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FIRST BULGARIAN *ACTIVE KIDS* REPORT CARD 2016

Based on special *Active Kids National Representative Survey* among 800 Bulgarian children from 6 to 15 years of age and their parents, secondary analysis of already existing limited number survey data (*Eurostat 914 Barometer survey*, UNICEF *Health Behavior in School-aged Children*, and some others), and online search and analysis of policy documents on municipal level, and expert interviews and analyses.

PLOVDIV, OCTOBER 2016

The research team of *BG Be Active Bulgaria* and *IFPI Foundation* proudly present the results of the *First Bulgarian Active Kids Report Card*.

***Be Active Bulgaria* is consistently working to motivate Bulgarian families, communities and institutions to engage children and youth in physical activity. We hope that Bulgarian Active Kids Report Card will provide evidences and will strongly raise the national awareness about this issue.**

The Active Kids Report Card summarizes the existing limited number and scattered survey data on the engagement of Bulgarian children and youth with physical activities and sports carried out under local initiatives or organized international efforts (such as *Eurostat 914 Barometer survey* or *UNICEF Health Behavior in School-aged Children, etc.*) and using different methodology and indicators. However, facing the insufficiency, disparity and sometimes incommensurability of the existing data, the core of Bulgarian Report Card is based on proper survey among 800 the Bulgarian children from 6 to 15 years of age and their parents, based entirely on the Active Kids indicators. The survey was realized in the field during the period between 15th and 26th of September, 2016 and the collected data are representative both nationally and at regional level (see methodology section).

The realization of specially designed survey, meeting the objectives of the "Active Kids", allowed avoiding the above mentioned difficulties associated with the use of data from different studies based on different methodologies and implemented to different age groups, and only partially meeting the objectives of "Active Kids Report Card". This provide us with the opportunity to design the study with complete range of indicators on the main headings of "Active Kids Report Card", and at the same time to cut their number (for example, to use a common indicator of "time spent in front of the screen" instead of three separate indicator used in HBSC survey - TV, computer games and working on a computer). In three specific areas – physical education and sport & physical activities infrastructure, government & municipals strategies and activities, and activities of NGOs the survey data have been complemented with data derived from analysis of policy documents issued by Bulgarian government agencies, municipalities and NGOs, as well expert analyses and evaluations. This makes *Bulgarian Active Kids Report Card* particularly reliable basis for forecasting and planning the future policy strategies and practical analyzes on engagement of Bulgarian children and youth in the field of physical activities and sport.

The presentation of the results follows the internationally established structure of *Active Kids Report Card*. Special attention was paid on appropriate highlight and graphic representation of the most important data, and it put them into format that can be easily accessed by public media, government agencies and municipalities, NGOs, researchers and other practitioners in the field. We hope that every one of the readers will be able to establish for herself a comprehensive picture about Bulgarian children and youth engagement with physical activities and sport.

Bulgarian Active Kids Report Card

SUMMARY

Physical activity (Frequency FA week Duration living Intensity) - **Grade D** (21-40%)

About one third (34%) of children and young people aged up to 15 years cover the recommended rate of at least 60 minutes of physical activity daily. If we add to them 5 percent declaring such activity six days a week, the share is approaching 40%.

Participation in organized sports – **Grade B** (61-80%, at school, outside school, self-organized)

The study uses two indicators for organized sports for children and young people up to 15 years depending on where it happens - in school or out of the school. Practice sport at school at least once a week 61% of them, and out of school - 56%. The proportion of intensively practicing sport 3 or more times a week is almost the same in both places (29% and 28%).

Active play (unstructured outdoor leisure) – **Grade B** (63% of children aged 6-15 r. have outdoor activities 3 or more days weekly)

The time spent in active outdoor play is an important measure of physical activity of children and young people. With a share of 63% declaring outdoor activities three or more times a week Bulgaria stands very well compared to countries such as Ireland (49% of children declaring at least once a game outdoors with friends or parents) and very close to Canada (65 -73% in different studies).

Active transportation (walking, biking, skating, etc. to school and back) – **Grade C** (53%)

The Bulgarian *Active Kids Survey* measured empirically the active transportation of children by two indicators – *means* of transportation and *time* necessary to reach school. Since we found that for about 20% it takes less than 5 minutes time, *when evaluating the active transportation we took a conservative approach and excluded this group*. If this group is included in evaluation, then the share of children in active transportation rises to 69%.

Sedentary behavior: – **Grade B** (67% of children spending *less than two hours daily* at screen AND less than two hours working sitting on a chair - learning, playing chess, etc.) – **Grade D (31%)**, when this indicator is taken more rigorously and the total time of the two sedentary activities is taken together

68% of children and young people in Bulgaria spend two or more hours sitting in front of a screen, tablet, and 75% respectively performed two hours or more in other sedentary activities. The clustering of two indicators revealed that those who spend less than two hours daily in front of a screen, and less than one hour a day sitting in other activity are only 18%, while 14% spend more than 6 hours seated. Another 37% of children spend over five hours a day in the two types of sedentary behavior.

Physical education (children & parents assessment of quality of teachers and classes on physical education and sport, formal requirements, content of curricula, duration of hours)

– **Grade B** (*average above 60% in different indicators of quality; rigorous, based on categorically positive assessments*)

In general the classes on physical education are interesting to children and young people - a total of 92%, when the share of answering "very interesting" (63%) and "rather yes" (29%) are taken together. Also very high - 96%, express satisfaction with the attitude and motivation of teachers in physical education – “much satisfied” 69% and “rather satisfied” 27%.

Because of the registered big discrepancy between above overall positive scores and there indicators on this section, we decided to evaluate it separately:

Opportunities for sport and physical activity at school, sports clubs to schools included in the program of sports opportunities outside the hours of PV – **Grade D (<20%)** (Average above 20% in different indicators of access to PA and sport at school)

Sports infrastructure and equipment in schools, assessment by parents and kids and objective data (presence) – **Grade C (conservative assessment)** – 51% firmly assess their sport hall as very good; 56% declare it was renovated during the last two years; overall positive assessment on sport equipment and outdoor facilities)

Policy of the school in the PA and sports, assessments by parents and kids – **Grade C (41-60%)** - efforts registered to complement physical education classes with other forms (half days sports, invitation of foreign coaches, tourist walks, sport camps). Presence of a sports club or team declared 28% of pupils. Many schools introduce new forms of physical activity outside school program, but more fail to include such elements in teaching others outside physical education classes.

Family and environment – Grade D (21-40%)

About 1/4th of families of Bulgarian practice sports two or more times a week. Every fourth family of the pupils there is another member who actively plays sports, and in 1/3 of families there are sports facilities and / or other sports equipment. Almost every third family is financing sport activities of its children. About 1/3 families never exercise. Only 10% of children indicate that all their friends are practicing some sport, while another third declare this for about half of friends. The total share of students whose friends do sport *two or more times a week was 45%*!

Favorable architectural and community environment – оценка C (41-60%)

Again conservative approach was used. Although about 65% declare easy access to the near playgrounds and 63% - to the parks with sports facilities 63%, the assessments of the other elements of the sports environment are significantly lower - 42% for bicycle paths, 32% for the running grounds, 30% for swimming pools. The overall positive assessment of the state of these facilities is 44%, and of the various aspects of their safety - between 50 and 60%.

Role of municipalities, neighborhoods and other communities to build their environment for PA and sport; Municipal and other policies and regulations relating to the use of sports facilities - Average grade C¹

Scores of the main regional municipalities:

Blagoevgrad	B	Dobrich	C	Pleven	C	Sofia	A
Bourgas	A	Kardjali	C	Plovdiv	B	Stara Zagora	C
Varna	B	Kjustendyl	B	Razgrad	B	Targovishte	F
Veliko Turnovo	C	Lovech	A	Ruse	A	Haskovo	C
Vidin	F	Montana	D	Silistra	D	Shumen	C
Vratza	D	Pazardjik		Sliven	C	Yambol	D
Gabrovo	D	Pernik	B	Smolyan	B		

Grade	A	B	C	D	F
Municipalities (number)	4	7	8	5	2

Only 12% of children and young people are informed about the existence of sport associations, clubs, and sport and physical activities communities in their neighborhood;

¹ The criteria based on Colley RC, Brownrigg M, Tremblay MS 2012 1) *the degree, to which municipalities prioritize sport and physical activities among children and young people*; 2) *if they have a clear policy and commitment to this issues*; 3) *clear rules and established procedures for financial and other support*; 4) *sport and physical activities events*. Average grade C based on: 1) *The mean grade is 3.2, where A = 5; B = 4; C = 3; D = 2; F = 1*; 2) *The mode grade, i.e. the most frequent assessment as C*.

Survey Data for kids and young people 6-15 years of age, September 2016

Physical activity (Frequency FA week Duration living Intensity) - **Grade D** (21-40%)

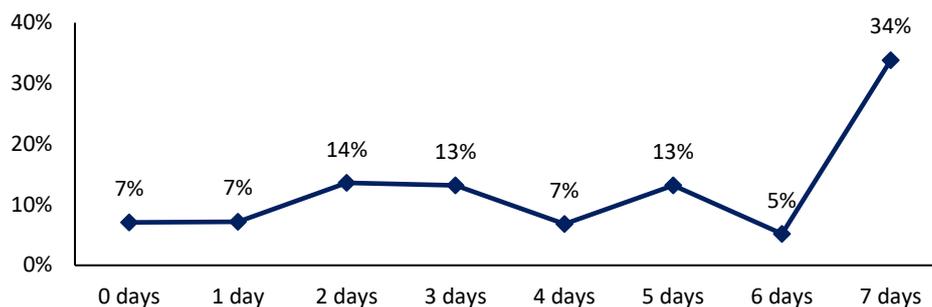
About one third (34%) of children and young people aged up to 15 years cover the recommended rate of at least 60 minutes of physical activity daily. If we add to them 5 percent declaring such activity six days a week, the share is approaching 40%.

Similar to the data from other developed countries, the proportion of boys is higher than that of girls - respectively 53.3% and 46.7%. Particularly alarming is that while only 4.4 percent of boys physical activity is less than 60 minutes for each day of the week, the girls share is 9.8%! Also significant is the difference between boys and girls, declaring more than 60 minutes of physical activity one or several days a week.

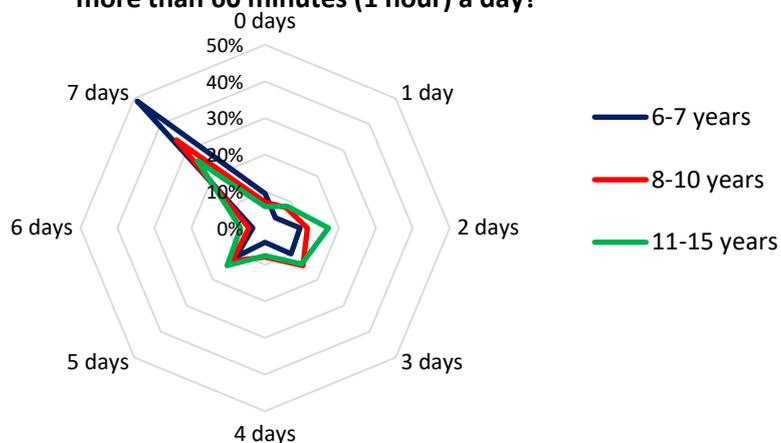
There are small differences according to type of settlement - the recommended standard of 60 minutes of physical activity a day is met more often in smaller towns - 38.8%, and less in the capital - 29.9%

Family environment proves the most important factor in this indicator - more than half (51.3%) of children and youths up to 15 years from families with physical activity more than 3 days a week covering the recommended norm; more in this group are doing this 5 or 6 of times weekly.

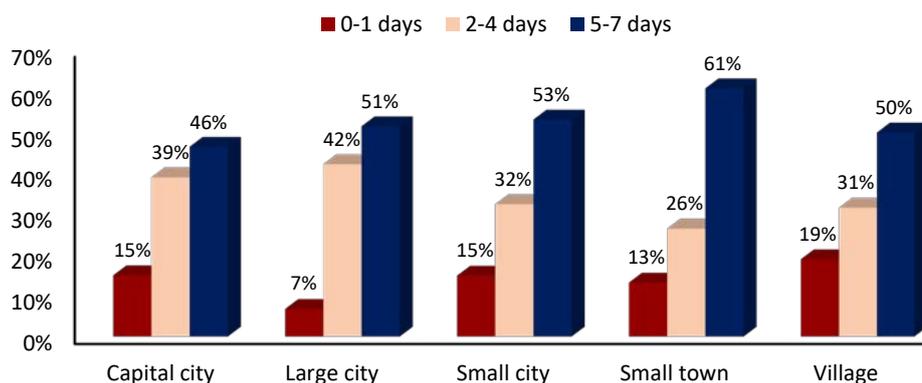
During the past 7 days, how many days your physical activity was more than 60 minutes (1 hour) a day?



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Comparison with the data from *Health Behaviour in School-aged Children – HBSC Bulgaria, 2014 г.*
 Authors: L. Vassileva, A. Alexandrova-Karamanvoa, Bogdana Alexandrova, Evelina Bogdanvoa, Tatyana Kotzeva, Irina Todorova

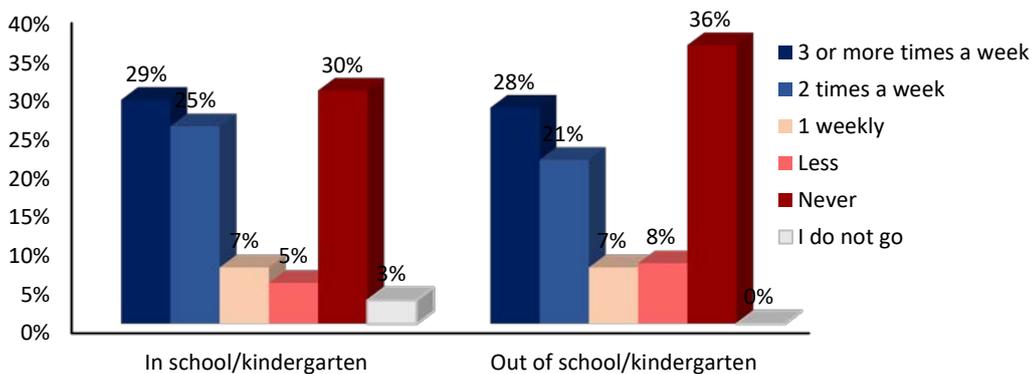
The survey is representative for the country, but only among of 5, 7 and 9 class of school, i.e. aged 11, 13 and 15 years. The registered in the survey share of 28.6% daily physical activity over 60 minutes is practically identical to the registered of us share 25.9% for the age category 11-15 years, as far as within the statistical error. The survey also registered significant gender differences in favor of boys, and the reduction of overall physical activity with age.

Participation in organized sports – Grade B (61-80%)

(At school, organized outside school, self-organized)

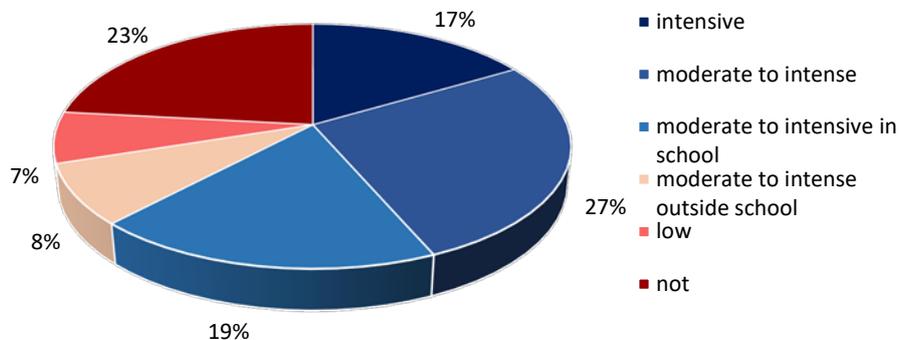
The study uses two indicators for organized sports for children and young people up to 15 years depending on where it happens - in school or out of the school. Practice sport at school at least once a week 61% of them, and out of school - 56%. The proportion of intensively practicing sport 3 or more times a week is almost the same in both places (29% and 28%).

Usually, how many times a week practicing / playing sport under the guidance of a teacher, trainer, instructor (including dance)?



As far as some of the children sports both in school and outside it, we carried clustering the two indicators in order to establish the proportion of those that cover LISPA recommendations (Lifelong Involvement in Sport and Physical Activity Group) for two or more times a week with sports activities. As showed in the graph below, this indicator is meet by 70% of Bulgarian children – i.e. those in the first four cluster.

Playing sports under the guidance of coach

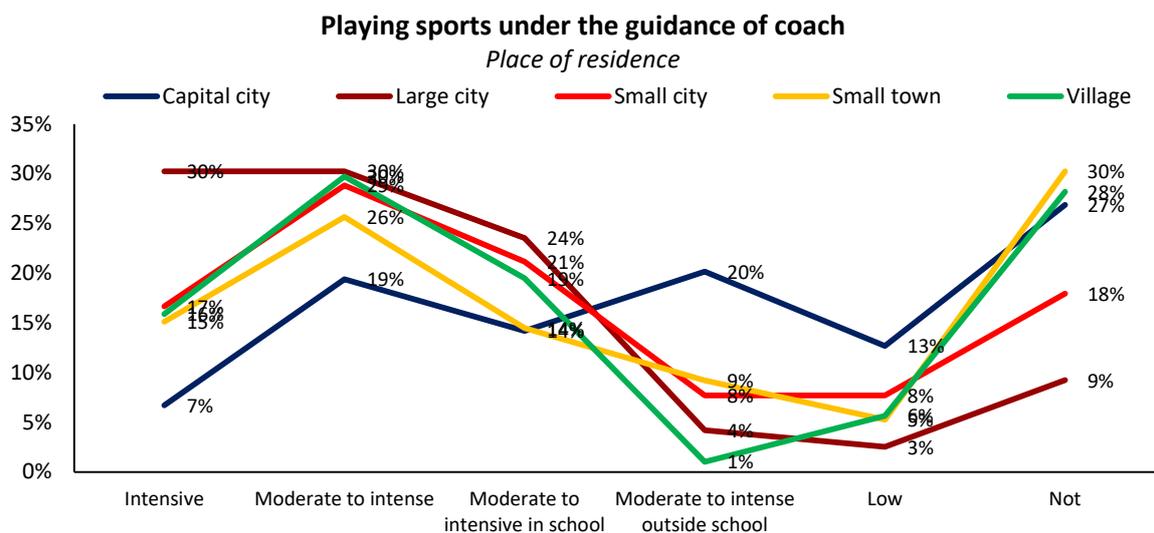


Legend:

- "Intensive sport": 3 or more times, both in school and outside;
- "Moderate to intense sport": 2 and more times both in school and outside;
- "Moderate to intense athletes in school": 2 or more times, mainly at school
- "Moderate to intense athletes out of school": 2 or more times outside school
- "Less sporting children": 1 time or less a week in school or outside school
- "No sport at all": no sports both in school and beyond

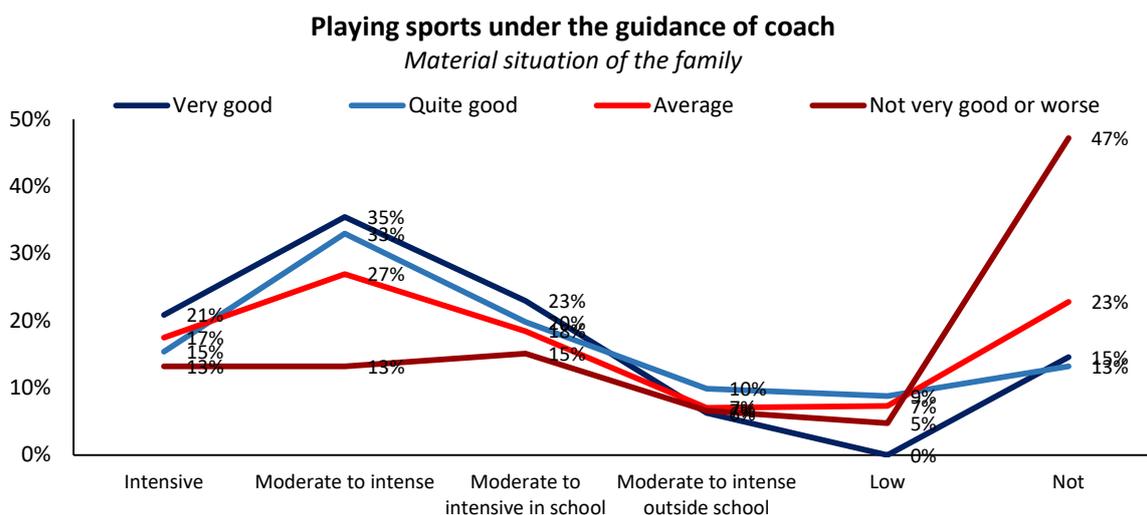
This indicator is higher in boys - 73.1% (66.7% for girls) and in the age range 11-15 years - 74.6%, while the groups of 6-7 and 8-10 years reveal the same pattern - 66.3% and 65.9% correspondingly.

The clustering shows big difference according to the type of settlement – more children practice sport in big regional centers (88.2%), followed by smaller regional centers (74.4%), with practically equal shares lower in rural areas (66.2%) and small towns (64.5%). The lowest rate is registered in the capital Sofia - only 60.4%!



There is a direct correlation between the declared material status of the family and the level of sport activities - 85.4% of students in a family are much better off and only 48.1% in declared such poor!

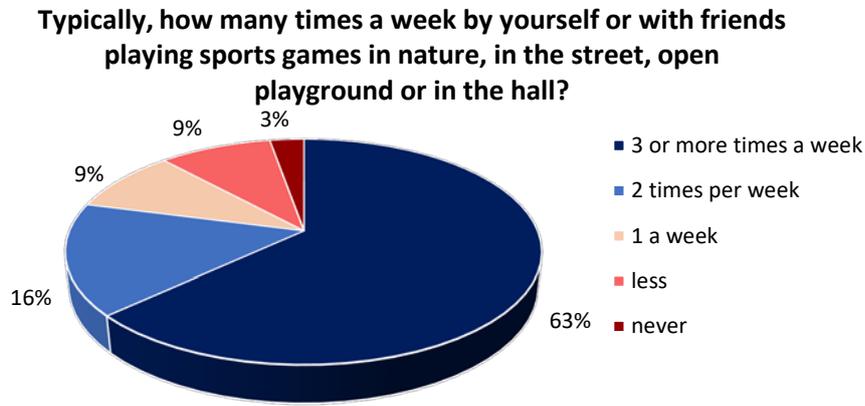
Children from Roma families declare a significantly lower level of sports activities - the proportion of LISPA indicator recommended by them is 58.1%.



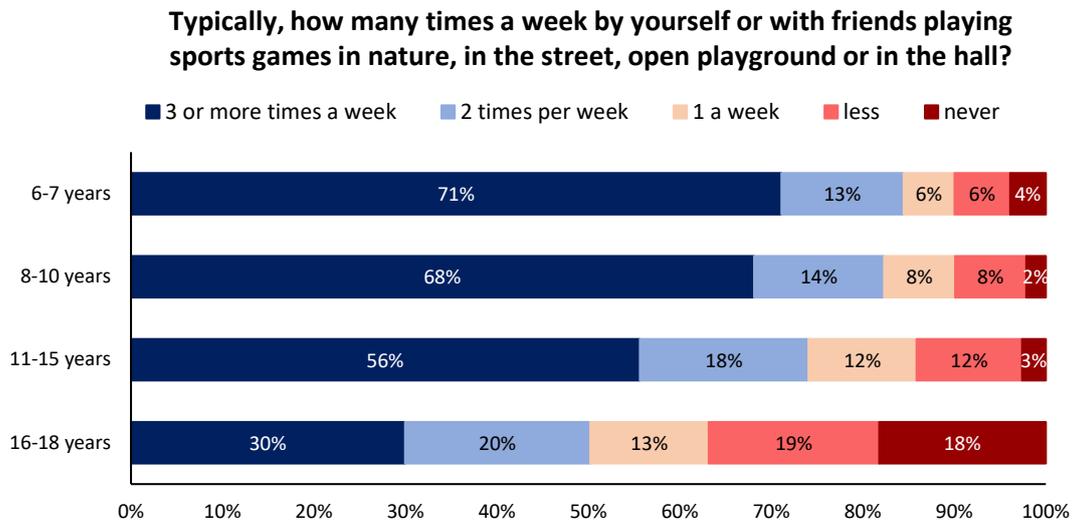
Again, the family has the greatest influence on the frequency of sport activities - 43% of children comes from families where parents or other family member is practicing sport too; much less children indicate the influence of the friends (17 %) or teachers or coaches (12%). About 21% of the children are practicing sport under the influence of what they were reading on the Internet or from other sources. In smaller towns the influence of the family (41%) and friends (28.8%) is significantly higher than the average, while the influence of Internet or other sources is higher in major regional centers (32.8%) and the capital (27.6 %).

Active play (unstructured outdoor leisure) – **Grade B** (63% of children aged 6-15 r. have outdoor activities 3 or more days weekly)

The time spent in active outdoor play is an important measure of physical activity of children and young people. With a share of 63% declaring outdoor activities three or more times a week Bulgaria stands very well compared to countries such as Ireland (49% of children declaring at least once a game outdoors with friends or parents) and very close to Canada (65 -73% according to different types of studies).



Slightly often spend in active play outdoors boys (66.2% against 59.8% for girls) and younger children (71.1% in 6-7 year against 55.6% for 11-15 year-olds). The chart below shows the strong dependence on this form of physical activity by age of young people:



The differences in time spent in outdoor activities are particularly significant among those living in the villages (73.2%), in ethnic Turks (88.5%) and Roma (74.2%). As expected, the largest share outdoor activities of 3 and more days weekly have children in villages (63%), while children from the capital at with lowest share (43%).

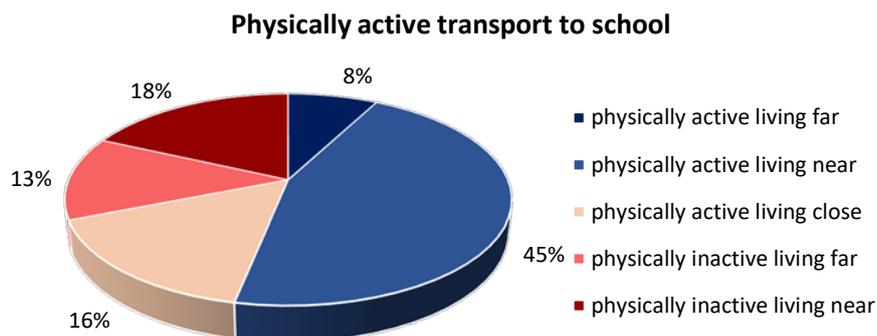
Children from families with intensive sport activities and children intensively practicing sport declared the highest stakes on this indicator - respectively 89.3% and 85.6%.

Active transportation (walking, biking, skating, etc. to school and other places) – **Grade C** (53%)

The Bulgarian *Active Kids Survey* measured empirically the active transportation of children by two indicators – *means* of transportation and *time* necessary to reach school. However, we found that for about 20% children and young people it takes less than 5 minutes time to go school or back to their homes. *In evaluating the active transportation we took a conservative approach and excluded this group. If this group is included in evaluation, then the share of children in active transportation rises to 69%.*

		6-15 r.
How do you usually go and come back from school or kindergarten?	On foot	68.0%
	By bike, scooter, skateboarding	0.8%
	By car, bus or other vehicle	31.2%
	Total	100.0%
		6-15 r.
How long usually go to school / kindergarten when moving this way?	Less than 5 minutes	19.9%
	between 5 to 15 minutes	59.5%
	between 15 and 30 minutes (half hour)	17.8%
	> 30 minutes (half hour)	2.8%
	Total	100.0%

Clustering the data simultaneously by both indicators gives the share of active transportation children according to the time. We found a small group (8%) of children and youths who are actively move to school for more than half an hour, and a large group of almost 45% actively move between five minutes and half an hour. Along with that, it turned out that the majority (18%) from the group of passively moving children (total 31.2%) need less than 15 minutes to get to school. *This is the potential for focusing the public efforts in their attraction to active move to school.*



In active commuting to and from school no significant differences by gender and age were found, with slightly higher shares of boys (19% vs. 17.2% for girls). The children from wealthier families in average two or more times move passively than children from poorer families.

The largest share of passive transportation was found in the capital and... **in the villages!** Obviously with the closure of hundreds of rural schools in the past two decades it is not surprising that children living in the villages two to three times more often declare passive movement compared to children living in the cities and towns.

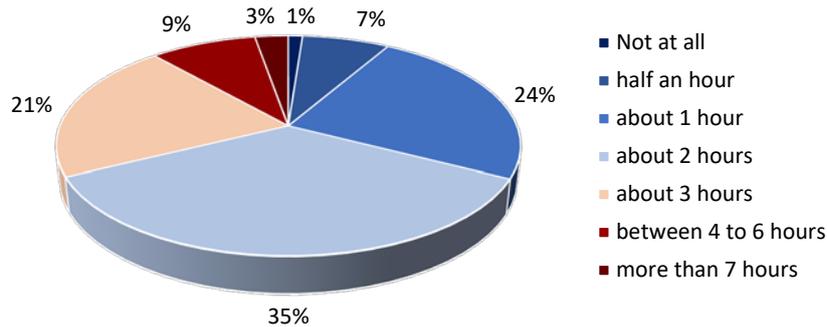
Sedentary behavior: 1) working on a computer, PC games, TV & video; 2) other sedentary activities: learning, playing chess, etc.

– **Grade B** (67% of children spending *less than two hours daily* at screen AND less than two hours working sitting on a chair - learning, playing chess, etc.)

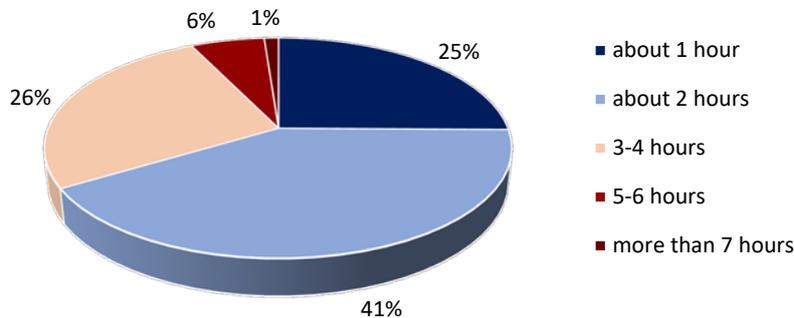
– **Grade D (31%)**, when this indicator is taken more rigorously and the total time of the two sedentary activities is taken together

The study showed that 68% of children and young people in Bulgaria spend two or more hours sitting in front of a computer screen, tablet, TV or games console and 75% respectively performed two hours or more other sedentary activities.

In one of your ordinary day total of how many hours you spend sitting in front of a TV, PC, tablet and game console?

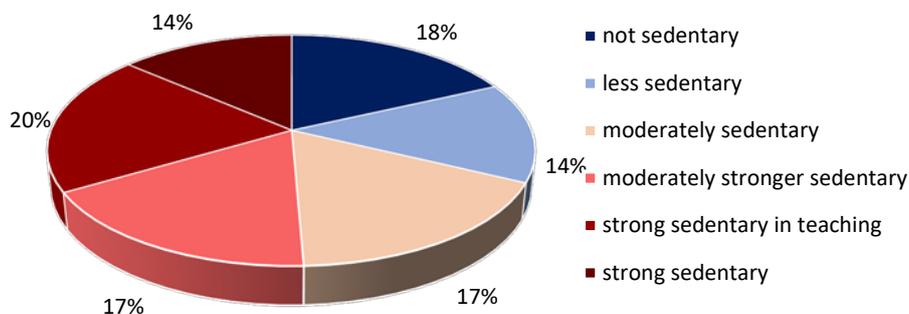


How many hours a day do other things sitting (eg prepare homework, reading books, playing chess / cards, listen to music, talk on the phone, etc.)?



However, since there is overlap between these two indicators, their clustering revealed unique groups with stable profile simultaneously in both indicators:

Sedentary



Legend: "Non-sedentary": up to 1 hour in front of a screen, up to 2 hours sitting; "Less sedentary": 2 hour in front of a screen, up to 1 hours sitting; "Moderately sedentary": up to 2 hour in front of a screen, 2 hours sitting; "Moderately stronger sedentary": more than 3 hour in front of a screen, 2 hours sitting; "Strong sedentary in teaching": up to 2 hour in front of a screen, 3 hours and more hours sitting; "Strong sedentary": 3 and more hour in front of a screen, 3 and more hours sitting.

Hence those who spend less than two hours a day in front of a screen, and less than one hour a day in the other sitting activity are only 18% of children, while 14% of them spend more than 6 hours seated (over 3 hour front screen and over 3 hours sitting in another activity). Another 37% of children spend over five hours a day in the two types of sedentary behavior.

The most active are the younger children - 24.4% among children 6-7 years of age, while among those aged 11-15 years this share falls to 14%. In the families with high levels of physical activities the share of children with non-sedentary behavior is 28.7%. Similar shares have been found among the children from small towns - 29.6%, and those from Turkish (25%) and Roma (35%) families.

Comparison with the data from Health Behaviour in School-aged Children – HBSC Bulgaria 2014 r. reveals similar tendencies:

Table 4 **Sedentary activities two or more hours daily**

	Total	Boys	Girls
During the week TV/video	47.2	44.6	49.8
Games	38.1	45.8	30.1
Computers/Internet	44.8	42.7	47.1
Weekend TV/video	58.8	56.3	61.5
Games	48.9	57.9	39.3
Computers/Internet	50.8	48.6	53.0

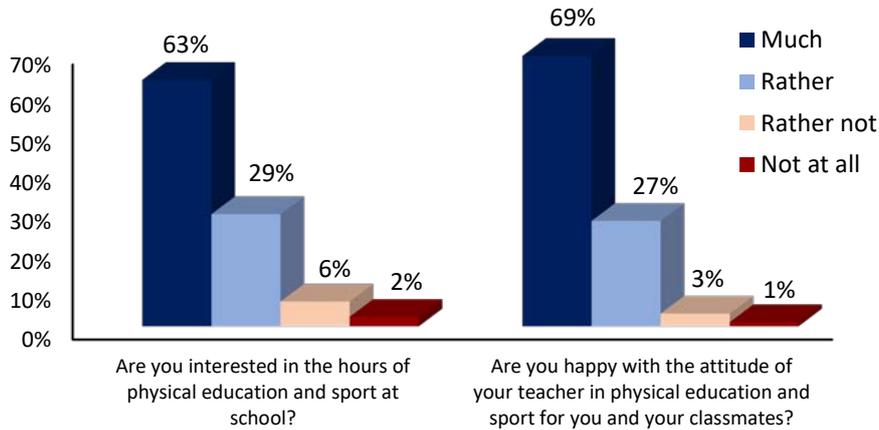
Bulgarian National Study of Health Risks – National center for Public Health and Analyses, 07.10. - 15.12.2014 r., representative for the country (Report by Anna Dimitrova). Data about health for young people aged 10-19 years:

- 53.8 percent spend three or more hours a day at the computer at home over the weekend and a 25% also during school days, more often boys.

- 40.3% watch television three or more hours on weekends, every sixth during school hours, mostly girls. Never watch TV about 10% of students.

Physical education, children and parents assessment of quality of teachers and classes on physical education and sport, formal requirements to them, content of curricula, duration of hours
 – **Grade B** (average above 60% in different indicators of quality; rigorous, based on categorically positive assessments)

In general the classes on physical education are interesting to children and young people - a total of 92%, when the share of answering "very interesting" (63%) and "rather yes" (29%) are taken together. Also very high - 96%, express satisfaction with the attitude and motivation of teachers in physical education – “much satisfied” 69% and “rather satisfied” 27%.

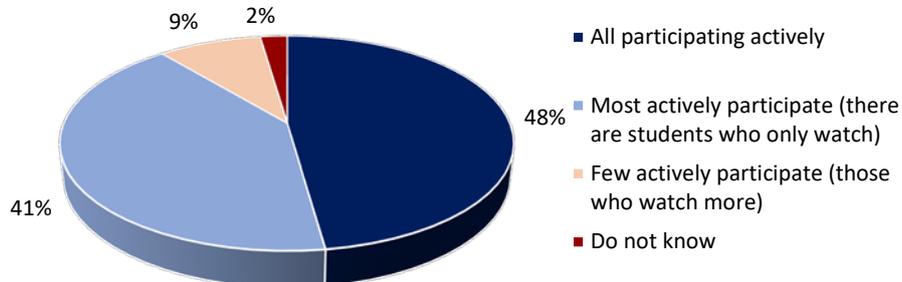


In the overall high levels of interest and satisfaction registered, relatively lower shares were recorded among students in grades 8-10 (48.7%) children with highly sedentary (45%) and slightly athletes (40.8%)

Along with the positive subjective assessments, an indirect indicator of the good quality of education in physical education appears the assessment of how the teachers manage to engage and get everyone actively involved in classes - nearly 90% of students believe that teachers manage to do so large extent.

However, around one in ten students (9%) believes that the majority of students remain passive in class, and this proportion is twice as high among students in grades 8-10 - 17.9% and in children with the lowest self-organized physical activity - 18.6%, as well as with strong sedentary behavior - 16%.

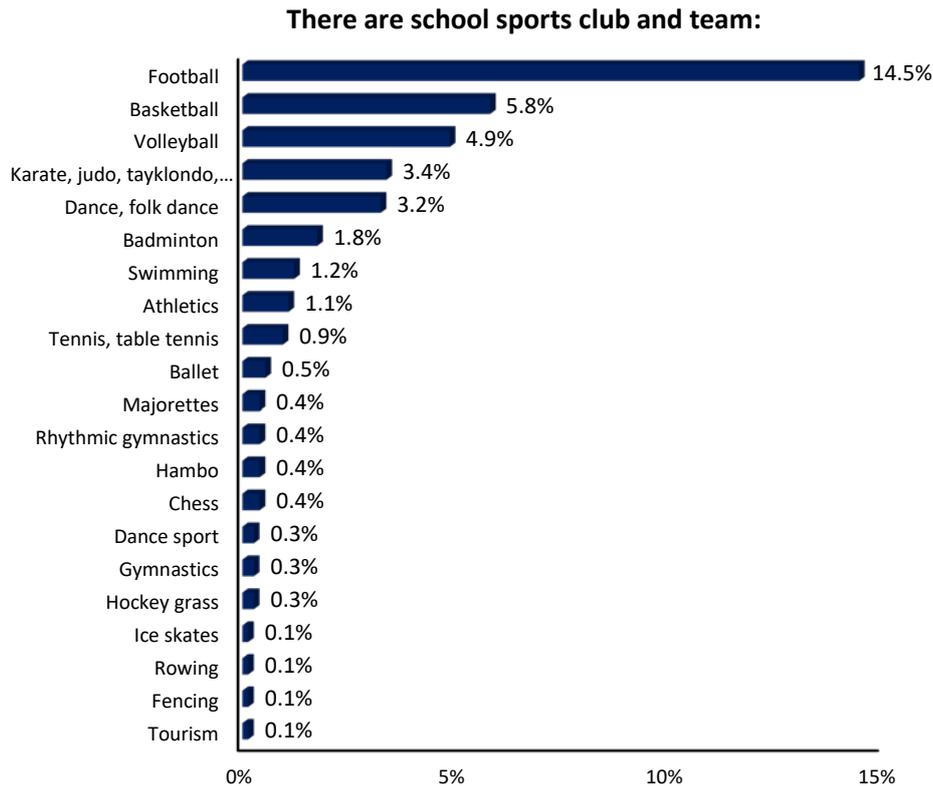
According to the participation of in the hours of physical education classes and sports at school, how many of the students are active there?



Opportunities for sport and physical activity at school, sports clubs to schools included in the program of sports opportunities outside the hours of PV

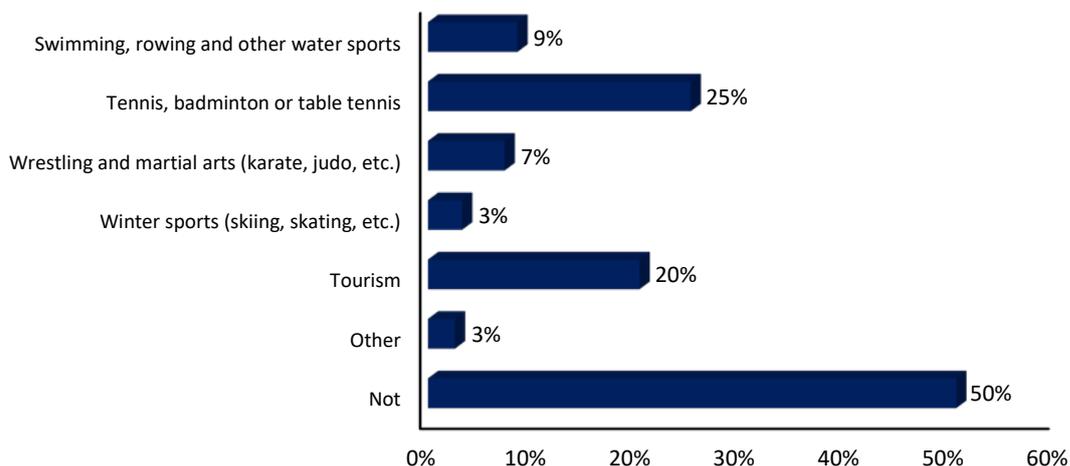
– **G rade D (<20%)** (Average above 20% in different indicators of access to PA and sport at school)

Only 14.5% of students indicate the existence of a club or team at their school in the most grassroots sport, the football. Two other popular collective sports - volleyball and basketball are with shares around 5%, and with shares less than 3% are martial arts and folk and sport dancing. It is strange that only 1% of students indicate school team in athletics – the same as swimming and table tennis. However, since most of the schools offer opportunities for more than one sport, *the average value substantially exceeds 20%!*



In half the schools in physical education classes no sport is practiced, in about ¼ of the schools there is tennis, in 1/5 – tourism, and in 1/10 - swimming or martial arts. Still, here too the overall average share of sports offered significantly exceed 20%!

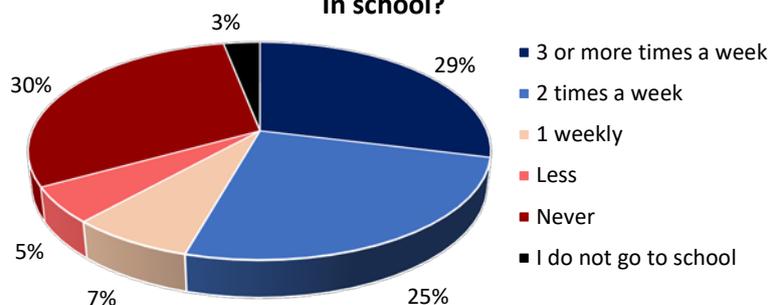
During the last year in you classes on physical education and sport do you dealt with:



As expected, the greatest opportunities to propose conditions for sports have schools in the capital and major regional cities, but it is interesting that more often practicing sport declare school children from the family are very good financial situation.

Analyzed in the first section data about the intensive sports among students show that still a significant share of them - 61%, practice sports at least once a week at school or kindergarten, and about one-third of them do it three or more times!

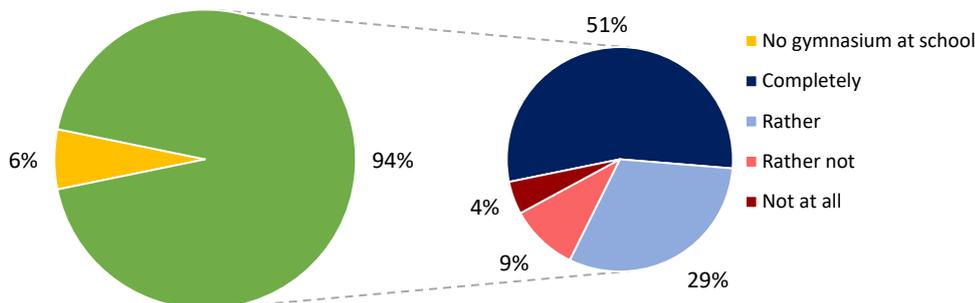
**Usually, how many times a week practicing/playing sport at school under the guidance of a teacher, trainer, instructor
In school?**



Sports infrastructure and equipment in schools, assessment by parents and kids and objective data (presence) – *Grade C (conservative assessment – 51% firmly assess their sport hall as very good; 56% declare it was renovated during the last two years; overall positive assessment on sport equipment and outdoor facilities)*

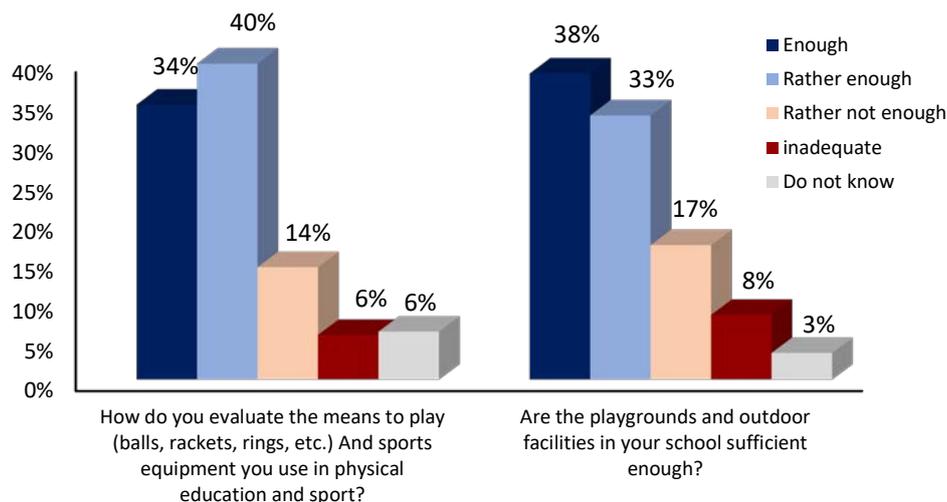
Only 6% of Bulgarian students under 15 years are deprived of having classes in physical education in their own sport hall. In 4/5 of schools with such hall it is assessed by the pupils as sufficiently large and comfortable and only 4% of students believe their sport hall is not good. Those in capital are the most critical (13.1% assess their salon as a small and inconvenient).

Is there a sport hall at your school? If yes, do you think it is big enough and comfortable to conduct physical education and sports in it?



Over half of the students indicated that the salon was updated in recent years, this proportion is slightly higher in rural areas (62%) and among students involved with its work in the renovation of sports facilities (72%).

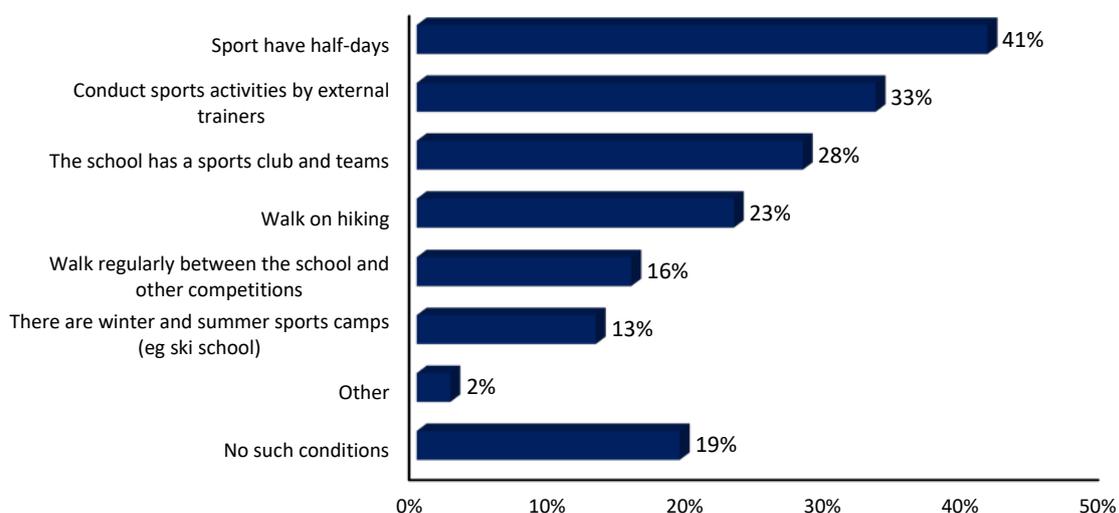
Although slightly lower, relatively good are scores of students in terms of sports gear and equipment - a total of 74% gave positive ratings for sport facilities and equipment in the gyms, and 72% - the state of sports grounds and outdoor facilities. Critical responses in these two groups were respectively 20% and 25%. Again, the most critical are students from Sofia, the least - students in villages.



Policy of the school in the PA and sports, assessments by parents and kids – *Grade C (41-60%)*

The study shows that in many schools there are efforts to complement physical education classes with other forms of activity - most often these are half-days sports, invitation of foreign coaches, tourist walks or winter and summer camps:

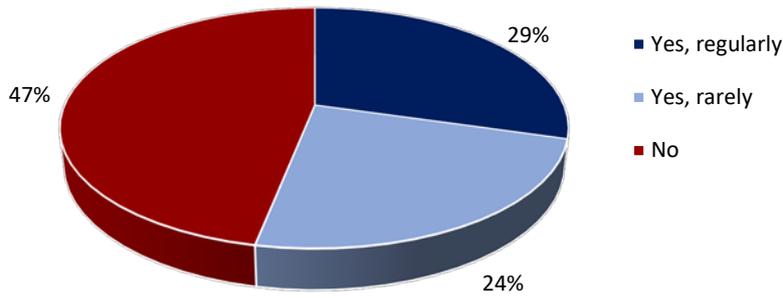
Beyond the mandatory hours of physical education and sports, what options gives your school for additional sports activities and sports games?



Presence of a sports club or team declared 28% of pupils, with 48% share in the capital Sofia!

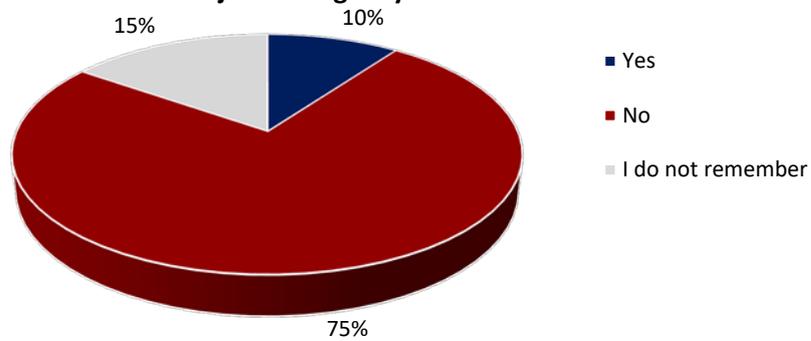
The introduction of new forms of physical activity (such as the use of breaks) is most frequently declared by students in smaller towns and villages. More often these forms include younger children.

In your school encouraged students with brief sport or physical activity during time breaks between the classes?



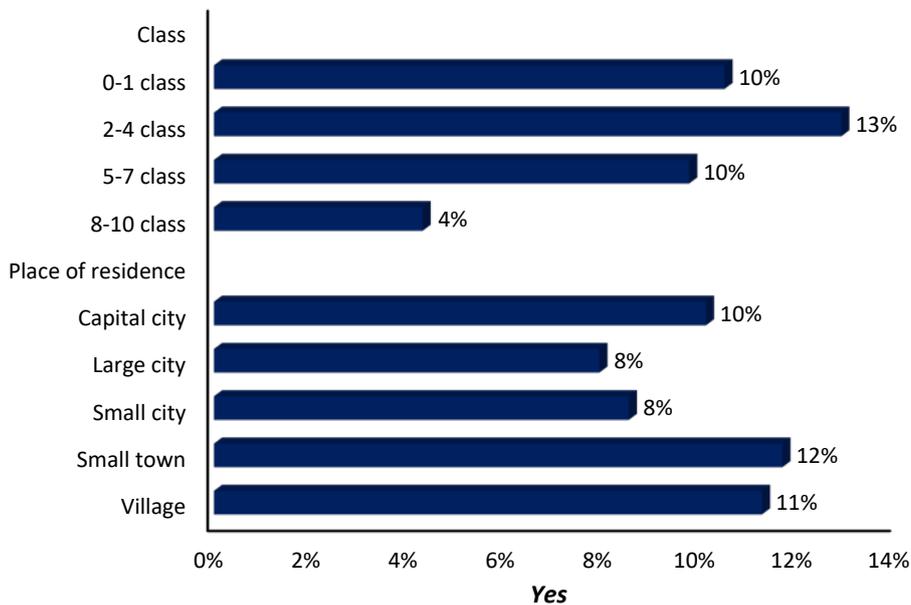
Many schools are trying to introduce new forms of physical activity outside school program, but more fail to include such elements in teaching others outside physical education classes.

Do you have other classes, where the lessons are also more lively and include games and other movements of students, rather than just sitting on your desk?



More often this takes place in early school years (between 2nd and 4th grade), in small towns and village schools:

Do you have other classes, where the lessons are also more lively and include games and other movements of students, rather than just sitting on your desk?



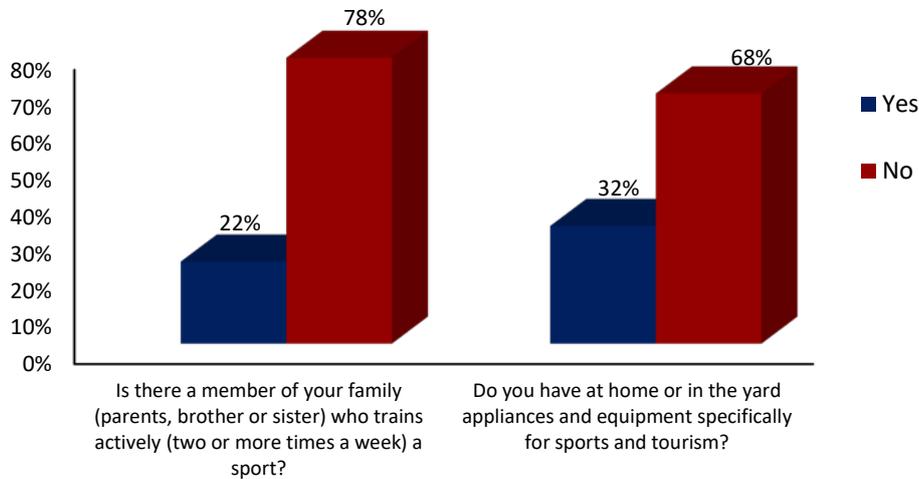
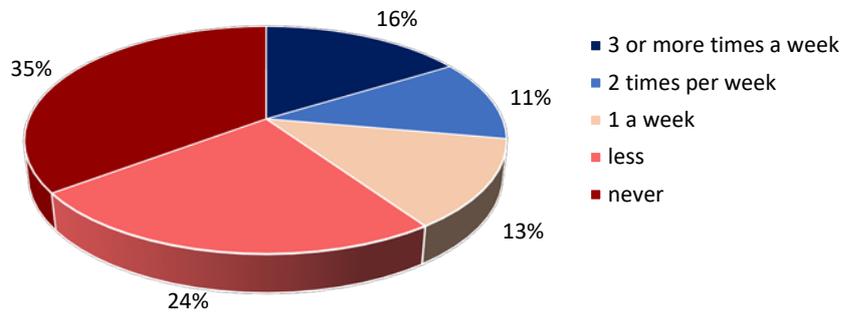
Family and environment – Grade D (21-40%)

a) **FA in the family - the presence of sports equipment at home; doing sports together - frequency per week, duration, intensity - mother, father;**

About 1/4th of families of Bulgarian practice sports two or more times a week, most often it is in families much better off (40.3%) and in smaller towns (30.1%). Every fourth family of the pupils there is another member who actively plays sports, and in 1/3 of families there are sports facilities and / or other sports equipment. Almost every third family is financing sport activities of its children.

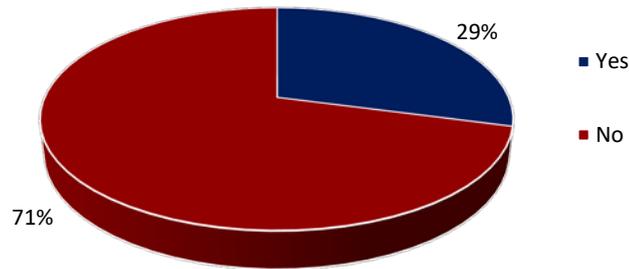
About 1/3 families never exercise, and in families with poor financial situation and Roma families this share is 50%.

Usually how many times a week you do exercise, play sports games, or have other physical activities with your parents and siblings?



Most often sports equipment at home is possessed by physically active families, over 50%, families with very good financial situation, and 52% and the families of those students who have participated in voluntary work in the construction and maintenance of sports facilities in the neighborhood.

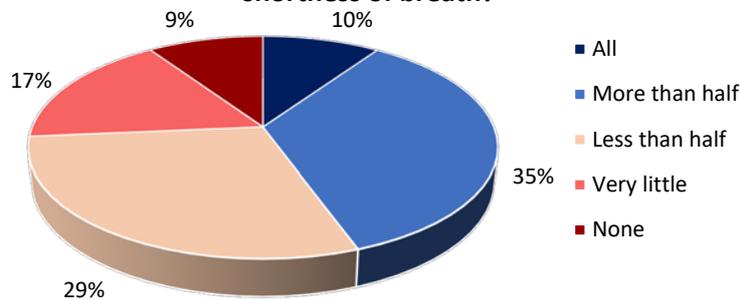
In recent months bought you cards, tickets or to pay a fee to use sports facilities - gyms, playgrounds or sports halls, swimming pools and others?



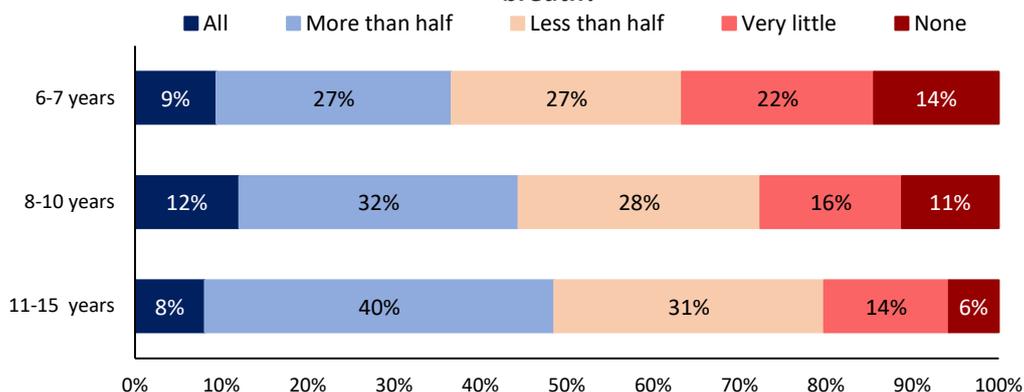
b) The effects of the environment (peers) - time spent with friends, share of PA during that time; how many of the friends play sports, presence of organized forms of PA in the neighborhood

The circle of friends the majority of Bulgarian pupils have does not play or rarely play sports. Only 10% of them indicate that all their friends are practicing some sport, while another third declare this for about half of friends. *The total share of students whose friends do sport two or more times a week was 45%! In those practicing sport intensively this share is over 50%, for children and young people living in large regional centers - 47 percent, and students from families with very good material condition - 50%.*

How many of your friends are engaged actively in sports or other physical activities associated with rapid pulse or shortness of breath?



How many of your friends are engaged actively in sports or other physical activities associated with rapid pulse or shortness of breath?

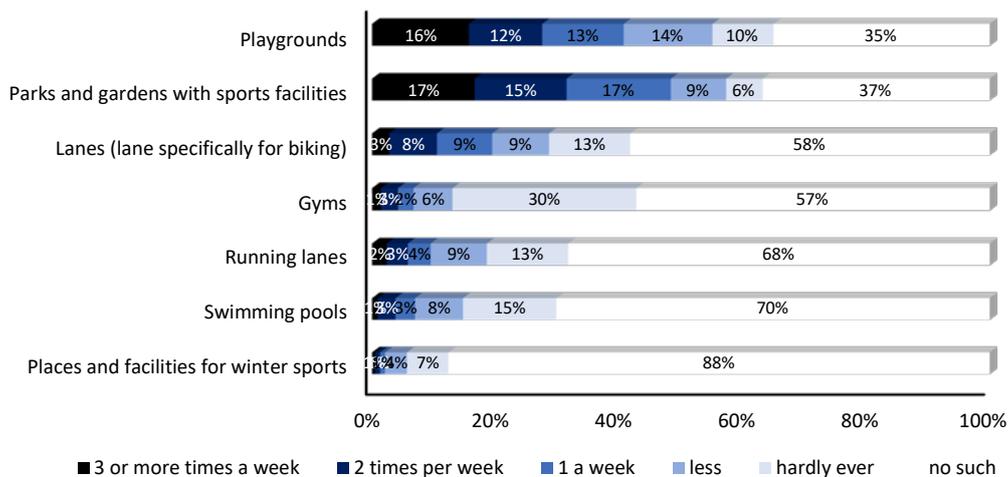


Favorable architectural and community environment – *оценка C* (41-60%)

Again conservative approach was used. Although about 65% declare easy access to the near playgrounds and 63% - to the parks with sports facilities 63%, the assessments of the other elements of the sports environment are significantly lower - 42% for bicycle paths, 32% for the running grounds, 30% for swimming pools. The overall positive assessment of the state of these facilities is 44%, and of the various aspects of their safety - between 50 and 60%.

1. Availability of sports facilities and types; Conditions for release in nature - swimming pools, playgrounds; Intensity of use

Do you have the following options for sports and physical activity in the area you live and if so, how often you are using them?

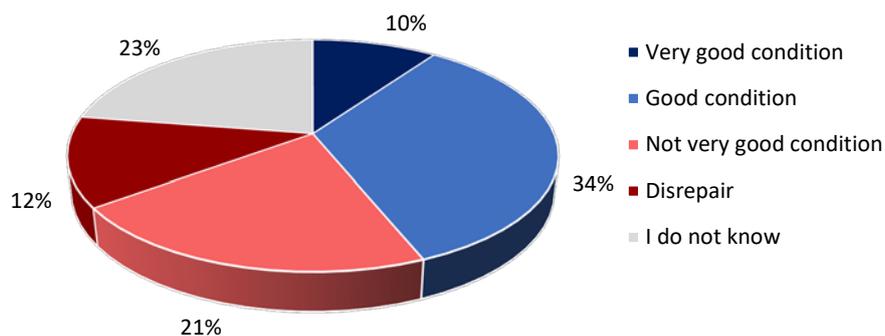


Over 1/3 of the students live in an environment where there are no sports facilities and other conditions facilitating physical activity. In the villages that share is 60%, and 47% for the small towns! The most widely available are sports grounds, parks and gardens with sports facilities, followed at considerable distance by cycle paths and alleys. Less than 1/3 of the students have access to the swimming pool (in the villages 3%) and about 1/10 - the opportunity to practice winter sports. Sports facilities in the neighborhoods do not enjoy particularly active use – only 1/3 of students are using them two or more times a week.

2. Evaluation of safety and maintenance of sports facilities

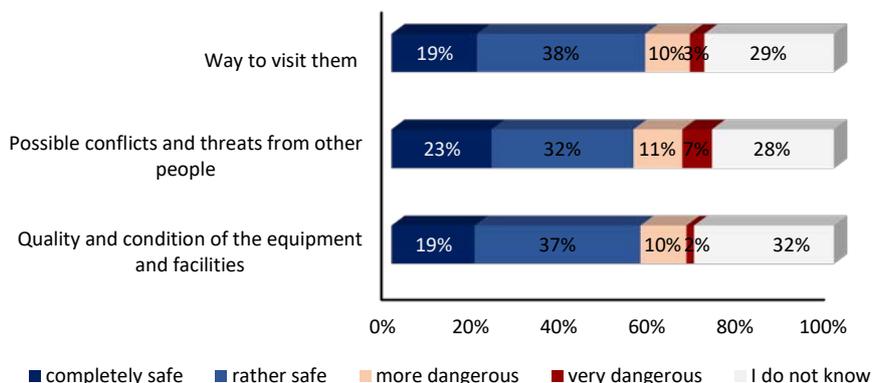
Students declare problems in the use of the existing sports facilities - about 1/3 assess their condition as not good (12% as bad). A higher proportion of these assessments are made by the pupils in smaller regional centers.

How do you estimated the state of facilities for sports and physical activity in the area in which you live?



About 15% of students consider the sports facilities in their neighborhood as hazardous for various reasons, and for about half of them these are more or less safe! There are no significant differences in age, location and other characteristics.

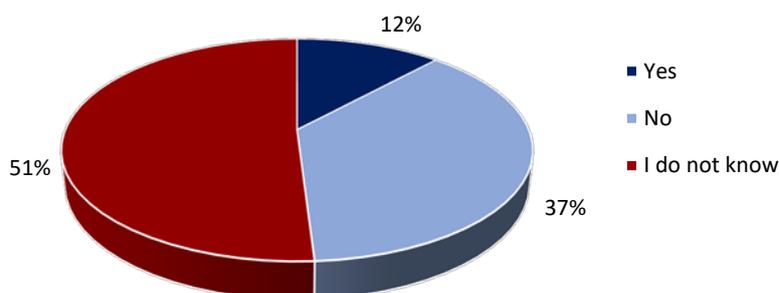
According to you, how safely is to use of facilities for sports and physical activity in your area in terms of:



3. Role of municipalities, neighborhoods and other communities to build their environment for PA and sport

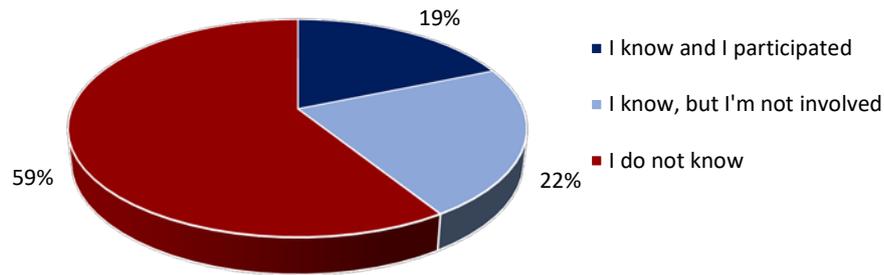
Only 12% of children and young people are informed about the existence of sport associations, clubs, and sport and physical activities communities in their neighborhood. This proportion is much higher among intensive athletes (30.6%), those involved with volunteer work in the construction of sport facilities (29.8%), pupils from families with good financial situation (20%) and from large regional centers (16.8%). Half of those who know or have participated in such sporting events also know their organizers.

Are there in the area you live in associations, clubs, neighborhood and civic communities in supporting sport and physical activity of children?



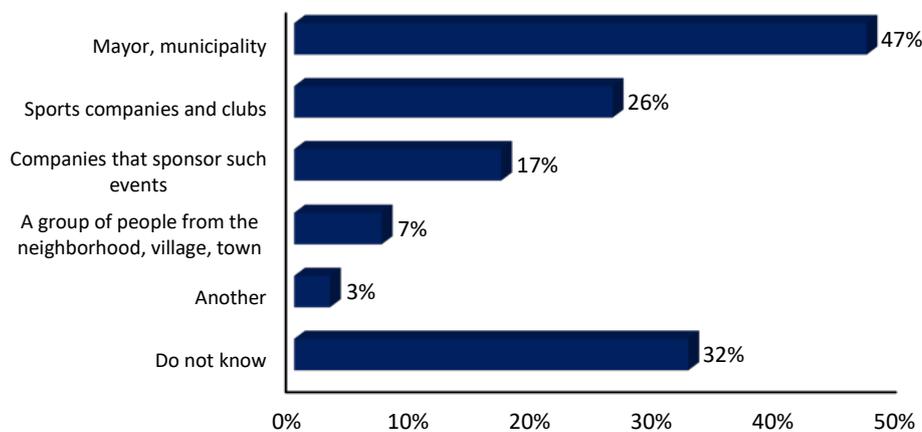
Most of the children and young people are not well informed about sports life in their neighborhood or village, and this share is especially significant among physically inactive (70.8%), and among the children from families in poor financial situation (68.2%).

Do you know about sports festivals, competitions and other events with free access in the region (or city / village) in which you live?

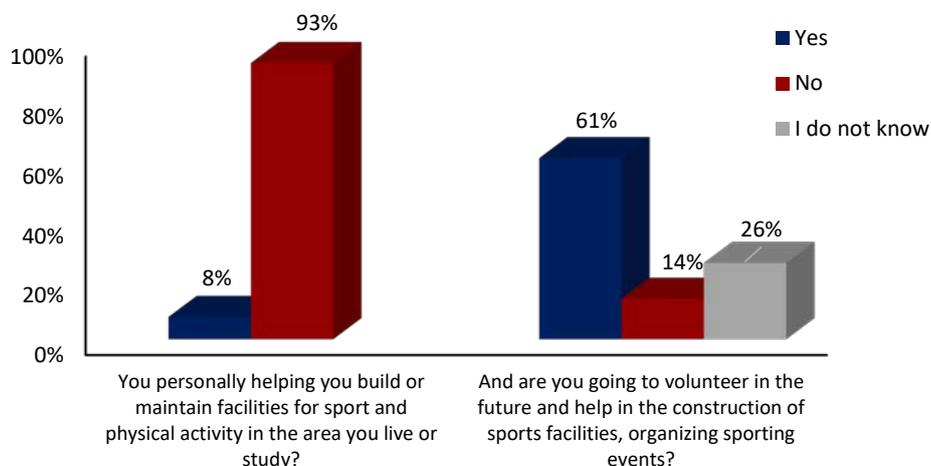


Local authorities are leading among the organizers of sporting events and activities, followed by various economic entities, while the share of local communities and civil society groups is only 7%.

Do you know who organized these events?



The share of volunteering in sport among children aged 6-15 is low. Higher than average is the share among intensive athletes (14%), students from families with higher physical activity (13.8%) children from better off families (20%) and those from major regional centers (12%). However, the declared readiness for volunteering is much higher:



Municipal and other policies and regulations relating to the use of sports facilities

Based on the criteria and indicators given in Colley RC, Brownrigg M, Tremblay MS 2012:

Government Strategies and Investments

- Evidence of leadership and commitment in providing physical activity opportunities for all children and youth
- Allocated funds and resources for the implementation of physical activity promotion strategies and initiatives for all children and youth
- Demonstrated progress through the key stages of public policy making (ie, policy agenda, policy formation, policy implementation, policy evaluation, and decisions about the future)

More specifically these criteria in Bulgarian study have been translated to the following set of indicators, used to assess big regional municipalities: 1) *the degree, to which municipalities prioritize sport and physical activities among children and young people*; 2) *if they have a clear policy and commitment to this issues*; 3) *clear rules and established procedures for financial and other support*; 4) *sport and physical activities events*.

The criteria have been used to evaluate the data collected via detailed check of the presence of the relevant empirical evidences for each of the indicators at the municipalities' web sites and other sources. The following typology was constructed:

- 1) **Low level (F-D)** - just a list of sports clubs, individual sports initiatives required minimum levels of funding. The topic is missing or formally mentioned in the plans for development, no special policy documents; relatively few sports clubs without signs of Youth Policy in them
- 2) **Primary level (C)** - presence of sections on physical culture and sport among students and young people in "operational plans / development programs," calendars of sporting events, minimum funding rules below initiatives in this area; moderate number of sports clubs;
- 3) **Moderate level (B)** - institutionalized commitment to support physical activity (example – pupils sports school, networks of sports clubs, etc.); However, only elements or lack of separate program in the field of physical activity and sport; presence of the sports calendar, but relatively few activities
- 4) **High level (A)** - as in **B**, plus more investment, rich sports calendar, special polis documents and programs.

Scores of the main regional municipalities:

Blagoevgrad	B	Dobrich	C	Pleven	C	Sofia	A
Bourgas	A	Kardjali	C	Plovdiv	B	Stara Zagora	C
Varna	B	Kjustendyl	B	Razgrad	B	Targovishte	F
Veliko Turnovo	C	Lovech	A	Ruse	A	Haskovo	C
Vidin	F	Montana	D	Silistra	D	Shumen	C
Vratza	D	Pazardjik		Sliven	C	Yambol	D
Gabrovo	D	Pernik	B	Smolyan	B		

Summary

Grade	A	B	C	D	F
Municipalities (number)	4	7	8	5	2

Average grade C

Arguments: 1) The *mean grade* is 3.2, where A = 5; B = 4; C = 3; D = 2; F = 1;

2) The *mode grade*, i.e. the most frequent assessment as C.

The evaluation of the policy towards PA and sport for children and young people at *government level* will be provided shortly based on interviews with experots.

Appendix – Methodology of Active Kids Report Card Assessment

Source: Colley RC, Brownrigg M, Tremblay MS (2012). A model of knowledge translation in health. The Active Healthy Kids Canada report card on physical activity for children and youth, in: *Health Promotion Practice*. 2012; 13(3) – pages 114-115

Table 1

International Standardized Grading Scheme	Benchmark
A. We are succeeding with a large majority of children and youth	> 81%
B. We are succeeding with well over half of children and youth	– 61-80%
C. We are succeeding about half of children and youth	– 41-60%
D. We are succeeding about less than half, but some children and youth	– 21-40%
F. We are succeeding with very few children and youth	– < 20%

Inc. Inconclusive – Not enough data exists on this indicator

Table 2 - **Benchmarks Used to Guide the Grade Assignment for Each Indicator**

<u>Indicator</u>	<u>Benchmark</u>
<i>Overall Physical Activity</i> - % of children and youth who meet physical activity guidelines	
<i>Organized Sport Participation</i> - % of children and youth who participate in organized sport and/or physical activity programs	
<i>Active Play</i> - % of children and youth who engage in unstructured/unorganized active play for several hours a day	
<i>Active Transportation</i> - % of children and youth who use active transportation to get to and from places (school, park, mall, friend’s place)	
<i>Sedentary Behavior</i> - % of children and youth who meet sedentary behavior or screen-time guidelines (<i>For two and more hours daily – p.119, I. Tch.</i>)	
<i>Family and Peers</i>	
- % of parents who facilitate physical activity and sport opportunities for their children (eg, volunteering, coaching, driving, paying for membership fees and equipment)	
- % of parents who meet the physical activity guidelines for adults	
- % of parents who are physically active with their kids	
- % of children and youth with friends and peers who encourage and support them to be physically active	
- % of children and youth who encourage and support their friends and peers to be physically active	
<i>School</i>	
- % of schools with active school policies (eg, Daily Physical Activity, recess, “everyone plays” approach, bike racks at school, traffic calming on school property, outdoor time)	
- % of schools where the majority (≥ 80%) of students are taught by a PE specialist	
- % of schools where the majority (≥ 80%) of students are offered at least 150 minutes of PE per week	
- % of schools that offer physical activity opportunities (excluding PE) to the majority (≥ 80%) of their students	

- % of parents with children and youth who have access to physical activity opportunities at school in addition to PE
- % of schools with students who have regular access to facilities and equipment that support physical activity (eg, gymnasium, outdoor playgrounds, sporting fields, equipment in good condition)

Community & the Built Environment

- % of children or parents who perceive their community/municipality is doing a good job at promoting physical activity (eg, variety, location, cost, quality)
- % of communities/municipalities that report they have policies promoting physical activity
- % of communities/municipalities that report infrastructure (eg, sidewalks, trails, paths, bike lanes) specifically geared toward promoting physical activity
- % of children or parents with facilities, programs, parks, and playgrounds available to them in their community
- % of children or parents living in a safe neighborhood where they can be physically active
- % of children or parents reporting well-maintained facilities, parks/playgrounds in their community that are safe
- % of children and youth who report being outdoors for several hours a day

Government Strategies and Investments

- Evidence of leadership and commitment in providing physical activity opportunities for all children and youth
- Allocated funds and resources for the implementation of physical activity promotion strategies and initiatives for all children and youth
- Demonstrated progress through the key stages of public policy making (ie, policy agenda, policy formation, policy implementation, policy evaluation, and decisions about the future)

Abbreviations: PE, Physical Education.

Examples of applying the standardized international evaluation pattern

2014 Ireland's Reprot Card on Physical Activity in Children and Youth

- **Indicators used in Ireland's Physical Activity Report Card 2014**

Behaviours Related to Physical Activity

1. Overall Physical Activity Levels
2. Organized Sport Participation
3. Active Play
4. Active Transportation
5. Sedentary Behaviours (TV viewing)
6. Physical Education

Settings Related to Physical Activity

7. Home (Family) – support, parental behaviours
8. School – extra-curricular sport participation
9. Community and the Built Environment - perceived quality and safety
10. Government – strategies, policies, investments

<i>International Standardized Grading Scheme</i>	Benchmark
A. We are succeeding with a large majority of children and youth	> 81%
B. We are succeeding with well over half of children and youth	– 61-80%
C. We are succeeding about half of children and youth	– 41-60%
D. We are succeeding about less than half, but some children and youth	– 21-40%
F. We are succeeding with very few children and youth	– < 20%
<i>Inc. Inconclusive – Not enough data exists on this indicator</i>	

• **Data sources used in Ireland’s Physical Activity Report Card 2014**

- Take PART (Physical Activity Research for Teenagers) Studies 2003-2005
- Growing up in Ireland (GUI) Wave 1 of the 9 year old cohort 2007-2009
- ESRI Keeping them in the Game (2013) which contains a reanalysis of data from 2007-2009
- UK Millennium Cohort Study (MCS4) 2008-2009
- Baseline Survey of Timetabled PE in Primary Schools in Northern Ireland 2009
- Children’s Sport Participation and Physical Activity (CSPPA) 2009 and volunteer survey
- Health Behaviour of School-Aged Children (HBSC) wave 2009-2010
- Young Persons’ Behaviour and Attitudes Survey (YPBAS) 2010
- Census of the Population of Ireland 2011

2014 Active Healthy Kids Canada Report Card

Unlike other report card publications, which often rely on a single data source, the Active Healthy Kids Canada Report Card synthesizes data from multiple data sources and the research literature. The development of indicators and the assignment of grades involve an interdisciplinary Research Work Group, including researchers from across Canada. An annual summary of research data and literature is prepared by staff at the Children’s Hospital of Eastern Ontario Research Institute to facilitate the review of the information.

Grade assignments are determined based on examination of the current data and literature for each indicator against a benchmark or optimal scenario, assessing the indicator to be poor, adequate, good or excellent:

- A = We are succeeding with a large majority of children and youth.**
- B = We are succeeding with well over half of children and youth.**
- C = We are succeeding with about half of children and youth.**
- D = We are succeeding with less than half, but some, children and youth.**
- F = We are succeeding with very few children and youth.**