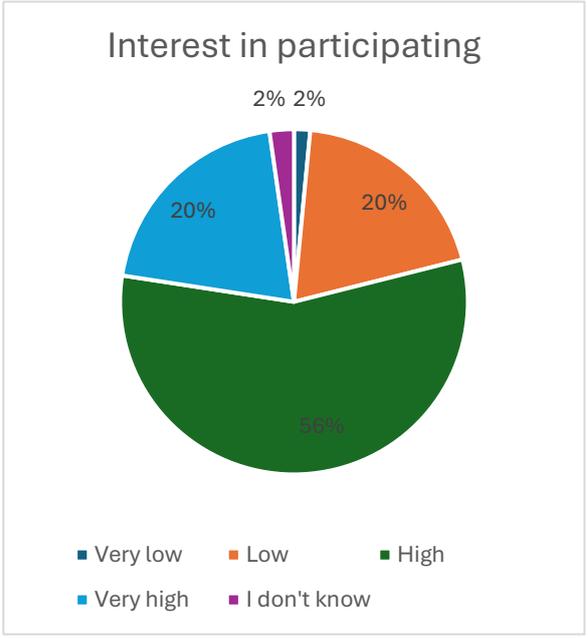
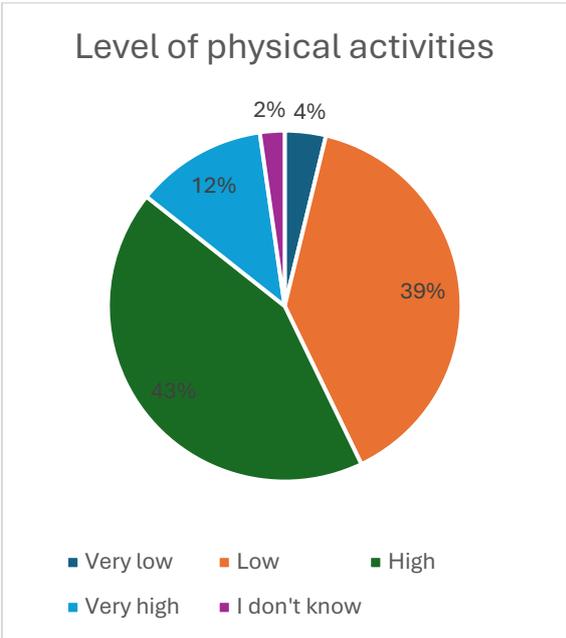
Participants were asked about the type of physical activity that they prefer. 80% of participants indicated that majority preferred group exercises. We were interested about the environment that children prefer in regards to sport activities, participants indicated that 76% prefer outdoor environment. The results show that sustainable sports and green learning are aligned with the wishes of children for more group and outdoor activities.



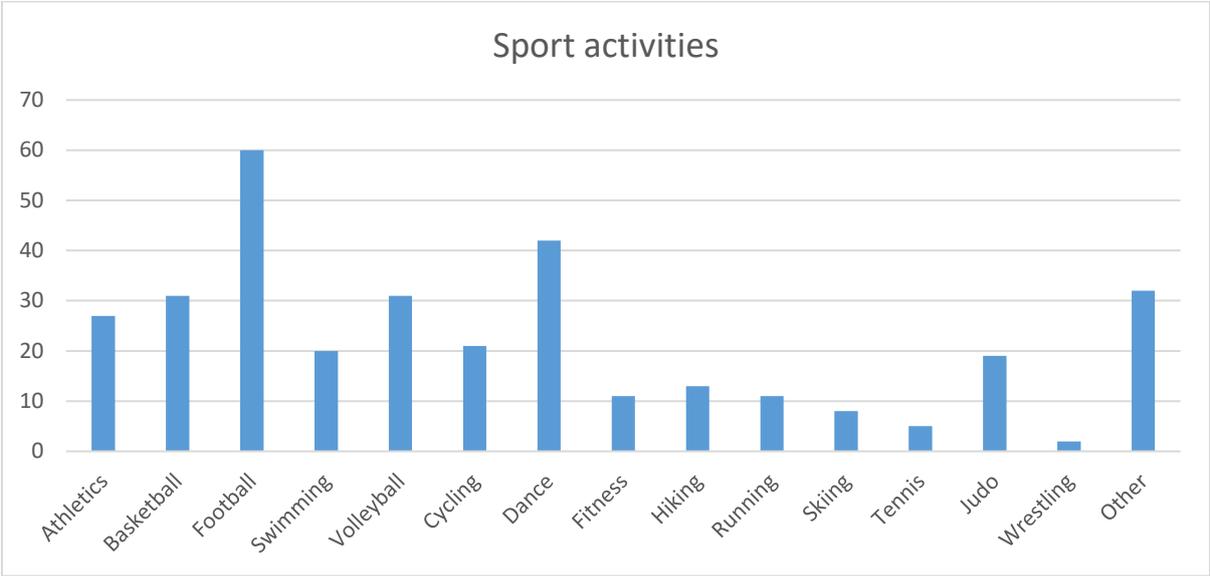
When analysing the level of physical activity of children, we were interested how many of them are members of sport clubs, because of very high correlation between high level of physical activity and being a member of a sport club. Participants, meaning teachers, trainers and volunteers indicated that only 0 – 30% are members of sport clubs (this was indicated by 60% of participants). The same question was addressed to parents and guardians. They indicated that 65% of children are members of sport clubs.



Survey participants were asked to rate the level of physical activities of children they work with, which was one of the most important questions to assess how fit the children are. The results show that 4% rated the children physical activity as very low, 39% as low and 60% as high or very high. We also asked participants if the children are interested in new sports and the majority indicated that children are interested in new sports.

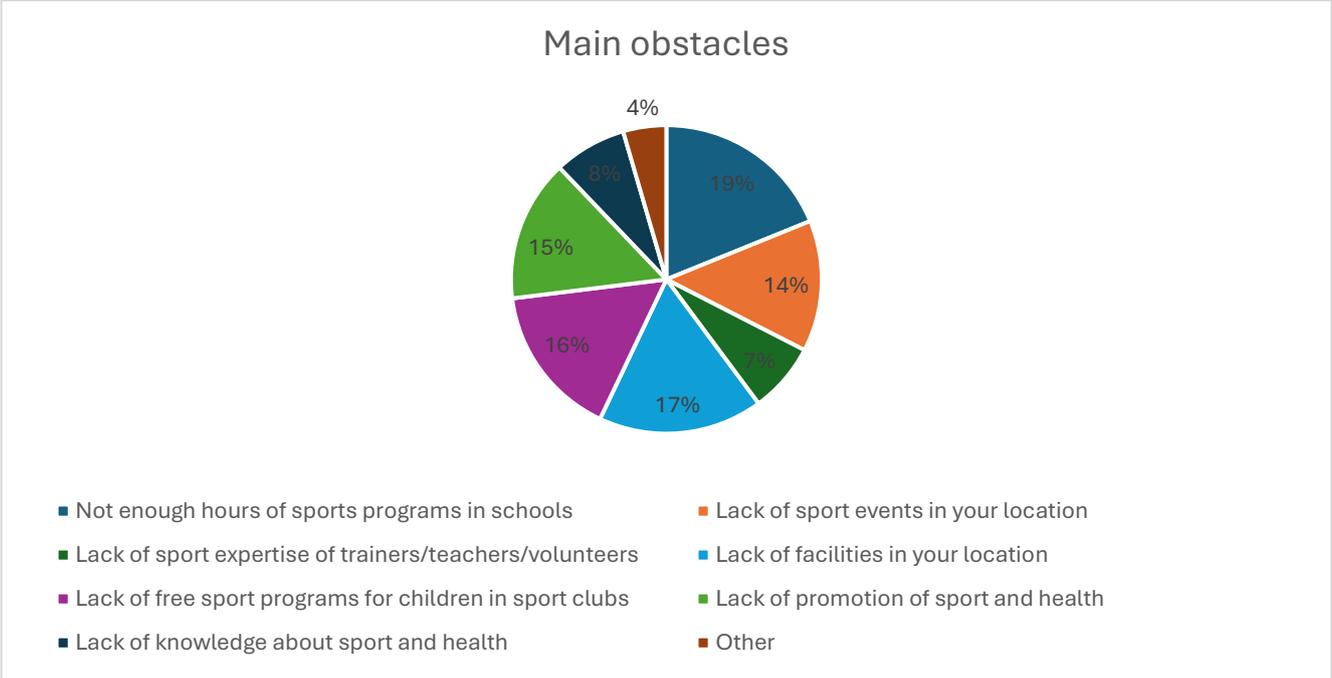


We were also interested in the most popular sports that children participate in. The participants indicated many different sports of interest. The most popular sports that children in primary education choose were: Athletics, Basketball, Football, Swimming, Volleyball, Cycling and Dance.



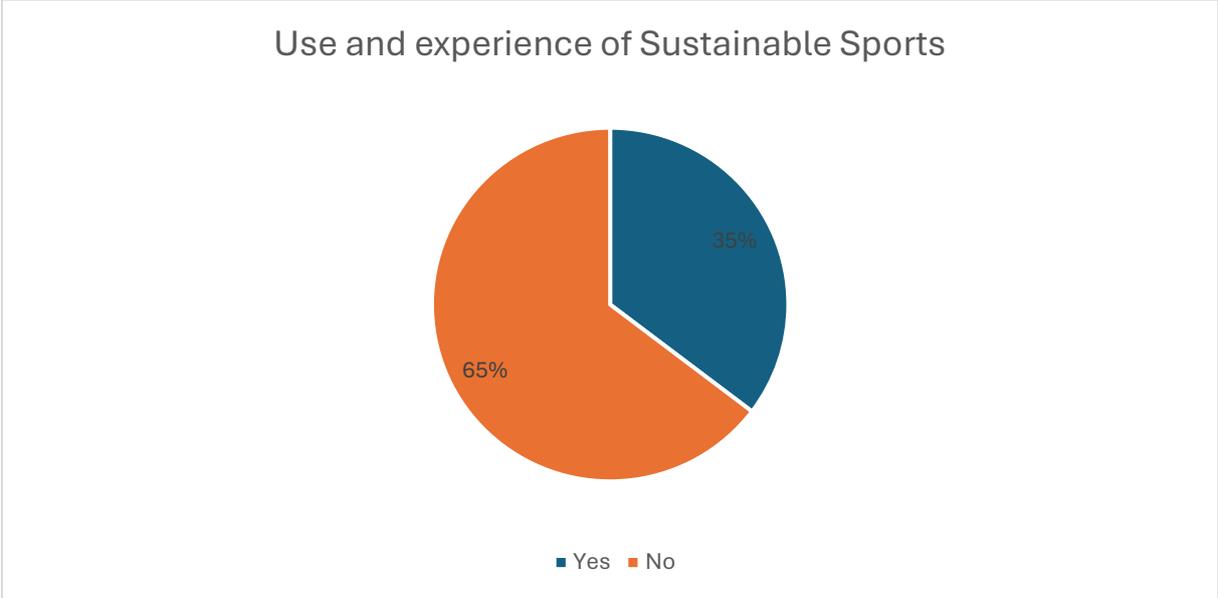
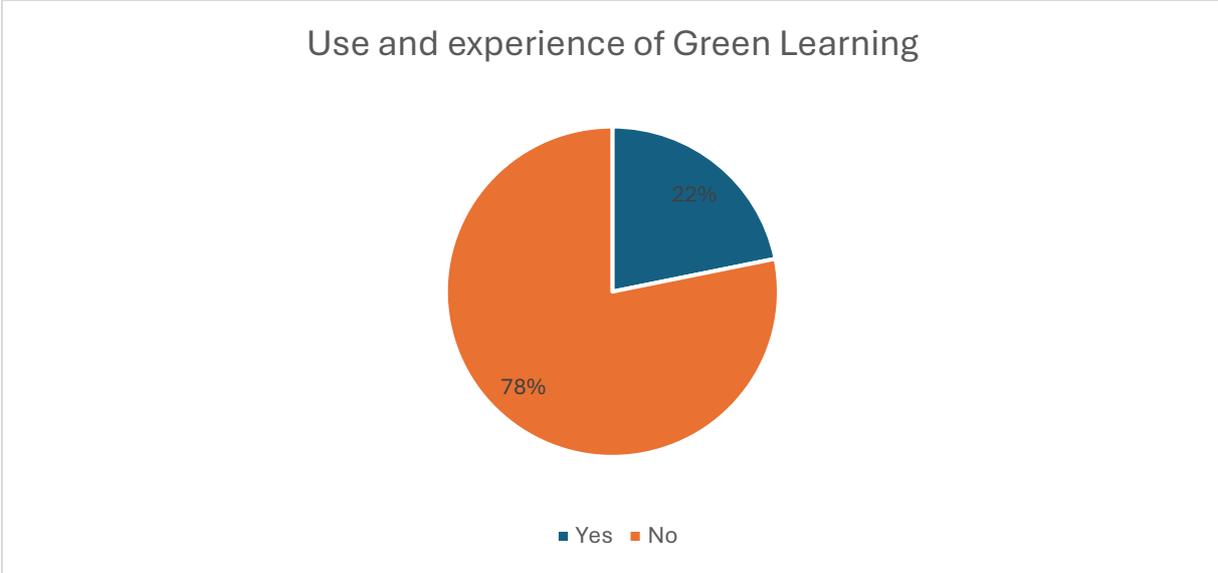
One of the main goals of these survey analysis was to assess the current barriers to participation in physical activity. For these we asked the participants what are currently the main obstacles to increase the level of physical activities of children. The most widely recognized barriers were:

- Not enough hours of sports programs in schools
- Lack of facilities in their location
- Lack of free sport programs for children in sport clubs

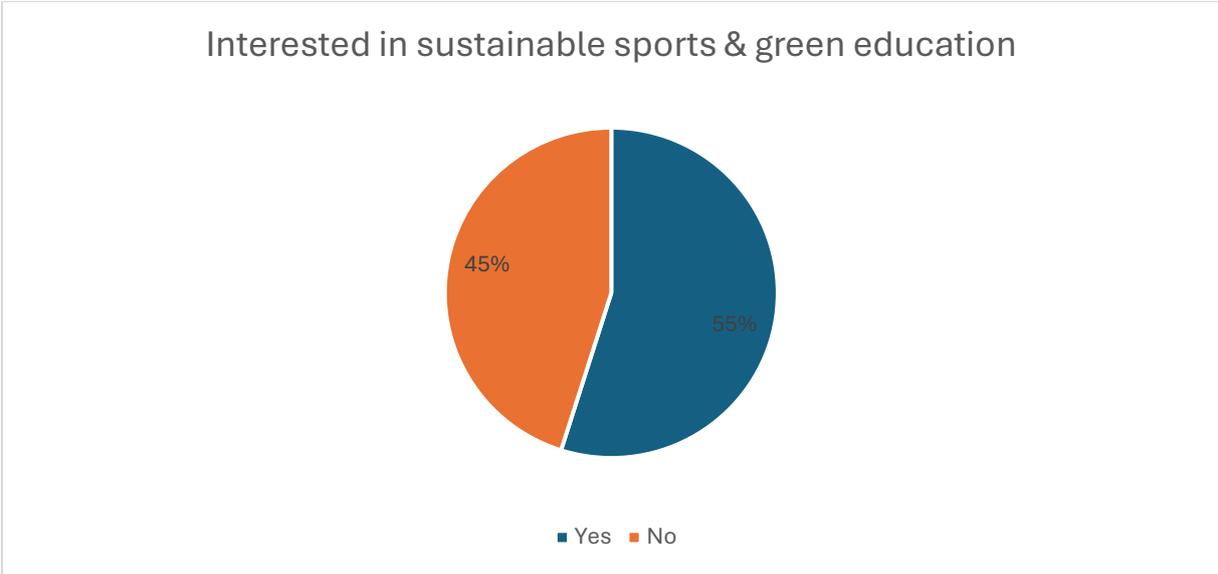


# STATE OF GREEN LEARNING AND SUSTAINABLE SPORT

The main objective of project GFuture is to promote and increase the use of green learning and sustainable sports. For this purpose, we asked the participants - teachers, trainers and volunteers if they use Green Learning with the children they work with. The majority, 78%, indicated that they don't use green learning methods. We also asked participants if they use sustainable sports, the majority indicated that they don't use sustainable sports.



Participants were also asked if they are interested in sustainable sports, green education methodologies and best practices for young children. The results show that the majority is interested in these topics.



## CONCLUSIONS

The GFuture project has provided essential insights into the current state of physical activity, green learning, and sustainable sports among primary school children in Slovenia, Croatia, and Italy. The findings underscore a pressing need to enhance both the quantity and quality of physical education, particularly by integrating inclusive and environmentally conscious methodologies. The survey data reveals that a significant portion of children are not meeting the World Health Organization's recommended levels of physical activity, with only 38% engaging in sport more than three times per week and 15% participating rarely or not at all. This highlights a critical gap in fostering healthy, active lifestyles from a young age.

Furthermore, while there is a clear interest among educators and guardians in sustainable sports and green education, current implementation is lacking—78% of respondents indicated they do not employ green learning methods. Barriers, such as insufficient school sports programming, limited local facilities, and a lack of accessible programs in sports clubs were identified as major obstacles. These findings point to systemic challenges that must be addressed through targeted policy recommendations, infrastructure development, and broader adoption of the GFuture curriculum and handbook.

Importantly, the project emphasizes the benefits of outdoor group activities and the importance of engaging children with special needs, who often stand to gain the most from inclusive, physically active education. By leveraging the collective expertise of schools, NGOs, research institutes, and sports clubs, GFuture proposes a comprehensive and practical model to reshape the learning environment for young children. Going forward, the commitment to embedding green learning and inclusive sport in educational systems will be vital to ensuring a healthier, more sustainable future for the next generation.

# Policy Recommendations

To address the need of increasing the level of physical activity, promote sustainable sports and green learning for children in primary education the consortium prepared policy recommendations for local and national stakeholders to address the needs on a policy level.

## **1. Integrate Physical Activity and Green Learning into the Core Curriculum**

Educational ministries should mandate the inclusion of sustainable sports and green education as essential components of the primary school curriculum. By embedding these topics into everyday learning, schools can ensure regular exposure to physical movement and environmental values, benefiting both, academic engagement and health.

## **2. Fund the Development of Outdoor Learning Spaces and Green Infrastructure**

Allocate public funding for schools to develop outdoor classrooms, green spaces, and sports areas. These investments would enable a more interactive and healthy learning environment while promoting sustainable behaviours. Local governments can provide grants or incentives to schools that adopt green infrastructure.

## **3. Provide Inclusive Sports Programs for Children with Disabilities**

Design and fund adaptive sports programs that accommodate children with special needs, ensuring that all children have equal access to physical activity. Training teachers and coaches in inclusive practices and equipping facilities with adaptive equipment is key to achieving equitable participation.

## **4. Create Partnerships Between Schools, Sports Clubs, and Community Organizations**

Encourage formal collaborations between educational institutions and local sports clubs or NGOs. These partnerships can provide children access to structured, high-quality sports activities beyond school hours and help integrate sustainable sports methods using local expertise and resources.

## **5. Offer Free or Subsidized Sports Programs**

Economic barriers are a major obstacle to children's participation in physical activities. Municipalities should develop subsidized or free sports programs for children to ensure every child has the opportunity to engage in physical activity regardless of financial status.

# Questionnaire

1. What is your country of residence?

- Slovenia
- Croatia
- Italy
- Other

2. Age

- Between 18 and 30
- Between 31 and 40
- Between 41 and 50
- Between 51 and 65
- 65+

3. Gender

- Male
- Female
- Other

4. Please indicate your relation regarding the work with children or if you are a parent of a young child?

- Teacher
- Trainer
- Youth worker / Volunteer
- Parent / Guardian

5. In what type of environment do the children live?

- Rural
- Urban

6. How often do they participate in physical activities?

- Never
- Rarely
- 1-2 times per week
- 3-4 times per week
- More than 4 times per week

7. What sport activities are the children currently participating in?

- Athletics
- Basketball
- Football
- Swimming
- Volleyball
- Cycling
- Dance
- Fitness
- Hiking
- Running
- Skiing
- Tennis
- Judo
- Wrestling
- Other

8. What type of physical activities do they prefer?

Individual Activities

Group Activities

9. What type of physical activities do they prefer in regard to location?

Outdoor Activities

Indore Activities

10a. (if you are a teacher, trainers, ...) Are the children you work with members of sports clubs?

0-30% are members

31%-50% are members

51%-70% are members

71%-100% are members

10b. (if you are a parent) Are your children members of sports clubs?

Yes

No

11. How would you rate the level of physical activities of children?

Very low

Low

High

Very high

I don't know

12. What is the level of children's interest in participating in activities?

- Very low
- Low
- High
- Very high
- I don't know

13a. (if you are a teacher, trainers, ...) Are you using Green Learning with the children you work with?

- Yes
- No

13b. (if you are a parent) Are your children experiencing Green Learning?

- Yes
- No

14a. (if you are a teacher, trainers, ...) Are you using Sustainable Sports with the children you work with?

- Yes
- No

14b. (if you are a parent) Are your children experiencing Sustainable Sports?

- Yes
- No

15. What are currently the main obstacles to increase the level of physical activities of children?

- Not enough hours of sports programs in schools
- Lack of sport events in your location

- Lack of sport expertise of trainers/trainers/volunteers
- Lack of facilities in your location
- Lack of free sport programs for children in sport clubs
- Lack of promotion of sport and health
- Lack of knowledge about sport and health
- Other: \_\_\_\_\_

16a. (if you are a teacher, trainers, ...) Are the parents of children that you work with encouraging them to be more physical active?

- 0-30% of parents
- 31%-50% of parents
- 51%-70% of parents
- 71-100% of parents

16b. (if you are a parent) Are you encouraging your children to be more physical active?

- Yes
- No

17. Would you be interested in sustainable sports, green education methodologies and best practices for young children from the project »GFuture«?

- Yes
- No

18. If yes, please provide us with your contact information (e-mail address):

(open question)

Privacy statement - I agree that the project consortium can use your email to inform you about project activities.