

# Capacity Building for Physical Activity of Older People



**Recommendations – Guidelines – Practical Tools to create and implement strategies and programs in sport-organizations**

## Project Facts

**Project period:** January 2013 – June 2014

**Funded by:** European Commission; Education and Culture DG, Preparatory actions in the “Field of Sport”

**Project Number:** EAC/S06/2012/029

**Publisher:** Deutscher Turner-Bund e. V. (DTB)  
Otto-Fleck-Schneise 8  
D-60528 Frankfurt am Main  
E-Mail: info@dtb-online.de

**Website:** www.dtb-online.de  
www.gymwelt.de

**Editor-in-chief:** Prof. Dr. Herbert Hartmann, DTB, project-leader

**Editor:** Prof. Dr. Walter Brehm, DTB, vice-president, project team  
  
Detlef Mann, DTB, project team  
  
Pia Pauly, DTB, director sport for all, project team  
  
Sabine Köpke, DTB, Trainee, project team

**Layout:** Simone Buch, DTB

**Picture:** Cover: Fotolia.com:  
© W. Heiber Fotostudio  
© Ingo Bartussek

**Print:** Druckerei Pollinger

**Edition:** 200

**Frankfurt am Main, in March 2014**

### Project Partner



Czech Association Sport for All (CASPV) Czech Republic,  
Vlasta Syslová, Miroslav Kopriva,  
Miroslav Zítka



German Gymnastics Federation (DTB), Germany  
Herbert Hartmann, Detlef Mann,  
Walter Brehm, Pia Pauly, Sabine Köpke, Cornelia Weishäupl



Finnish Gymnastics Federation (SVOLI), Finland  
Leeni Asola-Myllynen, Helena Collin



International Sport and Culture Association (ISCA), Denmark  
Saska Benedicic Tomat



OKRA-SPORT, 55+, Belgium  
Ingrid Peeters



Sport Union of Slovenia (SUS), Slovenia  
Mirosljub Jakovljejevič



Union Francaise des Oeuvres Laiques d'Education Physique (UFOLEP), France  
Laurence Nadaud, Laetitia Zapella,  
Jean-Claude Besnard



Unione Italiana Sport Per Tutti (UISP Emilia Romagna), Italy  
Sara Conversi, Rita Scalambra,  
Paola Bottoni



Universidad Politécnica de Madrid (UPM), Spain  
Agustín Meléndez-Ortega,  
Marcela González-Gross



VSF (Vlaamse Sportfederatie vzw), Belgium  
Geraldine Mattens

### Advisor/Cooperation Partner



German Olympic Sports Confederation (DOSB), Germany  
Ute Blessing-Kapelke



University of Erlangen-Nürnberg (FAU-ISS), Germany  
Friedrich-Alexander, Alfred Rütten



City of Frankfurt – Sport Department, Germany  
Angelika Strötz

## Overview of the significantly involved organizations



This handbook is based on contributions from all project partners. No one is a native speaker in English. We re-nounced to get a professional English translation and used mostly the text version of our partners. Therefore it's possible that we don't always use proper English. But nevertheless we hope being able to present our ideas understandable.

## Table of content

Overview of the significantly involved organizations .....	3
Preface .....	5
<b>A. Rationale for interventions in physical activity promotion of older people .....</b>	<b>6</b>
<b>B. Strategic planning and implementation of interventions .....</b>	<b>12</b>
I. Introduction .....	12
II. Guidelines to create and implement promotion-programs and strategic plans for physical activity promotion for older people in sport-organizations .....	13
<b>C. Target groups and fitting exercise programs .....</b>	<b>17</b>
I. Introduction .....	17
II. Recommendations for differentiating target groups.....	17
III. Recommendations for the planning and description of exercise programs.....	18
IV. Description of exercise programs on a federation and/or national level.....	19
V. Conclusions: Target groups and fitting exercise programs .....	25
<b>D. ActiveAge instructors .....</b>	<b>27</b>
I. Recommendations for the recruitment and retaining of instructors .....	27
II. Recommendations for the education of „ActiveAge“ – Instructors (based on the European Qualification Framework – EQF).....	29
<b>E. Cooperation and networking in the field.....</b>	<b>35</b>
I. Rational for cooperation and networking for the promotion of physical activities and sport for elderly people .....	35
II. General advices for networking and cooperation .....	35
III. Networking in the field of Active Aging.....	37
<b>F. Toolbox to support operational procedures .....</b>	<b>41</b>
<b>Toolbox Document 1:</b> Examples of programs and strategies to promote physical activities and sport for elderly people in sport-organizations.....	41
<b>Toolbox Document 2:</b> Self-Assessment of promotion programs and strategies to promote physical activities for older people in sport-organizations .....	54
<b>Toolbox Document 3:</b> SWOT-Analysis to assess internal preconditions of a sport-organization for strategic planning of physical activity promotion for elderly people .....	56
<b>Toolbox Document 4:</b> Description of programs (exemplarily) .....	58
<b>Toolbox Document 5:</b> Interview guide .....	68
<b>Toolbox document 6:</b> Checklist to assess the quality of networking.....	70
<b>G. Glossary of terms and abbreviations .....</b>	<b>72</b>
<b>H. References.....</b>	<b>74</b>

# Preface

The “ActiveAge Handbook” is an outcome of the “ActiveAge Project, which was carried out from January 2013 until June 2014 in the frame of “2012 Preparatory Actions in the Field of Sport” of the European Commission Directory General Education and Culture (DG EAC) in cooperation with 13 European partners under the leadership of the German Gymnastic Federation (DTB).

“ActiveAge” was set up as a transnational project that fosters the exchange of knowledge and experience to counteract the physical inactivity of elderly people through capacity building for physical activities and sport programs of aging people in well-structured and wide-spread settings, with the starting point in sport-organizations.

The handbook is intended to be used as a guideline for further activities of the “European Platform Active Aging in Sport” (EPAAS), which will continue the mission of the ActiveAge Project. Furthermore the handbook should serve as well for any other stakeholder interested to promote physical activities and sport for elderly people.



Herbert Hartmann  
Project-Leader

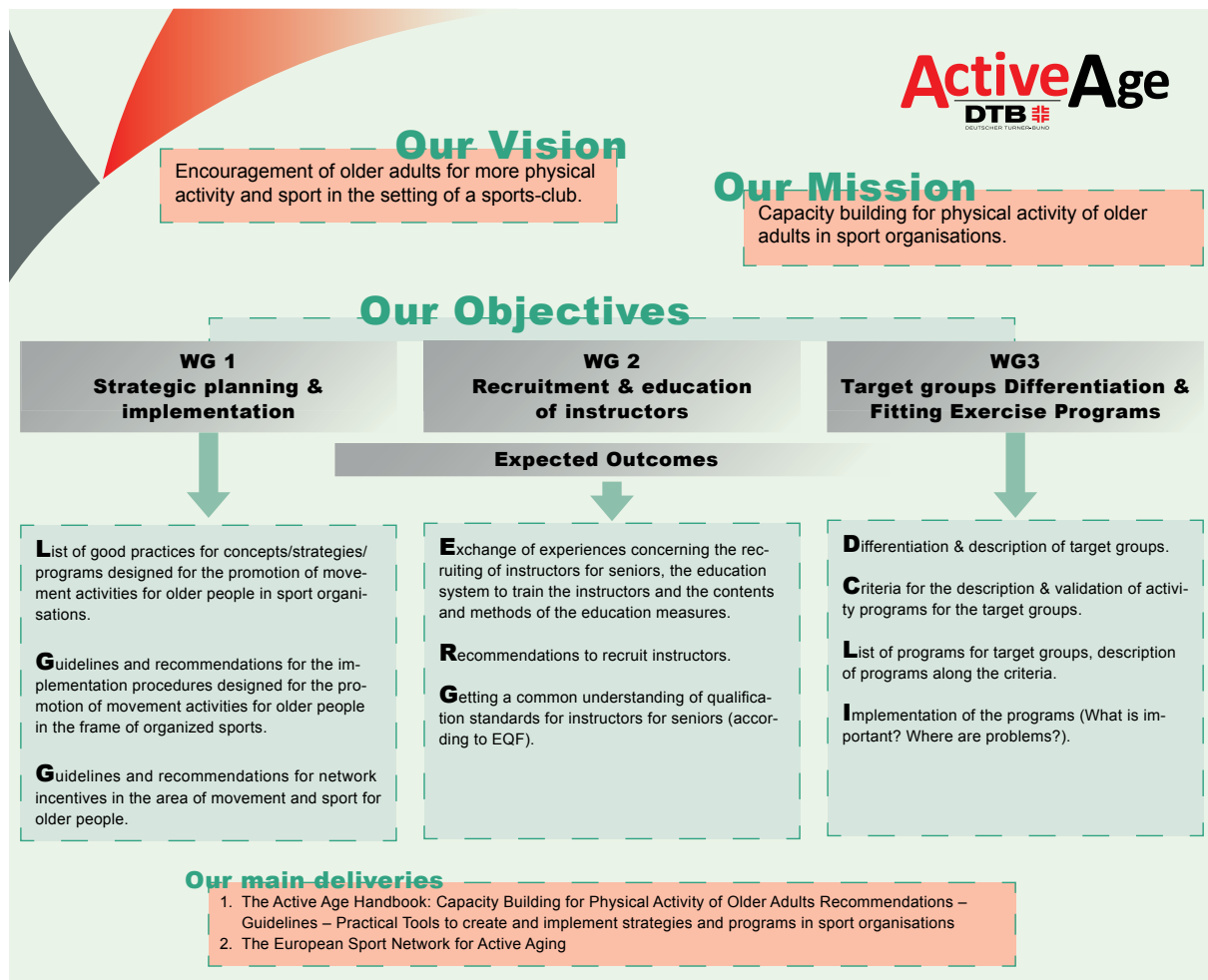


Figure 1: Vision, Mission, Objectives of the ActiveAge Project (Source: own illustration, 2013)

## A. Rationale for interventions in physical activity promotion of older people

### The societal and political background:

Like hardly another topic aging has moved into focus of public interest. The population in our modern societies is gradually growing older (Figure 2). The age pyramid has changed due to higher life expectancy and lower birth rates. No generation before in history had the chance to reach a lifespan as long as now. Improved health care, better nutrition, ongoing activities and involvement in social life had contributed for many more people to maintain a greater vitality and to reach a longer lifespan. Our society is often characterised as a “society of long living”.

This progress in personal human life creates on the other hand societal challenges. Higher expenditures for pensions, explosively rising costs for health care, poverty among the elderly and social isolation of parts of the “growing grey generation” are some characteristics which mark socio-political challenges regarding the living situation of senior citizens.

The demographic changes and the expected societal consequences have pushed the topic of aging high on the political agenda all over the world. Numerous national governments and international institutions like the United Nations or the European Union have launched particular political statements, programs and projects. The EU had declared 2012 as the “European Year of Active Ageing and Intergenerational Solidarity”.

### The significance of physical activity and sport for older people

On the one hand physical activity is a health resource and fundamental for active aging. Regular and sufficiently intensive physical activities and sport are crucial for preserving and improving the quality of life. On the other hand physical inactivity is a significant risk factor for many common non-communicable diseases. Scientific research has given proof to this insight. Moreover it's given prove that nearly all physical and mental human functions can be trained up to a high age. (More: Chodzko-Zajko et al., 2009)

Summery of some important health effects associated with physical activity:

- Lower risk of cardio-vascular diseases
- Decrease of blood pressure
- Improvement of blood fat level
- Improvement of blood sugar level
- Strengthening of the skeletal-musculare system
- Optimisation of body weight
- Prevention of osteoporosis
- Improvement of brain functions

Physical activity and sport are an indispensable component for successful aging. This refers not only on somatic effects to health and fitness. Moreover physical activity and sport can have positive psychological and social effects on the lifestyle of aging people such as retention of independence and mobility, strengthening of personal identity and self-image,

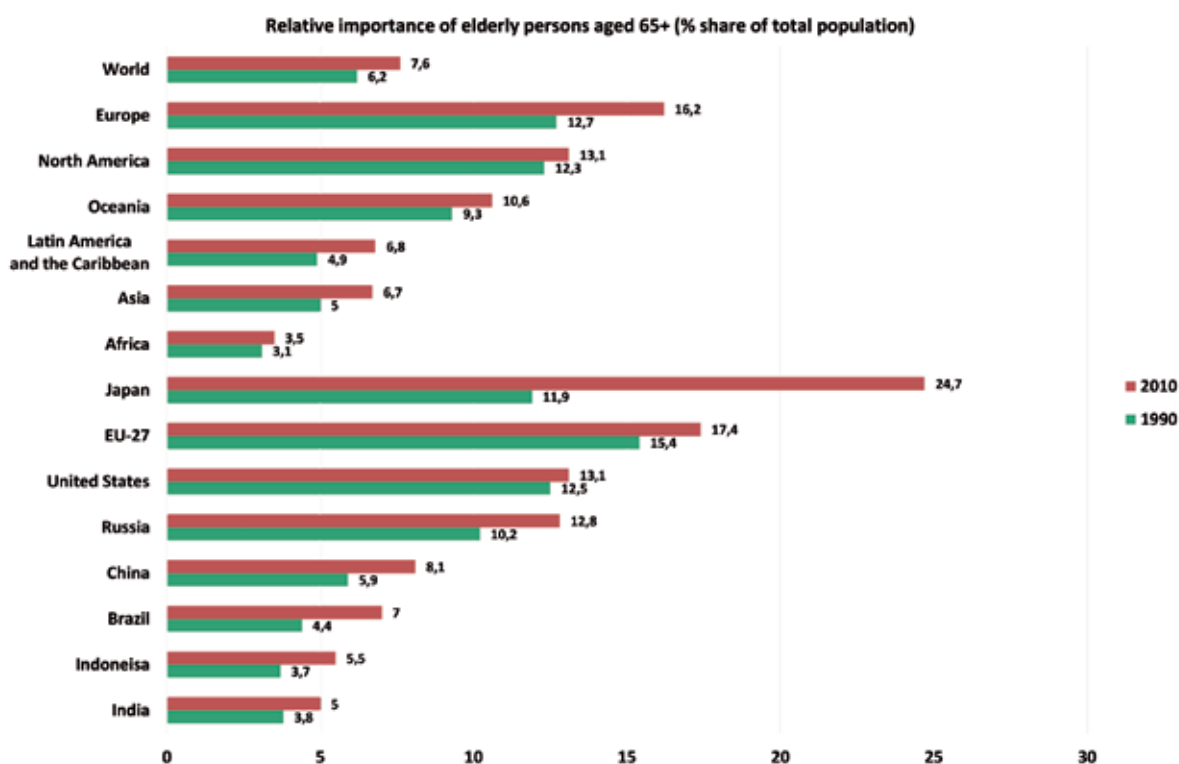


Figure 2: Relative importance of elderly persons aged 65+ (Adapted from: European Commission, 2011, p.21)

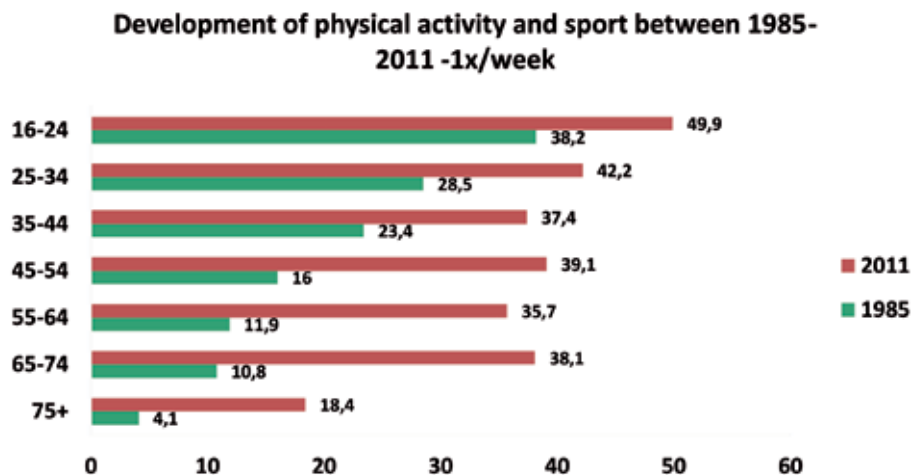


Figure 3: Development of physical activity and sport between 1985 and 2011 – 1x/week (Adapted from: DIW Berlin, SOEP v28, 2012 as cited in Hartmann-Tews, 2012, p.34)

experiencing a new challenge and purpose of life, improvement of the social situation through sociability, common interests, communication, cooperation or social integration into a group.

**Low rate of physical activity and sport of older people**

A rather low rate of physical activities of adult people has been often lamented. But looking at the development of physical activities and sport engagement during the last 25 years one can identify an amazing increase. Particularly the engagement of the older age groups improved over-proportional. A recently only published study in German reveals an increase of 21, 5% on average in the age groups from 55 years on. The highest increase is in the group of 65 – 74 year-old people (27, 3%) (Figure 3).

The increase of physical activities and sport in the last two decades expresses a higher open-mindedness for the benefits of physical activities, which is accompanied by a change of values in regard to an active lifestyle and a new health consciousness in wide parts of the population. Today particularly more elderly people consider a kind of self-responsibility for prevention (Hartmann-Tews 2012, p.205).

Furthermore there is no doubt that the opportunities and offers to practise physical activities with a Sport for All orientation had been improved by different providers as sport-clubs, communities or professional companies as well as for self-organised individual activities.

Even if some positive development within the level of physical activities and sport can be identified the progress is not a reason to rest. When 34% of the Europeans between 55 and 69 years old are never or rare in non-sportive activities involved and 67% of this age group is not engaged in more vigorous sportive activities, it's a rather insufficient situation.

And if it comes to the age group 70+ the situation is even worse (Table 1).

	15 – 54 years old	55 – 69 years old	70+ years old
Regularly or reasonable regularly (at least 1x per week)			
a) non sportive physical activities	68%	65%	58%
b) sportive physical activities	48%	33%	22%
Rare or never			
a) non sportive physical activities	31%	34%	41%
b) sportive physical activities	52%	67%	80%

Table 1: Physical activity of Europeans. (Adapted from: European Commission, 2010, p.13, 18)

Taking these figures and the WHO recommendations for health improving physical activity (at least 150 minutes per week of physical activity and exercise) into account, more interventions are necessary in order to promote physical training of older people. Especially those groups of older people are to be addressed, who do not engage in regular physical activities. An accurately fitting exercise-program adapted to the various requirements in this very age group has to be offered.

**Motivations, impediments and preconditions of older adults for doing physical activities and sport**

The understanding and consideration of motivations, attitudes and behaviour of older adults in regard to physical activities and sport is a basis for successful interventions counteracting inactivity.

To improve health and fitness as well as to have fun and to relax are the most mentioned motivations, when people are asked why they are doing physical activity and sport (Figure 4).

The motivation is changing during the lifespan. Health in general becomes more important in general and more specific to counteract the effects of aging as well as to prevent health complains and diseases. The fun aspect in the motivation steps back and also the competition and performance aspects are losing importance. The social motive of being together with like-minded people and friends and the motive to enjoy nature remain relatively constant during the adult lifespan and remain important reasons for physical activities of older people. (Hartmann-Tews 2012, p.40).

Interventions should consider this variety of motivation. A set of different activity-programs is needed to fulfil different expectations of different sub-target groups. But in general a dominant orientation to the health and functional fitness effects of activity programs for elderly people is strongly recommended.

When sedentary older people are asked, why they don't practise physical activities and sports, they name varied barriers (Figure 5).

Summarizing the reasons for physical inactivity of elderly people one can identify:

- They still show a lack of conviction that physical activities and sport is essential for successful aging: feel good without sports; health reasons; sufficient other hobbies; no time; no interest.
- Their attitude is that they feel too old for physical activities and sport: too strenuous; afraid not to be good enough; sport is for younger people.
- They have still a traditional view of what sport is about (competitive sports): too strenuous; risk of injury; sport is for younger people.
- They miss partners: don't like unknown groups; nobody who joins in.
- Places where activities are offered are inconveniently situated: no knowledge about opportunities.
- Lack of activities appropriate for special needs of the target group: no knowledge about new opportunities, e.g. health- and fitness-sport.

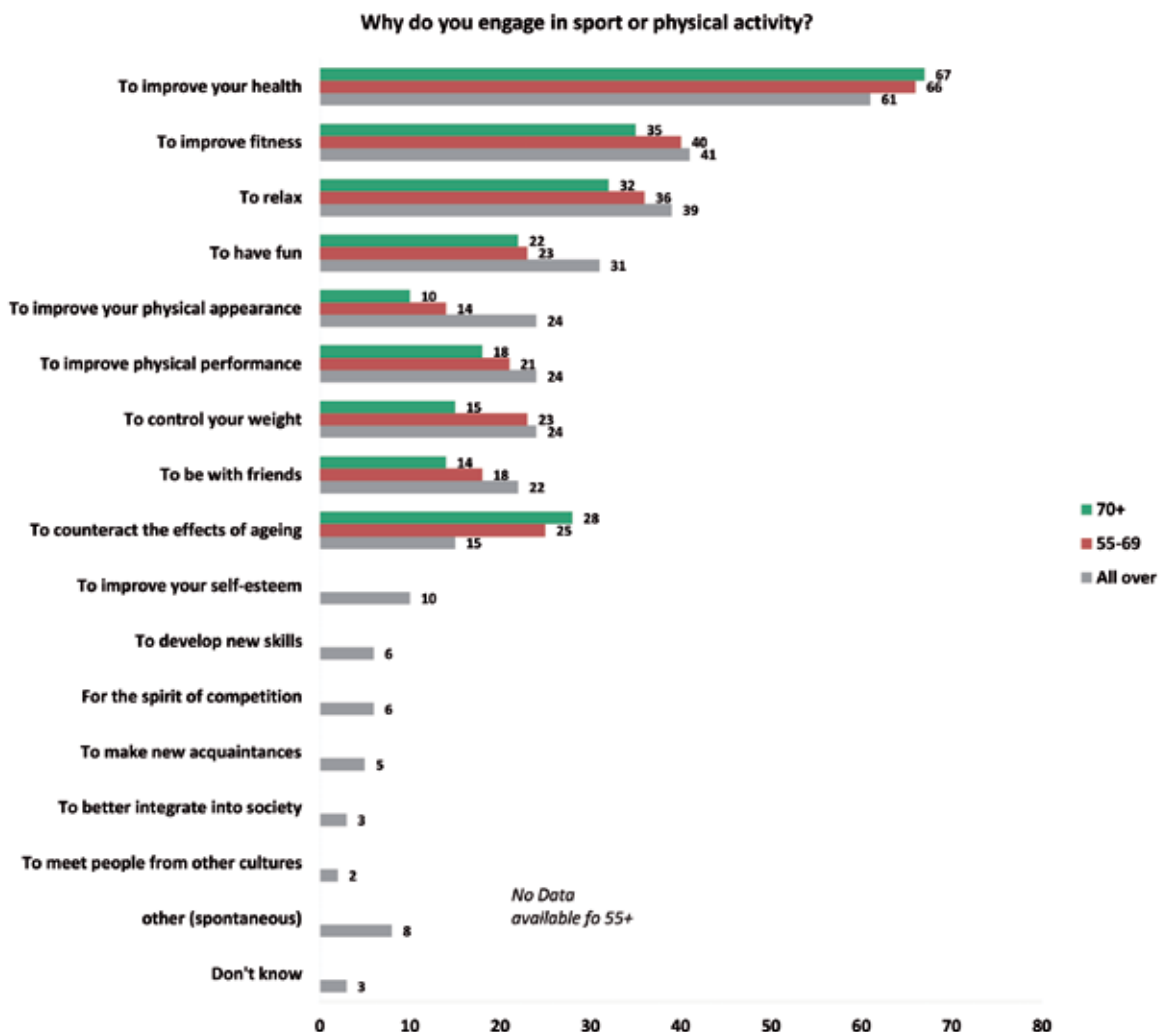


Figure 4: Why do you engage in sport or physical activity? (Adapted from: European Commission, 2010, p. 36)



Some of the barriers mentioned above are reflected also, when sedentary older adults are asked about preconditions to start with physical activities and sport (Figure 6). The most obvious respond is “recommendations by a doctor”. Furthermore important reasons to start up with physical activities and

sport are to do it together with a partner and a nearby location of the facility and also appropriate activities for homogeneous groups in regard to the performance level, sex and social atmosphere.

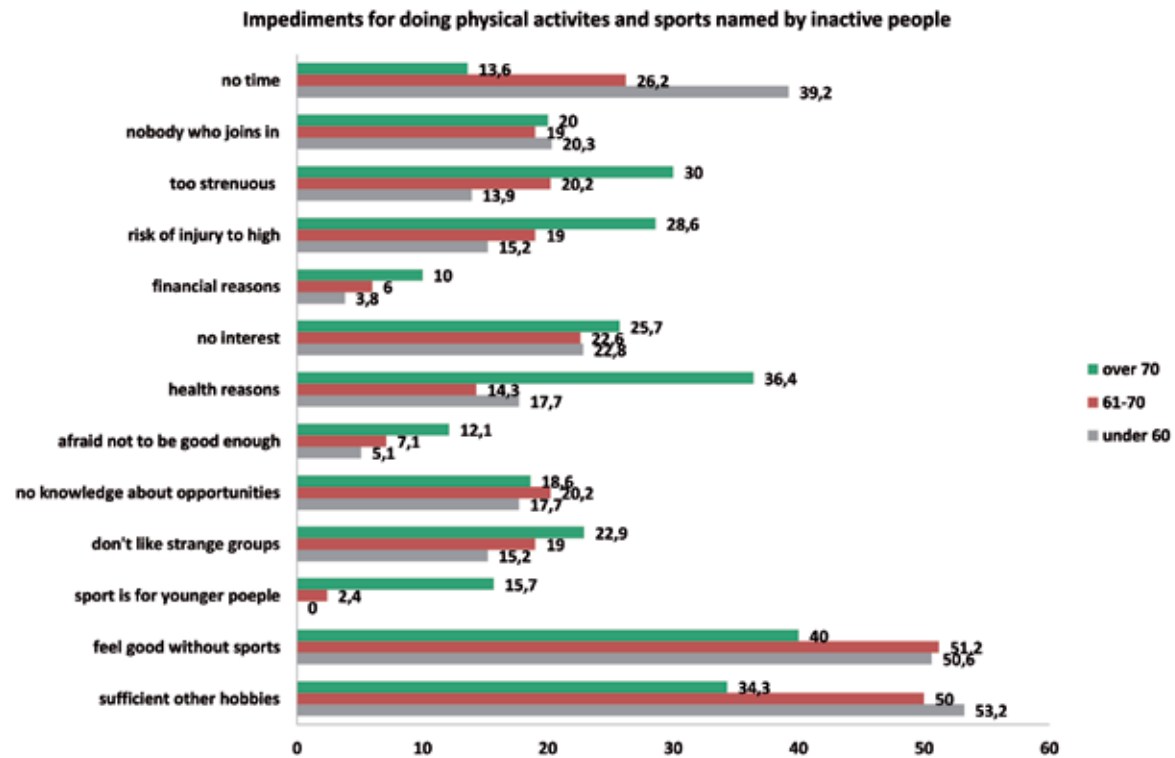


Figure 5: Impediments for doing physical activity and sports named by inactive people (Adapted from: Denk/Pache, 1996, p.113)

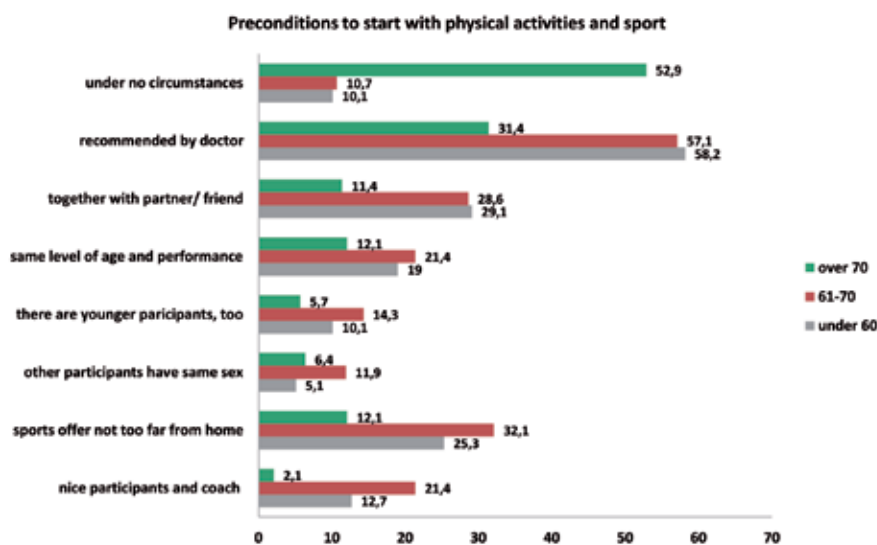


Figure 6: Preconditions to start with physical activity and sport (Adapted from: Denk/Pache, 1996, p.117)

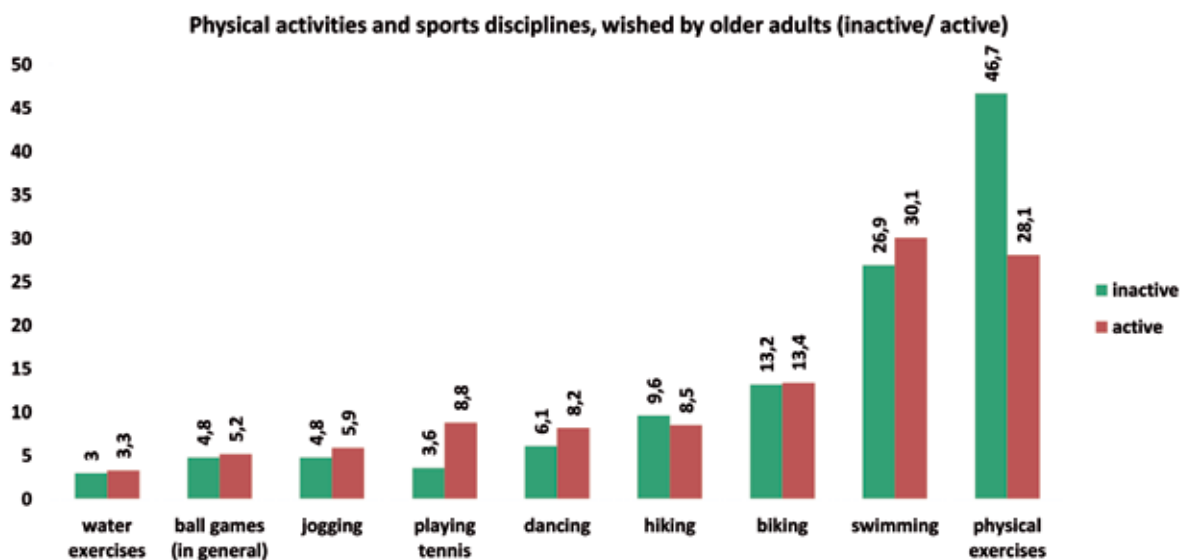


Figure 7: Physical activity and sports disciplines, wished by older adults (inactive/active) (Adapted from: Denk/Pache, 1996, p. 71)

### Kind of physical activities and sports disciplines of older adults

If a decisive reason for physical inactivity of older adults is the lack of knowledge about appropriate activity offers, then consequently the obvious question is: Which kind of physical activities and sport is appropriate for this target group? There is no definite answer since a single or special activity can't be identified. However observing the activities older adults mostly prefer, we can identify something like a "hit list", where physical exercise programs based on gymnastics and walking/hiking activities are on the top, followed by swimming and biking (Hartmann-Tews 2012, p.150). When asking older people about activities they want to do, the ranking is similar. Figure 7 reflects answers, when older people are asked about activities they want to do.

The activities older people are doing or wish to do, can be generally characterised as follows:

- They can be practised without special sport-motor abilities.
- They can be individually adapted to special needs and preconditions.
- They don't need elaborate organizational settings.
- They can be easily performed as activities to enhance fitness, health and well-being.

Providers of activity programs for elderly people are recommended to take into consideration motivations, impediments and preconditions as well as preferred physical activities of the target group. Chapter C of the ActiveAge Handbook deals with activity programs, taking into account the most important factors as the different preconditions of participants and fitness/health orientated physical exercises, which are mainly based on simple and soft gymnastics and walking. Chapter D outlines the necessary competences of instructors to be able to provide such programs.

### Challenges for sport-organizations

Evaluation studies concerning the success of interventions for promoting physical activity suggest placing those actions into well structured, thematically adequate environments with a big range of coverage (setting orientation). In this respect especially sport-organizations with their clubs offer an appropriate frame in many European countries. Sport-organizations are undoubtedly the main providers for physical activities and sport in Europe. Furthermore we can identify several sport-organizations in Europe focusing on "Sport for All" activities with no pressure of performance and easy access for diverse target groups, older people as well included. Some of these organizations have joined the ActiveAge Project.

Mostly sport-organizations follow certain goals in a structured way, trying to fulfill the needs of their members and to provide good services. They are ambitious to retain their members as long as possible and more over to increase the number of memberships as well. But sport-organizations are also recognized as charitable organizations. Therefore they get normally public support and enjoy certain privileges. As a payment in return the society expects that they actively pursue certain social values and contribute to education, healthy living or social integration. With this regard sport-organizations have some kind of obligation not only to look at their own internal interests but to become as well engaged to contribute to general social challenges, which can be connected to the identity of the sport-organization.

As the physical inactivity of the rapidly growing "grey generation" is such a social-political challenge and as sport-organizations are appropriate settings they have the responsibility on one hand to create and implement strategies and programs for older people in their own organizations and on the other hand to

co-operate with other stakeholders in this field of action.

Even if several sport-organizations, mainly from the Sport for All sector, are already active for the target group of older people, there is still a big difference between the potential of organized sport and the reality of serious engagement in this field of action. Much more sport-organizations need to become involved and to create promotion programs, strategies and activity programs.

Moreover, the sport sector has limits in its outreach to inactive older people. Cross-sectoral partnership and networking with organizations involved with older people (e.g. welfare organizations; senior homes; community departments; church organizations) are needed to improve active and healthy living. Chapter E of this handbook deals with this issue.



## B. Strategic planning and implementation of interventions for physical activity promotion for older adults in sport-organizations

### I. Introduction

#### What means “Strategic Planning”?

*“Strategic Planning is a means to an end, a method used to position an organization, through prioritizing its use of resources according to identified goals, in an effort to guide its direction and development over a period of time” (Bryson, 1995).*

According to Bryson (as cited in Kriemadis et al., 2007) strategic planning can help public and non-profit organizations anticipate and respond effectively to their fast changing environments.

#### Rationale for “Strategic Planning”

Strategic planning is a very well known and frequently used tool in nationally and internationally acting organizations to operate successfully. Their overall business plan is usually based on a seriously developed “strategic plan” which has been agreed and decided by all segments of the organization.

In the case one is executing a strategic plan the entire “market field”, competitors, own strength and weaknesses, available resources have to be seriously analysed and considered. A very detailed “action plan” for implementation has to be made as well.

In this regard one has also to define very clearly and detailed where you want to go, what do you want to achieve and which benefit there will be generated. A benefit motive will be the driving force behind the planning requirement.

A broad variety of literature is available on the international book market for the industry. Much of the literature, currently being published, addresses the necessity of planning in the profit and “social-profit” sectors.

Most of the sports faculties of the traditional universities have departments “sports management”. But not much specific literature is available for social-profit sport-organizations.

Strategic planning is rather well introduced in international and national sports-organizations which are professionally steered and well structured with personnel, which is qualified to exercise it. But there are many sports-organizations which are mainly focused on their daily work and problems and do not have the staff capable to think about and exercise “strategic planning”.

#### Strategic planning and implementation as an essential part of sport development

Strategic planning is a very important tool to develop a sport-organization to its best. It is necessary to have specific know-how and resources to develop these plans. There are important similarities but also important differences between strategic planning in organizations driven by financial benefit (companies, banks, etc.) and social profit organizations (such as most sport-organizations). The primary financial driver in these organizations is not profit, but to maximize output within a given budget and, while elements of competition do exist, it is much more common to think of comparators rather than competitors, (Kriemadis, T. et al., 2007, p.27).

But especially grassroots sports-organizations are acting in a broad and manifold area, with similarities to an industrial “market field”. There exist many criteria, which you will also have in an “industrial market field”. Insofar it is obvious that a sports-organization should use the tool “strategic plan” if it would like to be successful in its specific environment.

To create a strategic plan is one thing; to implement this plan into the organization is another, sometimes more crucial thing. Therefore the implementation needs as well considered and controlled procedures with concrete working plans and defined working structures. You have to follow a very well structured and precisely defined agenda and working flow what gives a high pressure to analyse and consider your activities very seriously.

Moreover besides the perspective to become really successful, when following a strategic planning and implementation process, there will be some very interesting and surprising side effects:

- You will get to know your own organization much better.
- You will realise how capable your organization is.
- You have to define your objectives much more clearly than you did before.
- You will become aware of your “real” competitors/comparators.
- You will discern your “market field” much better.

## II. Guidelines to create and implement promotion-programs and strategic plans for physical activity promotion for older people in sport-organizations

The sport-organizations included in the ActiveAge Project have created promotion programs and strategic plans. They are briefly described as practice examples in the toolbox document 1. This collection and interpretation of current promotion programs and strategies for interventions on target groups of older people, already existing in our project partner organizations, has been the basis to create 9 general guidelines.

The following guidelines should serve as an orientation for project partners as well as for other interested sport-organizations not yet having such plans. They can also assist to check plans already in practice and to replenish them.

Furthermore the self-assessment manual in the toolbox document 2 includes a set of questions, which can be used as reference points to create a strategic plan. But it's not recommended to take for an individual planning concept all reference points from the external and internal analysis or all goals, objectives and measures, mentioned in the assessment manual into account. A selection according to the current preconditions and the favorite objectives is recommended.

Each organization is specific!  
Each organization needs its own strategy!

But 4 main steps should be pursued in any case:

1. A serious analysis of factors giving reasons for the creation of the plan should be conducted. Internal factors, related to the respective association should be considered as well as external conditions.
2. The identified outcomes of the analysis have to become transformed into a general vision and mission, goals and objectives and operative modules.
3. The implementation needs to be well considered and controlled
4. The whole strategy needs serious evaluation and from time zu time updating.

### Guidelines to create and implement promotion-programs and strategic plans for physical activity promotion for older people in sport-organizations

#### Step 1

Guideline 1 – Identify the internal preconditions and the potential for the promotion-program and -strategy within your organization.

Guideline 2 - Identify the external preconditions which support your promotion-program and -strategy.

#### Step 2

Guideline 3 – Transform the results of your internal and external analysis into a vision and mission paper. Present it to the leading bodies of your organization and get a formal approval.

Guideline 4 – Draw up the strategic plan for the promotion-program.

#### Step 3

Guideline 5 - Create operating plans/working plans for each of the subdivisions of the promotion-program with determination of priorities, timetables and authorized budget plans.

Guideline 6 – Inform about the topical status and forthcoming actions internally and externally.

Guideline 7 – Conduct the working plans step by step and monitor the feasibility of the proceedings.

#### Step 4

Guideline 8 – Create and use regularly evaluation tools.

Guideline 9 – Update the strategic plan continuously.

#### **Guideline 1: Identify the internal preconditions and the potential within your organization for your promotion-program and -strategy.**

At the beginning of your planning process you should identify the openness and willingness of the leading bodies and persons in your organization to invest in physical activities and sport for the target group of older people. This is a key question before you start the planning process. If the common understanding seems not to be sufficient, then one should consider how the bodies or responsible persons can be convinced of the benefits of such an investment. When the back up from the leaders is secured it's much

easier to engage others in your organization to go along the program right from the outset.

After the general agreement from the leading persons examine the overall activities of your organization regarding their feasibility for older people. Identify the spreading and the kind of activities for older people in your organization and evaluate the quantity and quality to improve the situation. Moreover an assessment of the availability of human resources (instructors and leaders) is prudent for the planning process. Last but not least first considerations about possible financial resources are necessary.

**Guideline 2:  
Identify the external preconditions which support your promotion-program and -strategy.**

You should obtain knowledge about the societal and individual importance of your matter, to convince your organization about the benefits of the engagement in physical activity promotion for older people. Based on demographic changes and related social problems the societal needs and challenges are obvious. Social policy makes this situation a subject of public discussion and supports strategies to counteract, even more in regard to physical activity promotion. The contribution of sport-organizations to support the solution of social challenges has been often demanded. The chances to get support for project funds are rather high.

Also individual prevalence of attitudes and behaviour of older people give reasons to invest in more and better physical activity programs in the sport-organization. On one hand with the fast increasing number of older people sport-organizations can expect a greater demand for activity programs. On the other hand the still rather high degree of inactivity among older people challenges sport-organization to approach particularly this target group as a good resource for new memberships.

**Guideline 3:  
Transform the results of your internal and external analysis into a vision and mission paper. Present it to the leading bodies of your organization and get a formal approval.**

Taking into consideration the prevailing preconditions it's recommended to compress the rationale of your program in a short, convincing document including key messages, what you intend to get from this program. A formulation of a vision might be for example "Encouragement of older adults for more physical activity and sport in our clubs". And a more focussing mission could be "Capacity building for physical activity of older adults on all levels of our sport-organization".

The vision and mission should be underlined by a short characteristic of the external background and the internal status quo, pointing out what it is to be achieved, and the benefits expected through the implementation of the program. Furthermore the main fields of action should be mentioned in this paper, e.g. installation of more groups for older adults in clubs, development of more and better fitting exercise programs, recruitment and qualification of instructors, strategic management of the promotion activities. Last but not least a provisional estimation of necessary resources should be pointed out.

Go for a formal approval of the mission paper through the leading bodies. Offer to discuss questions in advance, try to detect sceptic persons and convince them separately. For such an ambitious program you need always engaged persons, who make the program their own affair.

Communicate the document on all relevant levels of your organization. A particular brand and slogan can cause more attention. Take also into consideration to inform other appropriate stakeholders involved in physical activity promotion for older people about your program.

**Guideline 4:  
Draw up the strategic plan for the promotion-program.**

After such preparatory actions, pointed out in the first 3 guidelines, you've a solid starting point to create a strategic plan for your promotion-program. The well-founded selection of the main strategic goals is the first important step. Such goals might be:

- Recruitment of new and retention of existing members
- More tailor-made physical activities and exercise programs
- Recruitment and education of instructors
- Improvement of the infrastructure to carry out the activity programs
- Creation of appropriate organizational structures on all levels of the organization
- Recognition of the organization and the clubs as competent and social responsible stakeholders

Some goals should become differentiated and more concrete through sub-aims/objectives. E.g. the goal "recruitment and retention of members" ask for a differentiation and special addressing for example of "persons never having been active in a sport-club", "persons having been a club member in the past", "passive club-members" or "club members wanting to change the activity". Or the goal "tailor-made activity programs" needs a clear determination of sub-target groups as inactive older adults, fit old people, or very old people. (More in chapter C of the handbook).

The strategic goals and objectives have to become underpinned with concrete measures and action-plans.

**Guideline 5:  
Create operating plans/working plans for each of the subdivisions of the promotion-program with determination of priorities, timetables and authorised budget plans.**

The successful implementation of a strategy plan is mostly dependent on a competent and operative management team. With the appointment of this team - composed of a program manager, a steering group (if required) and/or a task force-starts the implementation process.

It's recommended that this team defines and work out the individual operating modules. Each of the operating plans should point out the objectives, assigned actions, working structures (size of the working group; working group leader and involved persons), timetable, available budget, documentation of outcomes.

Furthermore the management team should discuss and determine operational guidelines as well as how to monitor the working groups and to revise their tasks. Discuss your working plan in an open dialogue within a common meeting with all persons responsible for the different sections of the strategic plan.

The management should also seek for external supporters of the program. Such support might be obtained from external expertise (e.g. cooperation with scientists or relevant stakeholders), sponsorship or public project funds.

Finally a kick-off-conference is recommended with all working groups and most relevant officials of your organization; such an event might be enriched with speakers from the political level as well as with lectures from experts in particular program topics.

**Guideline 6:  
Inform about the topical status and forthcoming actions internally and externally.**

The program-management has to take care internally for a regular exchange of information about the status of the working procedures and the forthcoming actions within the different working fields. Furthermore a regular report should be presented to the leading bodies of your organization.

Moreover the management should keep the whole organization on all levels updated through periodical reports about the program and its progress. Use all available communication channels inside and outside your organization (web-page, newsletters, social media etc.) to strengthen the awareness for the program and to keep it alive.

Try hard to put the promotion program, its strategy- and implementation-status on the agenda of politically most relevant conferences and meetings of your organization as much as possible.

**Guideline 7:  
Conduct the working plans step by step and monitor the feasibility of the proceedings.**

As the program strategy and its implementation is a rather complex issue, you should be aware of unforeseen obstacles; and sometimes you've to recognise that objectives and actions can't be realised as planned. Often the timeframe for the implementation of actions within the organization is too ambitious, and if you expect to realise too many tasks at the same time your actors feel overloaded.

Therefore the management should be cautious and realistic in regard to the realization of the work plans and suggest a step by step proceeding in a certain order. For example the organization of education courses for instructors should be planned not before an initiative has been started to recruit instructors, or you should at first be able to provide fitting exercise programs for particular sub-target groups of older adults and qualified instructors before you start initiatives to establish new activities in your clubs for such target groups.

A well considered schedule and order of tasks inside the working groups as well as for the overall implementation proceedings is a crucial challenge for the management; it needs a high sensibility and willingness for cooperation as well as the ability for a sensitive monitoring.

**Guideline 8:  
Create and use regularly evaluation tools.**

A constant careful and almost comprehensive documentation of all proceedings within the implementation –including weaknesses and failures-is an often neglected task of the program management. But it makes much easier answers on requests, the internal and external communication, intermediate reporting as well as the overall report about the program later on. In this regard it's recommended to determine in advance the system how you want to arrange and to save all documents.

To make the impact of the program comprehensible and as measurable as possible the provision and use of different evaluation tools is strongly recommended. The management should collect data from available documents like yearbooks, brochures or yearly statistics often published by sport-organizations and their sections on regional or community level (Table 2).

Aim and potential outcome indicator	Method of outcome measurement	Place of measurement
Increased membership of older adults in the clubs	Yearly membership statistics	National level
Increased number of activity groups for older adults in the clubs	Questionnaire to be distributed to club leaders and managers	Community/club level
Provision of more sub-target group differentiated activities; name of the activities	dto.	dto.
Number and kind of education measures for instructors; number of participants	Registration through the education departments	National and/or regional level
Creation of particular functions or working structures responsible for older adults	Questioning of the regional administrations of the organization	Regional level
Development of internal and external partnerships	dto.	dto.
Penetration of the strategy in the lower sections of the organization	Interview and dialogue with leaders and managers	Regional level

Table 2: Suggestions for evaluation tools (own table, 2013)

Furthermore the preparation of assessment forms (questionnaires, structured report forms etc.) for all working groups as well as for responsible leaders on the lower levels of the organization is recommended.

Also well-directed observations and interviews by the project management may replenish the evolution procedures. If feasible an audit by an external expert should be considered.

**Guideline 9: Update the strategic plan continuously.**

As already pointed out it can't be expected to realise the strategy plan and its implementation fully to its previous intentions. The management has to be open for changes and actualisations and should revise the plan whenever it is necessary.

Gained experiences and well-directed observations throughout the working procedures, supported by regular feed-back from the actors and through objective evaluation tools should provide the basis for a continuous adaptation and updating.

It's necessary to keep the leading bodies of your organization informed about the alterations and actualisations. For bigger changes (e.g. in the budget plan, cooperation with sponsors or external partners or skipping certain strategic goals) you might need an approval from your board. Bigger changes need also to be communicated in your whole organization.

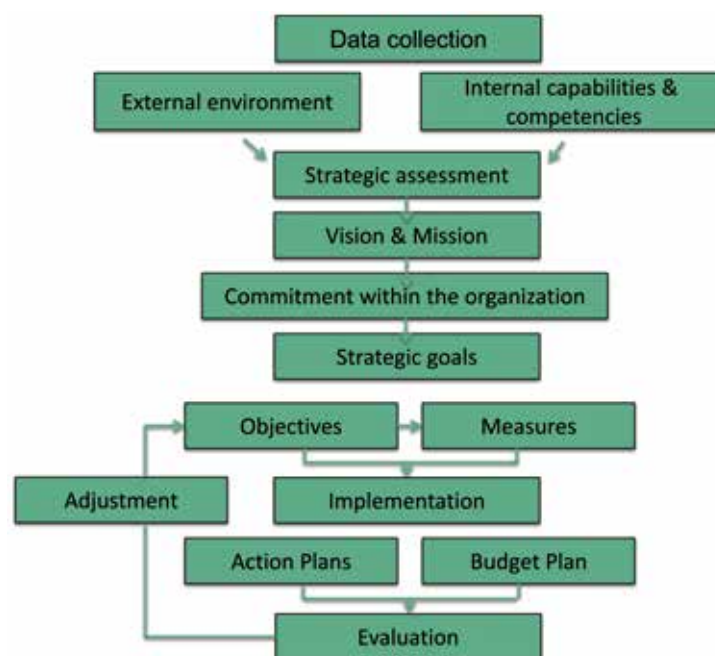


Figure 8: Model to create a strategy plan (own illustration, 2013)



## C. Target groups and fitting exercise programs



### I. Introduction

Physical activity (PA) is proved to be an important health resource in all age groups. The dose-effect of PA increases with the volume (duration, frequency), the intensity and also with the type of activity. With regards to the type of activity, “exercise” (like fitness training or aerobic exercise) was shown to be more effective for improving fitness and health than “sport” (like soccer or golf) and “activities of daily living” (such as gardening, shopping or walking to bus station). Exercise means well-structured physical activity enhancing systematically the fitness factors endurance, strength, flexibility, coordination and relaxation. Though recommendations for Health Enhancing Physical Activity (HEPA) in adulthood differ considerably, there is an agreement that recommendations should include quantitative advice (“accumulate two to three hours per week or more of PA of at least moderate intensity”) as well as qualitative advice (“include in the above amount of physical activity exercise”).

Previous intervention research with highly sedentary adults has shown that starting to exercise for at least 90 minutes per week in a group training program, in addition to at least 90 minutes per week of “activities of daily living” with moderate intensity, significantly improved physiological as well as psychological and social health markers within one-year.

That means, exercise programs should be planned and conducted under consideration of this knowledge and these recommendations (e.g. Abu-Omar, Rütten 2006, Brehm, Wagner, Sygusch, et al. 2005, Chodzko-Zajko et al, 2009, US Department of Health & Human Services 2008, WHO 2010).

And at this point sport and gymnastic federations have a high responsibility, because they should be able to guarantee a high quality of exercise programs for all relevant target groups. With respect to the growing number of elderly people and their specific preconditions a special focus is needed for sport and gymnastic federations in planning fitting exercise programs.

### II. Recommendations for differentiating target groups

For the planning of exercise programs the preconditions of the exercise participants are of high importance. Exercise programs are only fitting to target groups when relevant physiological as well as psycho-social and behavioral preconditions are included. This is especially important in older age groups when the differences in preconditions are increasing. On the basis of the knowledge out of research as well as out of the experiences in our sport-organizations, the working group recommend to differentiate three target groups within the elderly participants in exercise programs: “Active and fit older people”, “older sedentary people, often with health problems and health risks”, “old-old people with activity restrictions”. Within this differentiation further group building aspects could be relevant, like gender or living situation. The following differentiations include some suggestions of the “WHO - Heidelberg guidelines for promoting physical activity among older persons” from 1996 (WHO, 1997).

#### 1. Active and fit older people

- Activity behavior: Exercising habitual – in a group or alone - at least once a week by straining systematically most of the fitness factors. Additional extra activities of daily living (e.g. using stairs instead of elevator).
- Physiological preconditions: Be able to cope with everyday life physical requirements, e.g. walking quickly, climbing stairs over several floors, gardening) and exercise in groups without problems. No or few health-risk factors.
- Psycho-social preconditions: Especially able to manage mood, being confident to keep fit till the old age, integrated in social networks.

General recommended exercise programs for this target group come especially out of the fields of fitness-activities and nature sports / activities.

#### 2. Older sedentary people, often with health problems and health risks

- Activity behavior: No or unsteady exercising, often for many years. No or very few extra activities of daily living (e.g. don't use stairs instead of elevator).
- Physiological preconditions: Have some problems to cope with everyday life physical requirements, e.g. breathlessness when walking quickly or climbing stairs. Some problems with simple exercises for strengthening or flexibility. Mostly several health risk factors.
- Psycho-social preconditions: low self-confidence to keep oneself in a good shape. Often bad mood. Sometimes also problems to integrate in social networks.

General recommended exercise programs for this target groups are health enhancing exercise pro-

grams promoting the new health-behavior – some with special aims concerning the health and/or social situation of older people (e.g. fall-prevention, brain-training)

### 3. Old-old people with activity restrictions

- Activity behavior: Problems with activity behavior, concerning subjective and objective restrictions (e.g. have problems to stand, lie in bed most of the time).
- Physiological preconditions: Have severe problems to cope with everyday life physical requirements, walking restrictions. Often restriction when exercising in a standing position.
- Psycho-social preconditions: Very different, but often high barriers to join an exercise groups (e.g. low self-confidence).

General recommended exercise programs for this target groups are health enhancing exercise programs – aligning with the preconditions (e.g. health, social) of the old-old people (e.g. chair gymnastics).



## III. Recommendations for the planning and description of exercise programs

### 1. Name of program

The name of the exercise program should give a first idea about the type of activities, maybe also the target group. The name should also be somewhat motivating to participate.

### 2. Documentation/Publication

An exercise program on a national or federation level should be documented in a way, that it can be the basis for the training of instructors and for a high standard in realization on the club level.

### 3. Description of target group

The target group of the exercise program should be described carefully and it should be clear in the documentation how the activities of the program are fitting with the preconditions of the target group.

### 4. Preconditions for program

For example the social environment of the exercise program or the requirements concerning room, material and so on should be described.

### 5. Goals of the program

A clear defining of goals is very important – on the one hand the goals for an improvement of fitness factors, on the other hand goals for the promotion of psycho-social health resources (e.g. self-concept, group building) and behavior development.

### 6. Sessions/Units & Sequences

The description of the sessions/units of the exercise programs should have a clear structure (e.g. sequences). An often used structuring of fitness programs is (see for example the American College of Sports Medicine, 2006):

- Warm-Up: Low-intensity large muscle activities (e.g. walking, stretching).
- Stimulus or Conditioning Phase: Includes endurance, resistance & flexibility exercises.
- Recreational activities: e.g. rhythmic activities with music, and/or modified games to experience successful participation.
- Cool-Down: e.g. stretching, relaxation.

Another structuring, especially in specific health enhancing exercise programs, is the seven sequence structure (e.g. used in the German Gymnastic Federation, Brehm et al., 2011):

1. Opening Sequence (about 5 minutes): come together
2. Warming-Up Sequence (about 10 minutes): especially psycho-social stimulation
3. Endurance Sequence (about 20 minutes): e.g. walking or aerobic activities with music.
4. Muscular Strength, Flexibility & Coordination Sequence (about 30 minutes)
5. Relaxation Sequence (about 10 minutes)
6. Final fun and activating Sequence (about 5 minutes): especially for enhancing mood.
7. Information Sequence (max 10 minutes, always combined with one of the sequences 1 - 6)

### 7. Contents & Methods

The contents and the methods of the sessions should on the one hand fit with the goals of the exercise program and the preconditions of the target group. On the other hand especially the contents are standing for a special type of program (e.g. when many games are integrated, when music is used for underlying the activities and making good mood).

### 8. Evaluation within the program (e.g. tests), external scientific evaluation

Hints should be given how the instructor can evaluate the success of his exercise program (e.g. fitness improvement, satisfaction of the participants) and

how the participants get feedback. For a high quality of an exercise program it is necessary to have additionally an external scientific evaluation, if the goals of the program can be reached in reality.

### 9. Qualification of instructor

The standards for the qualification of the instructor to execute the exercise program should be defined clearly.

### 10. Further hints/needs for the implementation of the exercise program in the club (or in another organization)

Implementation processes also should be included into planning of exercise programs, e.g. time, room, material, information for the target groups, advertising.

## IV. Description of exercise programs on a federation and/or national level

To get knowledge of the variety of exercise programs for older people in European Nations it makes sense to analyze – at least exemplarily – the exercise programs on the national level or within federations. With respect to the differentiation of target groups an overview about exercise programs for these groups within some federations and/or countries is given. Exercise programs for the target groups of elderly people are often integrated in a comprehensive scheme or strategy of a federation. This scheme or strategy might also be described within the “overview”.

Furthermore a very concrete description of some – again exemplarily - exercise programs which are used and established within the federation are described, using the structure of our recommendations for the planning and description of exercise programs. You can find these examples in the toolbox document 4.

### Example 1:

#### Overview on programs for elderly in Belgium



#### 1. Target group: active and fit older people

Several sport activities are organized in our 900 local clubs. The most practiced activities are cycling (787 clubs, 33.611 participants), hiking (737 clubs, 28.016 participants), petanque (602 clubs, 17.580 participants), dance (521 clubs, 11.503 participants), gymnastics (237 clubs, 5.516 participants), also golf, tennis, skiing and others. On regional level (18 regional secretariats) lesser known sport activities are also organized, for example Viking kubb, GPS hiking.

#### 2. Target group: Older sedentary people, often with health problems and health risks

The programs ‘Every step counts’ and ‘Every pedal counts’ (see toolbox, document 4) were specially developed to reach sedentary people. Working with several levels makes it possible to adjust the program at the beginning level of every group, even the inactive ones.

#### 3. Target group: old-old people – with special restrictions

- Gymnastics and dance sitting on a chair or in a wheelchair
- Project ‘Every step counts’ in 20 residential care centres
- Project ‘Every pedal counts’ on a home exercise machine in 46 residential care centres

#### Description of programs (exemplarily)

In the toolbox document 4 two programs from Okra Sport are described more closely:

- ELKE STAP TELT (EVERY STEP COUNTS)



- ELKE TRAP TELT (EVERY PEDAL COUNTS)



## Example 2: Overview on programs for elderly in Finland



### 1. Target group: active and fit older people

In the Finnish gymnastics clubs there are a lot of activities, especially in the fields of fitness-sport/ health-sport, which can be joined by active and fit older people. Part of the clubs offer regular activities specially aimed for older people/ seniors.

The clubs arrange mainly group fitness exercises and all the training is instructed by an educated volunteer/instructor. The programs are free, not determined or regulated by the federation. The instructors create the programs with the material, knowledge and examples they learn at the instructor courses and with the experience they have.

Examples: Body, Functional Training, Neck-shoulder-back-groups, Yoga, Pilates, Walking, Nordic-Walking.

- Previous program "SenioRiitta" (SenioRita) during the years 1995 – 2003:  
Program for 50+ women. Program included education for instructors and a lot of different materials. Guidebook for instructors, models for several 60 min group fitness exercises with music and materials for participants. Also materials for health promotion issues. Program was operated in co-operation with The Age Institute in Finland. In some clubs there are still SenioRiitta activities and lessons going on.
- Current programs: "IKILIIKE – Active Age Finland More exercise to the elderly in sport-clubs" (Perpetual motion)  
The project to develop exercises for old people started in the beginning of April 2013 at the Finnish Gymnastics Federation. The objective is to increase the number of elderly doing exercise around Finland and to get them involved in activities at gymnastics clubs. Another key objective is to help clubs finding more instructors for this target group and to enhance the instructors' competence. The goal is to have at least a thousand new elderly enthusiasts engaged in gymnastics by 2020. This project just started 2013 and more results and exercise programs will come later.

### 2. Target group: Older sedentary people, often with health problems and health risks

Since 1950 the Finnish Gymnastics Federation carries out club activities for seniors with the name "Kilta" (Guild in English). There are 129 gymnastics

clubs which have their own guild. Members of the guilds are mainly 60-80 years old and have often a long history in their gymnastics club. These Guilds organize different kinds of activities for seniors for example walking trips and other light outdoor activities, chair gymnastics, friendship evenings, handicrafts or singing. The federation organizes yearly national seminars and other activities for Guilds. There is no national physical exercise program for these guilds.

- Previous program: Voimaa vuosiin – vanhusten liikuntaystävä More power- Exercise friend for older people (about 1998 – 2004)  
Exercise program for old people with the assistance of volunteers. The aim was to train exercise friends for older people. These friends support old people to be physically active at their own homes, senior houses etc. The project also helped old people to have more contact to other people – not feeling so lonely.  
Project included lot of materials: education for instructors (friends), exercise models for old people in all three different target groups, information about voluntary work in senior houses. It was a national program in partnership with the Age Institute in Finland.

### 3. Target group: old-old people – with special restrictions

Some gymnastics clubs cooperate with municipalities. For example the instructors organize exercise activities or chair gymnastics in senior centers. Also members in local Guilds partly belong to this target group. The federation has no documented exercise-programs for this target group.

All previous and current programs are not scientifically evaluated.



### Example 3: Overview on programs for elderly in Germany (German Gymnastic Federation)



#### 1. Target group: active and fit older people

There are a variety of exercise programs in the clubs, especially in the fields of fitness-sport and nature-sport, which can be joined by active and fit older people. The aims of these exercise programs reach from enhancing the physical fitness and body shaping over psychological wellbeing and relaxation till experiences in the nature and with the body. Examples: Fitness Training, Functional Gymnastic, Yoga, Pilates, Indian Balance, Gymnastic with music, Walking, Nordic-Walking. Only few have special denotations like Senior Gymnastic, Aerobic 50 plus.

There are only very few documented exercise programs, with a special perspective on older persons in the title, e.g.

- Linke, Kathrin Andrea; Wollschläger, Ilona: Aquafitness für Senioren. Aachen. Meyer & Meyer Sport, 2011 (Aquafitness for Seniors)

#### 2. Target group: Older sedentary people, often with health problems and health risks

There are some special approved and also evaluated DTB-Programs developed especially for sedentary adults (low fitness-level), and with the focus on health-promotion. Promotion of health resources (physical and psycho-social), the coping with special health-problems and especially the step from exploring to maintaining a health enhancing physical activity are the main aims of these programs. The programs are published as manuals for the instructors. Most of them are also effect-evaluated. The exercise programs differ with respect to core fitness areas (e.g. cardio training), to special health problems (e.g. back-training), or to special knowledge about fitness and wellbeing.

Examples:

- Brehm, W., Pahmeier, I. & Tiemann, M. (2011). Fit und Gesund. Ein Allround-Gesundheitssportprogramm für die Halle. Kursmanual. Aachen: Meyer & Meyer (fit and healthy, - an all-round health-sport-program for the gym)
- Rühl, J., Kreuzer, S & Obenauer, K. (2008). Cardio-Aktiv. Herz-Kreislauf-Training für Jung und Alt. Kursmanual, Aachen: Meyer & Meyer (cardio-aktiv - cardiovascular training for young and old)
- Tiemann, M., Buskies, W., & Brehm, W. (2005). Rückentraining sanft und effektiv; Kursmanual.

Aachen: Meyer & Meyer (back-training soft and effective)

In the last years also three programs were developed and published as manuals for the instructors with a special perspective on the situation of sedentary older people. Some of them are also effect-evaluated. The exercises of these programs are overlapping in some parts. They are focused on aims like consolidation of physical fitness resources to give certainty in everyday life situations (especially coordination, balance, strength), consolidation of psycho-social health resources (especially knowledge, self-confidence, mood management, social integration), decrease of the risk factor sedentary behavior and the risk of falls, commitment with daily physical activities.

- Deutscher Turner-Bund (Eds.): Sturzprophylaxe-Training. Kursmanual, 2. Auflage. Aachen. Meyer & Meyer Sport, 2012 (Fall-Prevention-Training)
- Regelin, Petra; Winkler, Jörn; Nieder, Frank; Brach, Michael: Fit bis ins hohe Alter. Kursmanual. 3. Auflage. Aachen. Meyer & Meyer Sport, 2007 (Fit till the high age)
- Winkler, Jörn; Regelin, Petra: Standfest und stabil. Kursmanual Aachen. Meyer & Meyer Sport, 2012 (Stable and Robust)

#### 3. Target group: old-old people – with special restrictions

“Chair-gymnastic” combined with “rhythmic activities” and “games” are offered since long for the target group of old-old people with restrictions in the clubs of the DTB. But there are few documented programs.

In the last years we tried to come closer to some special problems and restrictions (e.g. dementia, sitting in wheel-chairs) and we try to integrate special situations of this age group (e.g. living in nursing homes).

One program was developed and approved for social networks of clubs and other community institutions. Exercises are overlapping with the programs “Stable and Robust” and “Fit till the high age”, but there are special hints on health problems and activity restrictions typical for many old-old people. Other advices are given how to build up networks in a community with the aim to integrate old-old people with restrictions in this program.

- Regelin, P., Jasper, B.M. & Hammes, A. (2012). Aktiv bis 100 – Hochaltrige Menschen in Bewegung bringen. DTB: Frankfurt. (Active till 100 – moving old-old people)

Another program was developed, approved, evaluated and published as a manual for the special situation in nursing homes:

- Tittlbach, Susanne; Binder, Martin; Bös, Klaus: *Bewegt im hohen Alter: Ein Programm zur psychomotorischen Aktivierung in Altenpflegeeinrichtungen*. Kursmanual. Aachen. Mayer & Meyer Sport, 2012 (*Moved in old age: A program for psychomotor activation in nursing homes*)

A third program has a focus on the combination of brain training and moving. Exercises are offered in four fields of moving: Coordination training, endurance training, dual task training, psych motoric training.

- Deutscher Turner-Bund (Eds.): *Gehirntraining durch Bewegung; Wie körperliche Aktivität das Denken fördert*. Kursmanual. Aachen. Meyer & Meyer Sport, 2013 (*Braintraining by Moving*)

#### 4. Additional activities & social elements

There are also other social and physical activities in most of the clubs which can be combined with the exercise programs, e.g. hiking, bicycling, playing cards, sitting together. But there are no special and documented "programs" of the federation.

#### Description of programs (exemplarily)

In the toolbox document 4 two programs from DTB are described more closely:

- Stable and Robust.
- Moved in old age. A program for psychomotor activation in nursing homes.



#### Example 4:

#### Overview on programs for elderly in Italy (Unione Italiana Sport Per Tutti)



#### 1. Target group: active and fit older people

There are a variety of exercise programs in UISP Committees and clubs, especially in the fields of fitness and nature-sport, which can be joined by active and fit older people.

The aims of these exercise programs reach from enhancing the physical fitness and body shaping over psychological wellbeing and relaxation till experiences in the nature and with the body. Examples: Light Gymnastics, Yoga, Pilates, Yogilates, Gymnastic with music, Walking groups, Nordic-Walking, Tai chi chuan, Qi gong, Memory training, Watergym, Woga (water yoga), Shiatsu, Slowmove

Some of them are documented in exercise programs, with a special perspective on older persons in the title, e.g.:

COLLANA UISPERLAGRANDETA:

- "Ginnastica dolce" - F. Brienza, A. Guaita, G. Troletti
- "Acquaticità" - A. Imeroni - Y Le Camus
- "I gruppi del Cammino" - S. Biscuola, G. Bizzaglia-MC Pavarin, I Gamelli, M. Gasparetto
- "Slowmove" - V. Zaino, F. Magno
- "per Sport" - F. Magno- P.Visentin, V. Zaino
- "Ginnastiche dolci per abitare il corpo" - Quaderni di AreaUISP n. 8
- "il piacere di muoversi" - Quaderni di AreaUISP n.13

#### 2. Target group: Older sedentary people, often with health problems and health risks

There are some specially approved and also evaluated UISP programs developed with the focus on health promotion. The main aims of these programs are: - disseminate the values of well-being and healthy lifestyles; -return dignity, self-esteem and trust people; -reinforce social exchanges; -taking care of own body ; -improve flexibility, balance, coordination; consciousness of own posture; -toning and core stability; -endurance training; -relax and breathing education; -pain reduction; -maintenance of residual motor skills; -re-educational movements; -managing the disease.

The programs are published as manuals for the instructors. Most of them are also effect-evaluated. The

exercise programs differ with respect to special health problems (e.g. back pain, neurological diseases...).

- “Attività fisica adattata” programmi CCM 2013 Regione Emilia Romagna
- “AFA Protocolli di intervento Lombalgia acuta, Sindrome di Parkinson, Sclerosi multipla” .

### 3. Target group: old-old people – with special restrictions

- “Gymnastic at home”: chair-gymnastic combined with light gym, breathing gym and memory training in small groups of 3,4 person plus the instructor
- “Gymnastic in senior homes”: chair-gymnastic combined with light gym, breathing gym and memory training in small groups .
- Specific programs for “falls preventions”

COLLANA UISPERLAGRANDETA:

- “la ginnastica al domicilio” - S. Bianco, A. Imeroni , F. Ursino
- “protocollo sulle cadute” G. Troletti

### 4. Additional activities & social elements

There are also other social and physical activities in most of the clubs and UISP committees which can be combined with the exercise programs, e.g. hiking, bicycling, traditional games, sailing.

But there are no special and documented “programs” from the side of UISP.

### Description of programs (exemplarily)

In the toolbox (document 4) two programs from UISP are described more closely:

- 1 KM FOR YOUR HEALTH – Homogeneous walking groups.
- ADAPTED PHYSICAL ACTIVITY FOR CHRONIC LOWER BACK PAIN.

### Example 5:

#### Overview on programs for elderly in Slovenia (Sport Union of Slovenia, SUS)



### 1. Target group: active and fit older people

There are a variety of exercise programs in the clubs, especially in the fields of fitness-sport and nature-sport, which can be joined by active and fit older people. But there is not official statistic made on the national level.

The aims of these exercise programs reach from enhancing the physical fitness and body shaping over psychological wellbeing and relaxation till experiences in the nature and with the body.

#### Examples:

- ABC Exercise program: Walking, Hiking, Nordic walking, Fitness Training, Functional Gymnastic, Yoga, Pilates.

### 2. Target group; Older sedentary people, often with health problems and health risks

This is a new perspective for SUS. A first program is worked out on the basis of the general ABC Exercise program for active and fit adults: ABC physical exercise for elderly

### 3. Target group: old-old people – with special restrictions

No special programs for this target group

#### Description of programs (exemplarily)

In the toolbox document 4 one program from SUS is described more closely:

- ABC physical exercise for elderly



### Example 6: Overview on programs for elderly in Spain



Physical activity programs for older adults in Spain are developed mainly by the city councils using their sports facilities. Other activities are organized in the health centers, pensioners' clubs, and day centres and residencies for the elderly. This diversity makes it difficult to create common tools for the authorities to evaluate these services. Private residencies and day centers use physical activity as a form of recreation, a way to occupy free time, for functional recovery or for the maintenance of the cognitive functions of the elderly. The federated sport-clubs do not offer exercise programs for older adults. However, they may offer activities for senior sportsman and women.

The Spanish Committee for Prevention and Promotion of Health considers 5 types of elderly people: (1) Healthy elderly person; (2) Elderly person with chronic diseases; (3) Elderly person at risk and fragile (risk: loss of physiological reserve which can lead to the onset of functional deterioration; fragile: situation of vulnerability which requires social and/or health care resources); (4) Elderly person in a situation of transitory and chronic dependence; (5) Elderly person at the last stage of their life. But as far we can see, this differentiation of target groups was not used for the systematic planning of fitting exercise programs.

The provision of physical activity programs in general is aimed at the groups of active and fit older people or older sedentary people, who need to start or go back to practicing the activities. Exercise programs for the "old-old" group or for people with motor limitations are mainly carried out as rehabilitation in residencies and day centers for the elderly.

Although the groups may include people who are under 65 years of age, this is the age at which special discounts are applicable (where they exist) or activities are free. Care for dependents is generally catered for in the health care and social services sector, although physical and sports activities are considered to play an important role in prevention.

The following classification presents a summary according to the types of programs in Spain:

#### 1. Sports programs

These are organized by the specific federations and clubs of the respective sports. There have been proposals to provide federative licenses and activities

for the over 65s. Each sports federation follows its own lines of action with regard to activities or regulations. These programs are fitting especially with the preconditions of the target group of active and fit people.

#### 2. Fitness programs

These are aimed at independent older adults with a good level of mobility. They take place generally in sports centers and/or gymnasia. But there are also open air programs, especially offered in public parks. The participants are older people who have sports experience and background. These exercise programs are also fitting especially with the preconditions of the target group of active and fit people.

#### 3. Socio-motor programs

These are carried out in clubs, civic centers, sports halls, etc. from 1 to 2 sessions a week throughout the year. Their main priorities are: to maintain physical fitness and the cognitive aspects which are prone to alter with ageing; foment relations and communications among the users and help them to conserve their autonomy as long as possible. Examples of activities are: General exercises, Pilates, stretching, keep-fit, water exercise, dance, yoga, tai-chi and other combined activities like motricity and memory. These programs are fitting especially with the preconditions of the target group of older sedentary people.

#### 4. Programs for fragile older people to prevent dependency

These programs are carried out by a multidisciplinary team with the initial intervention of a physician, a health check and the intervention of a physical activity instructor who is responsible for implementing the program. They have come about in the face of the need to offer exercise to older people who go to the "health centers". They are appropriate programs for the target group of old-old people with activity restrictions.

#### 5. Tourist programs organized by the IM-SERSO (Social services)

Some of the organized holiday programs may be oriented towards physical activity, for example the programs which take place in rural environments or spas.

#### Description of programs (exemplarily)

In the toolbox document 4 seven programs from Spain are described more closely:

- El ejercicio te cuida. Junta de Extremadura. (Exercise takes care of you) with sub-program: Camina y charla con nosotros ([Walk and talk with us])
- Madrid en forma. Mayores activos. ([Fit Madrid. Active Elderly])



- PA tasks for adults and elderly people (JUNTA DE ANDALUCIA)
- PLAN CSD A+D – Physical activity for the elderly
- PA for older people – Real Madrid Foundation
- Physical and sports activities for Elderly people from the Diputación de Málaga
- Design and Management of a physical activity program for institutionalized elderly people.

A detailed study can be found in the Spanish publication “PLAN INTEGRAL DE PROMOCION DEL DEPORTE Y DE LA ACTIVIDAD FISICA: PERSONAS MAYORES. CSD; <http://femede.es/documentos/Personas%20Mayoresv1.pdf>

## V. Conclusions: Target groups and fitting exercise programs

Concepts for differentiating target groups for physical exercises within the elderly population are essential but rare!

People are different from each other. By aging, the differences in preconditions are increasing. To build up a structured intervention concept on a national level or within a sport federation there is a need to differentiate target groups on the one hand and develop and establish fitting exercise programs on the other hand.

In guidelines for promoting physical activities as well as in activity recommendations (e.g. WHO, 2010) older people are either seen as a part of the big population group of adults or a very general orientation with respect to the age in years (e.g. 60 years) is given. In our six examples from different European Nations and/or sport-organizations it can be seen, that a systematic planning with respect to different target groups is still in the fledging stage.

For the differentiation of three target groups within our working group “the Heidelberg guidelines for promoting physical activity among older persons” from 1996 (WHO, 1997) was taken as a starting point. These guidelines differentiated already three target groups by considering some important functional and behavioral preconditions. Our differentiation is systematically integrating aspects of activity behavior, of physiological preconditions and of psycho-social preconditions. In this way we describe the preconditions of the target groups

1. Active and fit older people;
2. Older sedentary people, often with health problems and health risks;
3. Old-old people - with special restrictions

### **There exist only few systematic descriptions of exercise programs for older people!**

Our working group is recommending 10 aspects for the description of exercise programs for older people - not only for a comparable assessment of the programs but also for the development of structured intervention concepts: (1) Name of program; (2) Documentation/Publication; (3) Description of target group; (4) Preconditions for program; (5) Goals of the program; (6) Sessions/Units & Sequences; (7) Contents & Methods; (8) Evaluation within the program (e.g. tests), external scientific evaluation; (9) Qualification of instructor; (10) Further hints/needs for the implementation of the exercise program in the club (or in another organization).

As the examples in the toolbox are showing there are not many programs in Europe which can be described closely in such a systematic way. There is a lack especially in evaluating exercise programs for the elderly.

### **Active and fit older people often seem to be integrated in the “normal” exercise programs for adults!**

As our national examples are showing, the active and fit older people look for their exercise programs within the offers of a club for adults – and are then integrated in these groups. But there are also some programs considering the special situation of older fit and active persons – e.g. having, after retirement, the possibility to come together in the morning. Over all, many of the programs seem to be more interesting for women than for men.

### **There exist only few well documented (published) and evaluated exercise programs especially for the group of sedentary older people!**

More than 60% of the older adults in Europe are exercising less than once a week with only 9% stating they exercise “regularly” (European Commission, 2010). The process of progressing from sedentary behaviour to habitual health enhancing physical activity can be understood as a behaviour change process, substituting old (sedentary) behaviours and replacing those with new (more active) behaviours/patterns. This process may take a long time - sometimes years. Individual (e.g. barriers, self-efficacy, motivation) as well as contextual factors (e.g. social support, activity opportunities) are important considerations within intervention concepts for changing the behaviour (Duan, Brehm et. al., 2013).

Coming from such insights, it is clear, that there is also a need for special exercise programs for the target group of sedentary adults, which are considering such important individual and contextual factors. Till now only very few of such programs can be identified!!!

**For the old-old people with special restrictions “programs” often concentrate on (the important) aspect how to reach and integrate these people! The exercise itself is often a minor point!**

The population in the WHO European Region is ageing rapidly: its median age is already the highest in the world, and the proportion of people aged 65 and older is forecast to increase from 14% in 2010 to 25% in 2050. As the population in Europe is becoming older and older, the group of old-old people with special (activity) restrictions is growing. Diabetes, cardiovascular diseases, cancer, chronic respiratory diseases and mental disorders account for an estimated 77% of the disease burden of old people

in the European Region. For example dementia affects 5% of people over 65 on average, and 20% of those over 80. (WHO, 2013). Under these preconditions special exercise programs for the target group of old-old people with special restrictions are very important. But as the analyzed examples are showing such programs are very rare. If there are programs we can find often a focus on the important aspect how to reach and integrate these people (e.g. Italy). More special exercise programs for the target group of old-old people has to be developed, where especially the aspects of networking and promoting settings are also considered.



© drubig-photo - Fotolia.com

## D. ActiveAge instructors

### I. Recommendations for the recruitment and retaining of instructors

#### Human resources management as main task of sports-organizations

The success and attractiveness of sport-clubs are mainly based on the quality of instructors and the quality of their sports activity programs. If the sports on offer do not correlate with the interests and demands of participants/members, the club might not recruit new participants or even loses members.

Nowadays in times of individuality compared to times of family-centred and community-centred lifestyles it is not so easy to find volunteers for sport-clubs. Furthermore the economic situation causes a priority change towards profession and allows less time for volunteer occupations.

Therefore it's always a challenge for the club management to make sure that enough and qualified instructors are available. Retaining instructors is as well essential for the club. It's recommended that one responsible person of the management should take care for this task. Moreover the sport-organization, where the club is a member, should support recruiting and retaining of instructors.

#### The role of instructors as volunteers and professionals

In European sports-organizations the role of instructors and their tasks as group leaders are different. You can find leaders who basically attend a physical activity up to leaders in physical exercise programs with structured, planned support. The activity program can be offered in a gymnasium/sports hall,

outdoor in nature or in water. Some leaders are volunteers without any payment or with expense allowance. Some do it in a professional way with regular salaries. Furthermore instructors are busy in sport-clubs and/or employed in commercial companies.

For working with elderly people we need young and old instructors. Especially old instructors will be very welcome, because:

- They are experienced in aging.
- They are role models to convince/ motivate elderly people to do physical activities.
- They have more time than the middle aged people.
- They have a great life-experience; have the time to study/ train themselves.
- They are a growing target group.
- The engagement as instructor gives satisfaction and a feeling of meaningfulness.

#### Purpose of these recommendations

The following recommendations should support the human resources management of sport-clubs and serve as guidelines, how to recruit and retain instructors in general and older people in particular.

The recommendations are structured by key questions. Advises are differentiated on one hand in regard to the recruitment within active club members and on the other hand in regard to the recruitment from outside the association. The recruiting within active club members seems to be the most efficient way of recruiting.

Where do you search for new instructors?	
Recruiting within active club members:	Recruiting outside the association/sport-club:
<ul style="list-style-type: none"> <li>• Among the members or board members</li> <li>• In training groups</li> <li>• Parents or grandparents of junior members in the club</li> </ul>	<ul style="list-style-type: none"> <li>• Within communal or churchly gathering for elderly persons</li> <li>• In welfare organizations</li> <li>• In establishments for elderly persons</li> <li>• In universities, schools, adult education centres</li> <li>• In newspapers, the internet</li> <li>• On the website of the association</li> <li>• In other (professional) organizations (e.g. companies, local administration departments).</li> <li>• Instructor-sharing with other clubs</li> </ul>

<b>Which people could be interesting for your association?</b>	
Recruiting within active club members:	Recruiting outside the association:
<ul style="list-style-type: none"> <li>• Socially competent talents</li> <li>• Physical and cognitive fit people</li> </ul>	<ul style="list-style-type: none"> <li>• Seniors who are not members yet, but very active and interested in physical activity</li> </ul>
<p>Furthermore:</p> <ul style="list-style-type: none"> <li>• Persons doing a gap year in the social sector or doing the federal volunteer service</li> <li>• Sportive seniors, seniors who have experience in leadership from their former professional activity, physical education teachers</li> <li>• Instructors and coaches educated by the organization</li> <li>• Returnees (former instructors and coaches)</li> </ul>	

<b>How do you recruit new instructors? How is the procedure?</b>	
Recruiting within active club members:	Recruiting outside the association:
<ul style="list-style-type: none"> <li>• It could be useful to create a list with all contact details of potential candidates.</li> <li>• Fixing who is recruiting whom; who comes in contact with the candidate.</li> <li>• Create a guideline with topics for the talk with the candidate</li> <li>• Create a mentoring system which supports and accompanies the candidate</li> <li>• Through a call by the board</li> <li>• Through a call during activities; through instructors (instructor recommended by a former instructor or the former instructor brings in a new instructor)</li> <li>• Through a call in members journal/ magazine</li> </ul>	<ul style="list-style-type: none"> <li>• Through cooperation with institutions like e.g. a teacher-training college or a college of education</li> <li>• Through cooperation and contact with/to health insurance companies, physicians, authorities and local business companies</li> <li>• Through contact to local institutions and organizations in the field of administration, economy and industry</li> <li>• Through networking opportunities for instructors (in the internet)</li> <li>• By the medium of officials of local federations</li> <li>• Through cooperation with other associations sharing an instructor</li> <li>• Through social networks, e.g. Facebook</li> <li>• Through posters, advertisements and/or press reports (local magazines)</li> <li>• Through a personal and direct appeal</li> <li>• Through the word-of-mouth and own networks you can lure and persuade them</li> <li>• Through a recruitment event/ project</li> </ul>

<b>Which qualifications are good preconditions becoming an instructor?</b>	
Recruiting within active club members:	Recruiting outside the association:
<ul style="list-style-type: none"> <li>• They participate continually in training programs</li> </ul>	<ul style="list-style-type: none"> <li>• They are already involved in leadership work and sport-orientated</li> </ul>
<p>Furthermore:</p> <ul style="list-style-type: none"> <li>• Likes to communicate, openly address other people</li> <li>• Likes to help, to bear responsibility, to act</li> <li>• Has a talent for moving or likes moving</li> <li>• Has empathy and interpersonal skills</li> <li>• Has skills to motivate elderly persons</li> <li>• Has social, sport technical, didactic skills</li> <li>• Has knowledge about the organization and their objectives</li> <li>• Likes to take responsibility</li> </ul>	

<b>How can the prospective instructor get introduced into his instructor-position? How can he be supported?</b>	
Recruiting within active club members:	Recruiting outside the association:
	<ul style="list-style-type: none"> <li>• He can attend the operating instructor in his training-group and support him in minor tasks.</li> <li>• He can be invited to meetings with other instructors for exchange of experiences (like a quality circle)</li> <li>• A coach or a mentor can be allocated to him</li> </ul>
	<p>Furthermore:</p> <ul style="list-style-type: none"> <li>• If the new one seems to be motivated and qualified a retraining to an assistant-coach-education and later on to a full instructors-/coach-education is recommended</li> </ul>

### **Useful advice for a person in sport-clubs responsible for human resources management:**

- Recruiting is a permanent task and needs skills from general staff management: Creation of requirements planning (for 3 or 4 years).
- Motivate all club employees, freelancers and volunteers to seek actively and to ask for new instructors.
- Work in a future-oriented manner.
- Act, don't react.
- Identify arguments for benefits of working in the association and for the personal advancement; make him feeling he will join a group of friends.
- Demonstrate professional and personal development-possibilities.
- Communicate directly and personally with the instructor to find out what can be the benefits for the club.
- Describe what you expect from instructors/trainers and what their authorizations are; clarify the goals and target groups; communicate regularly for adaptation.
- Lower the threshold; there is no need to teach a whole class right away.
- Organize team-working and social meetings of young and elderly instructors.
- Enable them according to their competence.
- Take good care of the instructor.
- Give the instructor responsibility and enough freedom.
- Appreciate the instructor and express your appreciation.
- Don't overload them!
- Pay attention to the attitudes of participants to identify, if there is any interest in accepting the role of an instructor.
- Listen to the voice of instructors and their suggestions.
- Support new initiatives.
- Have in mind: a good reputation of your club is effective for marketing; instructors will be attracted by a popular club.

Furthermore, an interview guide is available in Toolbox Document 5.

## **II. Recommendations for the education of „ActiveAge“ – Instructors (based on the European Qualification Framework – EQF)**

### **Introduction**

The success and attractiveness of sport-clubs are mainly based on the quality of instructors and the quality of their sports activity programs. If the sports on offer do not correlate with the interests and demands of participants/members, the club might not recruit new participants or even loses members. Therefore it is necessary for sports-organizations to have well-educated instructors.

#### **Focus on Physical Exercises:**

In European sports-organizations the role of instructors and their tasks as group leaders are different. You can find leaders who basically attend a physical activity up to leaders in physical activity- and more over in physical exercise-programs with structured, planned proceedings.

In our context we refer predominantly on instructor education for physical exercise-programs, which are a subset of general physical activity programs (definition see chapter G. Glossary of terms).

Because of the demographic changes in European countries it is important that elderly get as long as possible self-dependent and are able to live in a self-determined way. Essential preconditions are well-developed fitness factors. The fitness factors are endurance, strength, flexibility, coordination and relaxation. Consequently, it is the aim to maintain or to improve these factors within a regular, systematic training. Therefore these guidelines for instructor's education of elderly people focus on recommendations to be able to offer physical exercise programs.

The function of the recommendations:  
 These recommendations may help sports-organizations to develop education-concepts for instructors of elderly people. The terms competences, knowledge and skills are defined according to EQF Standards Level 4. It depends on every organization and its resources if they adopt these recommendations or if they need to adjust aspects by leaving, adding or modifying.

Organizations with already existing training-concepts can compare their concepts with the recommendations and check if it correlates with the EQF standards Level 4. This can be helpful to improve their educational training-concept.

**The European Qualification Framework (EQF) – Its Benefits and Classification**

EQF is a common European reference frame, which links countries’ qualification system, acting as a translation device in order to make qualifications more readable and comparable.

This will help learners wishing to move between countries or to change the club or to move between educational institutions at home.

The learning outcomes are: (Commission of the European Communities, p.13)

- **Competence** –the proven ability to apply knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF competence is described in terms of responsibility and autonomy.

- **Knowledge** –the outcome of the assimilation of information by learning. Knowledge is the body of facts, principles, theories and methods related to a field of work or study. In the context of EQF knowledge is described as being theoretical and/or factual. **Skills** – array of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.
- **Skills** –the ability to apply knowledge and to use know-how in order to complete tasks and solve problems. In the context of EQF skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

The EQF uses eight reference levels based on learning outcomes. Learning outcomes are defined as “(...) statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence” (EHFA, 2012, p.13).

An Active Ageing Training in the European Health and Fitness Sector is required to work at the EQF-Fitness Level 4 (EHFA, 2012, p.12) (Table 3). In our recommendations for the education of ActiveAge instructors we also strive for level 4 of the EQF-standards.

**What does level 4 mean in the EQF?**

Level of the EQF	<b>Knowledge</b> is described as theoretical and/or factual.	<b>Skills</b> are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	<b>Competence</b> is described in terms of responsibility and autonomy.
<b>The learning outcomes relevant to Level 4 are</b>	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise selfmanagement within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the responsibility for the evaluation and improvement of work or study activities.

Table 3: EQF-Fitness Level 4 (EHFA, 2012, p.13 )

### “ActiveAge” Instructor

The role of instructors and their tasks as group leaders are different. There are leaders who basically attend a physical activity like guides up to leaders in physical exercise programs with structured, planned support. The activity program can be offered in a gymnasium/sports hall, outdoor in nature or in water. Some leaders are volunteers without any payment or with expense allowance. Some do it in a professional way with regular salaries. Furthermore instructors are busy in sport-clubs and/or employed in commercial companies.

Description of tasks (“Job” description) for instructors in physical exercise programs:

The general task of the instructor is to activate elderly people, to help improving the fitness factors and to motivate them to integrate physical activities into their daily life. The main tools are fitting exercise programs see chapter C.

The ActiveAge instructors have to meet more specific and differentiated tasks (than other instructors) regarding planning, organizing, carrying out and analyzing exercise and training units in the frame of fitness and health related programs for elderly people. The instructors should be enabled to offer activity programs for elderly people regardless their fitness levels or of possible handicaps. Their target groups are capable and healthy people as well as old people with handicaps concerning their mobility.

The range of activities has to be varied accordingly. They should include fitness programs appealing to elderly people and motivating them as well as a special training in order to maintain their personal independence and to prevent serious falls; they should encourage personal contacts and security and a life-long commitment to physical activity and sports.

### Aims of Education and the Model of Competences, Knowledge and Skills

The overall aim of the education of instructors is to develop competences, to impart knowledge and to improve skills. The instructor should be able to act autonomously, to make decisions and to take on responsibility for the lessons and the training group.

The project working group for instructor education was striving to identify the necessary competences, skills and knowledge to enable instructors of activities for older people to plan and to carry out target group adapted activity programs on a high quality. Within our working process we studied the “EHFA-Standards EQF Level 4 Active Ageing Trainer” and the “International Curriculum Guidelines for Preparing Physical Activity Instructors of Older Adults” of the WHO Aging and Life Course. Based on these documents we adapted the model of competences

to the needs and interest of sport organizations. We had to take into account that sport organizations have special prevailing conditions through their mainly volunteer based educational structures and through diverse organizational levels; some organization-work centralized from the national level, some decentralized on the regional or local level.

In our recommendations we distinguish between two categories of competences

#### A: Technical Competence

- Ability to apply knowledge (ability to solve problems based on knowledge and dexterity)
- Methodological abilities (ability to identify and use ways and instruments for solving tasks)

#### B: Personal Competence

- Personal Abilities (ability to be realistic about oneself, and to react and decide in a self-confident way)
- Social Abilities (ability to interact with others, to work in a team, or to solve problems together with others).

The following tables outline the competences and assigned knowledge and skills more detailed.



A Technical Competence	Underpinning Knowledge	Skills
<b>Ability to apply knowledge (ability to solve problems, based on knowledge and dexterity)</b>		
<ul style="list-style-type: none"> <li>Ability to define goals together with participants.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of methods of defining objectives (e.g. long-range/short-range goals, SMART (S=specific, M=measurable, A=achievable, R=realistic, T=time-bound))</li> </ul>	<ul style="list-style-type: none"> <li>Formulates individual objectives together with the participant</li> </ul>
<ul style="list-style-type: none"> <li>Ability to create exercise programs that meet the needs of older adult clients.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge about structure, function and meaning of exercise programs for elderly people</li> <li>Knowledge about the fitness factors (endurance, strength, flexibility, coordination and relaxation)</li> <li>Knowledge about scientific findings concerning stamina, coordination and strength</li> <li>Basic knowledge concerning common health problems of elderly people</li> </ul>	<ul style="list-style-type: none"> <li>Initiates/takes care for/supports sports groups</li> <li>Executes exercise programs, meeting the specific needs of the participants and improving the fitness factors of the participants.</li> <li>Offers exercise programs promoting health, physical capacity and personal autonomy of elderly people with regard to physical impairments.</li> <li>Offers an attractive, fun oriented exercise program for specific target groups</li> <li>Knows how to work with participants with stable medical conditions</li> </ul>
<ul style="list-style-type: none"> <li>Ability to develop exercise programs based on screenings and assessments</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning scientific findings and how to keep oneself informed</li> <li>Knowledge how to analyze and interpret screenings and assessments</li> <li>Knowledge concerning health related symptoms and syndromes and appropriate exercises</li> <li>Knowledge about functional anatomy</li> <li>Knowledge concerning appropriate tests (e.g. assessment of fitness levels)</li> </ul>	<ul style="list-style-type: none"> <li>Chooses appropriate exercises after having assessed the specific needs</li> <li>Keeps himself/herself informed about scientific findings</li> <li>Executes appropriate tests (e.g. assessment of fitness levels), and is able to analyze them and takes the appropriate steps</li> </ul>
<ul style="list-style-type: none"> <li>Ability to make use of appropriate equipment</li> </ul>	<ul style="list-style-type: none"> <li>Basic knowledge concerning sports equipment and materials, and their use</li> </ul>	<ul style="list-style-type: none"> <li>Is able to operate the apparatus and materials meeting the specific needs of target groups</li> </ul>
<ul style="list-style-type: none"> <li>Ability to motivate participants for a long-term commitment to sports activities</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning psychosocial resources (motivation, self motivation, social integration et al.) and their impact concerning the modification of behavior and the commitment to an active life style</li> </ul>	<ul style="list-style-type: none"> <li>Is able to systematically and purposefully use and reinforce psychosocial resources.</li> </ul>
<ul style="list-style-type: none"> <li>Ability to react adequate in emergencies</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge about first aid</li> </ul>	<ul style="list-style-type: none"> <li>Is able to make use of first aid if necessary.</li> </ul>



<b>A Technical Competence</b>	<b>Underpinning Knowledge</b>	<b>Skills</b>
<b>Methodological abilities (ability to find and use ways and instruments for solving tasks)</b>		
<ul style="list-style-type: none"> <li>Ability to successively create exercises series</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning the methodological principles of goal oriented learning in sports (from easy to difficult, from well-known to unknown, from simple to complex)</li> <li>Basic knowledge of teaching-, learning-, and training-methods in the frame of popular sports.</li> </ul>	<ul style="list-style-type: none"> <li>Structures training units progressively based on methodological principles</li> <li>Integrates different teaching-, learning-, and training-methods and thus generates varying activity experiences.</li> </ul>
<ul style="list-style-type: none"> <li>Ability to apply pedagogical basic knowledge for planning, organizing, carrying out, monitoring during exercise and analyzing training units.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning time management, project management, documentation, assessment methods</li> </ul>	<ul style="list-style-type: none"> <li>Is able to develop a time schedule (long-term as well as for single training units)</li> <li>Is able to organize the necessary resources (materials, assisting personnel, measuring devices)</li> <li>Documents relevant information (list of participants et al.)</li> <li>Evaluates and reflects his/her training lessons (e.g. by survey or orally)</li> </ul>
<ul style="list-style-type: none"> <li>Ability to execute appropriate teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning teaching methods and learning processes / learning types</li> </ul>	<ul style="list-style-type: none"> <li>Adapts his training concept to the intensity of participation and receptiveness of participants</li> </ul>
<ul style="list-style-type: none"> <li>Ability to execute methods appropriate to commit people to regular sportive activities</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning methods of reinforcing psycho-social resources</li> </ul>	<ul style="list-style-type: none"> <li>Executes methods of reinforcing psycho-social resources</li> </ul>

<b>B Personal Competence</b>	<b>Underpinning Knowledge</b>	<b>Skills</b>
<b>Personal Abilities (Ability to be realistic about oneself and to react and decide in a self-confident way)</b>		
<ul style="list-style-type: none"> <li>Ability to develop a sense for right and wrong</li> <li>Ability for introspection</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning self assessment techniques</li> <li>Knowledge concerning legal bases</li> <li>Knowledge concerning different recent learning and training methods</li> </ul>	<ul style="list-style-type: none"> <li>Regularly self assesses himself/herself</li> <li>Respects the limits of legal bases (e.g. making "diagnoses")</li> </ul>
<ul style="list-style-type: none"> <li>Ability to adapt exercises to the resources/programs and the internal/external basic conditions of a club</li> <li>Ability to act strategically</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning the club's structure of exercise programs and its resources</li> <li>Knowledge concerning the social and sports political development, and the positioning of offered exercise programs</li> </ul>	<ul style="list-style-type: none"> <li>Efficiently implements appropriate exercises and develops strategically suitable exercise program based on the knowledge concerning the structure of exercise programs and the resources.</li> </ul>
<ul style="list-style-type: none"> <li>Ability to act conscientiously</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of ones responsibility for the physical and general personal development</li> </ul>	<ul style="list-style-type: none"> <li>Adapts ones methods in order to responsible dealing with activities, which influence the participants' physical and general personal development</li> </ul>
<ul style="list-style-type: none"> <li>Ability to assert oneself</li> <li>Willingness to learn</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning the own strong and weak points</li> <li>Knowledge how to constantly continue one's education</li> </ul>	<ul style="list-style-type: none"> <li>Self-confidently puts ones ideas into practice.</li> <li>Constantly continues the education</li> <li>Accept advices of others</li> </ul>
<ul style="list-style-type: none"> <li>Ability to independently use own creativity</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning the own strong points</li> <li>Knowledge concerning a large fund of exercises and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Creatively makes use of different learning and training methods</li> <li>Develops exercises by himself/herself using basic knowledge and available material</li> </ul>
<ul style="list-style-type: none"> <li>Ability to develop one's empathy for participants and colleagues</li> <li>Ability to interact sensitively with participants and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge concerning "fields of knowledge" listed under "Technical Competences"</li> </ul>	<ul style="list-style-type: none"> <li>Shows empathy for participants with impairments of any kind, takes care about them and is able to react adequately</li> </ul>

B Personal Competence	Underpinning Knowledge	Skills
<b>Social Abilities (ability to interact with others, to work in a team, or to solve problems together with others)</b>		
<ul style="list-style-type: none"> <li>• Ability to set up and to maintain a network</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge concerning existing/potential networks</li> <li>• Basics of communication</li> <li>• Knowledge concerning own potentials and those of the network partners (e.g. recruiting participants)</li> </ul>	<ul style="list-style-type: none"> <li>• Finds and keeps contacts</li> <li>• Makes use of potentials</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to motivate participants.</li> <li>• Ability to correct participants tactfully</li> <li>• Ability to resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge concerning the basic principles of communication</li> <li>• Knowledge concerning psychosocial resources</li> <li>• Knowledge about training performance</li> <li>• Knowledge concerning exercises, (partner) games, and methods of reinforcing the group spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to make use of the basics of communication in order to lead the group in the best possible way and to react adequately</li> <li>• Is able to correct the participants tactfully and to explain and demonstrate clearly</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to lead groups</li> <li>• Ability to develop group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge concerning the basic principles of communication</li> <li>• Knowledge concerning the specifics of age development of elderly people</li> <li>• Knowledge concerning sex specific activities and sporting interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies basic principles of communication</li> <li>• Takes into account the specifics of age development of elderly people</li> <li>• Takes into account sex specific activities and sports interests of elderly</li> </ul>



## E. Cooperation and networking in the field of active aging with physical activity and sport

### I. Rational for cooperation and networking for the promotion of physical activities and sport for elderly people

Within the strategic development of a sport-organization today it's more crucial than in the past to strive for the equity between the organization and its environment. Sport-organizations today need to serve much more the social needs. An organization today is a lot less able to develop only its own strategy. It is far more dependent than in the past on competitors, governmental bodies, legislation and organizations fulfilling activities in the environment of the activities of the respective sport-organization. Consequently there is a much larger interdependency of sport-organizations with other organizations, governmental authorities and private companies.

Pursuing the wide ranging general vision to make more elderly people more active in physical activity and sport, we have to acknowledge that this challenge is too big for one stakeholder and even more for the sport sector alone. The natural consequence of this is to try connecting different stakeholders and sectors with responsibility and potential high impact on the process of moving more elderly people with physical activity and sport. In this regard it was logical that within the frame of the "2012 Preparatory Actions in the Field of Sport" of the European Commission DG Education and Culture it was obligatory for all project applications to give proof for the dimension of cooperation and networking. The 13 partners involved in the "ActiveAge" project give already a good practise example that cooperation in their field of action is very valuable and productive. Furthermore in many European countries project applications, supported with public money, are obligated to cooperation and networking proceedings.



### II. General advices for networking and cooperation

#### Chances, potentials and stumbling blocks for networking and cooperation

As chances and potentials can be identified the following points:

- Transfer of knowledge: Clubs can share experiences and knowledge and thus gain information, which they probably would not get otherwise.
- Addressing target groups: Clubs can contact people, which they could not address individually, and motivate them to take advantage of the programs the club offers, or to work as volunteers for the club, e.g. by networking with parochial clubs for senior citizens or with volunteer agencies.
- Gaining competence: Clubs can benefit from the competences of their network partners, e.g. if some network partner is able to write excellent press articles and has good contacts to the local press already.
- Solving problems: A lot of clubs don't have sufficient time slots in halls for practice. This problem could be solved by cooperating with institutions for senior citizens, with communal facilities, or with day-care centres. Or when clubs wish to offer programs for very old people, but don't have the means to organize a shuttle service, they could cooperate with nursing institutions, since those normally have a minibus and a driver.
- Representing interests: Networks have more and better chances for lobbying than individuals. They can represent their interests on a broader base, and their voice will be better heard by decision-makers and opinion leaders.
- Making use of contacts: Personal contacts with people occupying important positions (such as the allocation of training halls, granting of funds, foundations) facilitate the running of a club. Quite a few (administrative) barriers might be easier to overcome by being personally acquainted with a great number of people. Cooperation facilitates the organization of a wide network of contacts.
- Reducing costs: If each partner has to pay only his share in the common project, each of them will save money and can thus reduce costs.
- Experiencing community: Teamwork is more fun – you can motivate, compliment, and encourage each other, you can be happy together about your success, and you can overcome failures better.

But of course there should be taken into consideration as well stumbling blocks for cooperation and networking, e.g.:

- The objectives are not definite, or are not shared by all partners
- Agreements are not observed, or tasks are not completed.

- The coordinator raises his own interests above those of the network.
- A certain partner has to invest more than he gains from the network.
- The time required is too great.
- The protagonists act as competitors instead of cooperating trustfully.
- The network turns into a mere talking-shop.

### Factors of success for networks

Successful cooperation and networking depends in general on three essential factors:

- The right mix of players
- Shared or complementary goals
- Good working relations.

This means in details:

- **Cooperation- and network-partners need to be prudently identified.**

Searching for suitable stakeholders needs a careful identification of their potential to be able to contribute to the mission of the network.

- **The objectives have to be clear and definite!**

The objectives are especially important for a network: They should be put clearly and definitely and be shared by all partners. Each partner must be able to identify with these objectives. Examples may be: “We want to establish a movement program for very old people together”, or “We want to take care for the health of all elderly citizens of our town”. Then the objectives can be the trigger for creating the network, a guidepost for a long lasting cooperation, and an incentive for keeping up when obstacles and failures occur.

- **A network needs a coordinator!**

A network needs a coordinator or a manager. The team has to be pulled together. The manager directs the work by, e.g. inviting for meetings, coordinating dates, allocating tasks, spreading information, securing adopted procedures. He keeps also the day-to-day work running without losing sight of the objectives. The point is not to force things, to direct, or to determine. Each partner of the network is equally important, and all partners cooperate on an equal footing. But – one person has to hold the reins in his/her hands. The function of the network coordinator can also be performed alternately by different people.

- **A network needs clear working structures!**

A network only can work successfully, if the partners agree upon clear structures and respect them. This can mean, e.g. that they meet regularly each month for a network meeting, where they adopt the necessary steps in order to achieve the objectives, allocate important tasks and make further arrangements. These arrangements are documented by minutes. A certain sensibility for different working cultures within different stakeholders is strongly recommended.

A checklist to assess the quality of a created network is put into the toolbox document 5.

### Networking is a process – from establishing to keeping together

#### Phase 1: Preparation

The initiators determine the main objective of the future network, and think about ways of achieving this objective. Then research is done in order to see which other institutions, clubs, federations, or individuals pursue the same or similar interests.

#### Phase 2: Establishing contacts

Now the initiators make first contacts with prospective partners in order to talk, exchange views, and get to know each other. It is not yet determined, who ultimately will join the network as a partner.

#### Phase 3: Formation

In a first joint meeting the network is constituted. The common objective is determined consensually, and then single constructive measures are planned and agreed. First considerations are given to the network's management and the communication between the individual partners.

#### Phase 4: Stabilisation

Further on the network's organizational frame is jointly determined and adopted. Responsibilities are defined. Who will take the task of coordinating the network? At the same time single agreed measures are jointly carried out and analysed afterwards.

#### Phase 5: Formalisation

It is crucial to document the courses of action, responsibilities, regulations and measures adopted. Documenting these agreements creates commitment. It can be done by means of contracts, though sometimes meeting minutes and lists of tasks may be sufficient. In addition the network's partners reflect about presenting the network effectively in public, e.g. by press releases, press conferences, public relations activities.

#### Phase 6: Perpetuation

The objective being achieved, the following question arises: Should the network continue keeping together? Then the cooperating partners must define and jointly agree upon a further reaching new objective. The perpetuation of the network might be reasonable. It could be implemented by integrating it into already existing structures or by creating new ones.

### III. Networking in the field of Active Aging

#### Sport-organizations as relevant partners

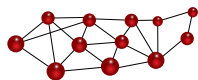
Cooperation and networking in the field of active aging has undoubtedly progressed for some time. Numerous examples can be identified on local community level, on national and regional as well as on international level. The “European Year for Active Aging and Solidarity between Generations 2012” has given a particular push in this regard and induced as well some national programs and activities with the dimension of networking.

The sport sector seems to be on all levels a highly appreciated partner in different cooperative projects and networks dedicated to the target group of older people. Within the <Fit for Life> project -also supported through the 2012 Preparatory Actions - focussing on promotion programs as cooperative projects for older people under the leadership and coordination of city departments many projects have been identified, where beside the health sector the sport associations are most relevant partners.

A small survey within the ActiveAge project partners gave also proof that on the national level most of the partners are involved in cooperation and networking programs for elderly people. But mostly they play not a prominent role as initiators or coordinators and leaders neither in bigger and sustainable acting sport internal networks nor in cross-sector networks.

#### Example for a local network on <Active Aging> created through a sport organisation

##### Frankfurter Netzwerk Aktiv-bis-100



#### Mission:

To provide exercise programs for old old people (80+) who still live at home and have never been active in sport.

#### Network partners:

11 sport- and gymnastic clubs;  
5 welfare organisations; 1 professional organisation for ambulant senior support and in-patient stay in senior homes; 4 community departments.

#### Activities:

20 exercise groups all over the city.

#### Initiator & coordinator:

German Gymnastics Federation; Regional Gymnastics Association

But as sport-organizations can be assessed as most suitable stakeholders to provide activity programs for elderly people within their sustainable structures the sport sector should enhance its efforts to improve networking on one hand within the sport sector itself but more over in regard to external, cross-sector networking.

#### Example for a network on national level with a sport-organization as sport-organization as leader



#### OKRA-SPORT PROJECTS EVERY STEP COUNTS AND EVERY PEDAL COUNTS

A walking and cycling program to reach a personal goal and health benefits

#### Network partners:

OKRA-SPORT (Leader of the network)

Coordinate project; developing specific materials (walkingbox – cyclingbox) to be able to carry out the projects locally; organizing education of the volunteers (peers) to work with the project; final report

KULeuven (Catholic University of Leuven)

Developing training schedules; scientific research of the results

VIGeZ (Flemish Institution of Health and Prevention of Disease)

Education of the volunteers (peers) how to motivate not physically active seniors by face to face conversations to participate at the projects (this course is called ‘It’s OK to infect the others’); evaluation of the process of the project

OKRA (socio-cultural elderly organization)

Enabling local board members to visit not physically active seniors to motivate them by face to face conversations to participate at the projects

Residential Care Centre

Implementation of the projects in the residential centre for the residents

Flemish Government

Financial support

#### Strengths and success factors of this network:

- Each partner has his/her own expertise needed to build the project in a qualitative manner;
- The objectives were well definite and each partner knew which input was expected from them.

As there does not exist until now a regular cooperation and networking between sport-organizations on international level in the area of active aging it's a particular aim of the ActiveAge project to create a "European Platform for Active Aging in Sport" (EPAAS). This platform aims to continue cooperation within the ActiveAge partners and to include more sport-organizations interested to promote physical activities and sport for elderly people. Moreover the platform aims to support sport-organizations to initiate own networks on national, regional or local level. Furthermore the platform wants to connect with already existing external networks, where physical activities for older people are also a crucial topic.

### International Networks on Active Aging (selection)

#### Networks with physical activity in focus:

- EUNAAPA (European network for action on aging and physical activity) – [www.eunaapa.org](http://www.eunaapa.org)
- EGREPA (European group for research into elderly) – [www.egrepa.org](http://www.egrepa.org)
- HEPA-Europe (Health enhancing physical activity Active Aging Working Group) – [www.euro.who.int/en/health-topics](http://www.euro.who.int/en/health-topics)
- Active Aging Network (Victoria/Australia) – [www.activeageingnetwork.org.au](http://www.activeageingnetwork.org.au)

#### Networks with physical activities as one component of active aging :

- AGE Platform Europe - [www.age-platform.eu](http://www.age-platform.eu)
- EuroHealthNet. Healthy Aging – <http://www.healthyageing.eu>
- EuroHealthNet – <http://eurohealthnet.eu/organisation/organisation-network>
- ISAPA (International Society for Aging and Physical Activity)
- European Innovation Partnership on Active and Healthy Aging – [www.ec.europa.eu/research/innovation-union/index\\_en.cfm?section=active-healthy-ageing](http://www.ec.europa.eu/research/innovation-union/index_en.cfm?section=active-healthy-ageing)
- EXERNET Research Network in Physical Exercise and Health for Special Populations. [www.spanishexernet.com](http://www.spanishexernet.com).

### Suitable partners for cooperation and networking

To identify suitable stakeholders to become a partner in a network for physical activities of older people and to engage them into the work is the first crucial task, when you intend to initiate the network. The situation is very different in each country. One should look into different society sectors for partnership, such as the health-, culture-, economic-, political- and governmental sector.

We have asked the sport-organization involved in the ActiveAge project about their cooperation and networking for the promotion of physical activities and sport for elderly people. Almost all partners cooperate with other organizations in this field of action, but they are hardly leaders or initiators of networking. Most favourable is cooperation within the sport sector and with political administration departments, who often financially the activities support. Also cooperation with the health sector and with experts from the scientific community is rather frequent. Cooperation with stakeholders from the welfare sector and with cultural or religious institutions seems to be rarer and the economic sector is not yet really perceived as a potential network partner.

### **Who qualifies as a partner for sport-clubs?**

#### **Local institutions (sports department / social services department)**

... for common events; for finding exercise rooms; for involving the club into decision making processes; for cooperating with political allies; for being informed about offers being made; for good public relations ...

#### **Religious parishes / agencies of geriatric care**

... for exchanging personal and spatial capacities; for organizing a transport service for handicapped people; for mutually making use of offers and consultants; for organizing a brain-sport program; for common events ...

#### **Other sport-clubs**

... for a bigger and more varied program; for facilitating the organization for officials; for commonly purchasing apparatus; for exchanging experiences ...

#### **Sports federations**

... for giving advice with qualifications and subsidies; for support at information events ...

#### **Commercial partners**

... for events; for subsidizing or financing e.g. apparatus; for advertising club programs ...

#### **Health organizations / health system / medical fraternity**

... for recommending the club's health programs; for making use of facilities (e.g. therapeutic pools in hospitals); for giving lectures for club members ...

#### **Organizations / offices for the elderly**

... for finding honorary co-workers as competent partners for working with elderly people, especially in non-sport areas; for events; for mutually complementing programs; for advertising the club's sports programs; for addressing new target groups not yet actively practising sports ...

#### **Health insurance companies**

... for advertising sports and fitness programs; for financial support by health care coupons etc.; for sponsoring; for addressing new target groups ...

#### **Political decision makers and experts**

... for public relations; for strengthening the importance of the network; as experts passing on up-to-date knowledge ...

#### **Tourist organizations**

... for commonly organizing trips and leisure events with attractive sports- and health programs; for advertising the club's programs ...

#### **Housing societies**

... for supplying exercise facilities; for addressing new target groups ...

#### **Cultural centres**

... for advertising sports programs; for contacting elderly people; for mutually complementing programs; for finding honorary co-workers; for supplying exercise facilities ...

#### **Migrant organizations**

... for addressing elderly people with a migration background; for finding honorary co-workers; for supporting integration; for advertising the club's programs ...

Source: Deutscher Olympischer Sportbund, 2010, p.20

Generali Insurance and German Gymnastics Federation

# A commitment to accompany the sport.



# GENERALI

Versicherungen

Schutz unter den Flügeln des Löwen



Since 2012 the Generali Insurance is premium partner of the German Gymnastics Federation.

We support the members of the DTB with exclusive information about prevention, protection and safety as well as with an extensive range of products to special conditions.

Over 6 million people trust us.

We are looking forward to advising you.

[www.generali.de](http://www.generali.de)

**DTB**   
DEUTSCHER TURNER-BUND



## F. Toolbox to support operational procedures

### Toolbox Document 1:

#### Examples of programs and strategies to promote physical activities and sport for elderly people in sport-organizations

Each organization is specific! Each organization needs its own strategy! But good practise examples can be a treasure trove for organizations already involved in strategies for elderly people to explore new ideas and to adapt certain points. Moreover sport-organizations not yet engaged in strategic approaches to promote physical activities for elderly people can become inspired starting to develop own strategies. All examples are described according to a determined structure following the same questions.

Even if each of the 8 examples is different, they contain many common points, particularly

- They follow basically the same mission: capacity building for physical activities and sport for older people in their sport-organizations
- They inspire and support their member-clubs to take care particularly for the target group of elderly; on one hand regarding to groups of older club members but as well to promote physical activity and sport externally orientated for inactive elderly people.
- They offer services mainly for instructor education and provide fitting activity programs for different target groups of elderly.
- They are involved in cooperation and networking with different internal and external stakeholders.

#### Example 1: Vlaamse Sportfederatie vzw (VSF)

##### **Give a short characteristic of your organization:**

The Vlaamse Sportfederatie vzw (VSF) is the umbrella organization of the sports federations of the Flemish Community in Belgium.

The goal of the VSF is to promote high-qualitative sports federations by deploying mainly the following activities:

- To act as a representative body for its members to governmental and other public or private bodies.
- To inform its members on a regular base on relevant topics.
- To support its members in legal, administrative, organizational and policy matters.
- To detect the research and study needs for its members.

##### **What is the position of your organization in the national sports landscape? (Acting national, regional, local; member of umbrella organizations; partnerships ;...)**

The VSF is the umbrella organization of the sports federations of the Flemish Community in Belgium. The VSF hereby represents app. 90 sports federa-

tions and their app. 19.000 sport-clubs and app.1,4 mio. members.

##### **Why is your organization engaged with the promotion of physical activities and sport for older people?**

The VSF is the umbrella organization of all types of sports federations and their sport-clubs: the uni-sport federations (football, basketball ...), the multi- and omni- and recreational sport federations, the federations for special target groups. In 2009, over 230.000 members of the uni-, the multi-, the omni- and the recreational sport-clubs were 55+, a number which is presumed to be slightly higher today. On top of that two sports federations (who both are member of the VSF) address themselves specifically and only to the people aged 55 and above (OKRA Sport 55+ and S-Sport). Sport for 55+ hence is fully part of the target group and thus policy of the VSF.

##### **What is the position of this engagement within the overall policy of your organization? (Low or high priority; scale of resources; ...)**

As an umbrella organization, the VSF does not organize sports activities itself. Not for the 55+ and not for the -55; since for the sports federations, this entirely resorts under their tasks.

The VSF however is at the service of a) the sports federations for 55+ (OKRA SPORT 55+ with +50.000 members and S-Sport with +4.000 members) and b) the other sports federation (uni, omni, multi and recreational) which also have many 55+ members in their sport-clubs. The VSF does this by means of representing, informing, supporting and detection of research needs the sports federations in a) the broad sense and b) where required specifically on sport for 55+.

The most evident example/proof of this engagement is the participation of the VSF in the EU-project ActiveAge. It is the intention of the VSF to disseminate the findings of this project and to actively promote the recommendations of this project to its member federations and other stakeholders and to its governing bodies (authorities).

The VSF also is part of the 'Strategic Development Group' on sport for seniors. This 'Strategic Development Group' is presided by BLOSO (the Flemish sports administration of the government) and has, apart from the VSF, other sport stakeholders (such as the ISB, the Flemish umbrella organization for sport in the communities).

And finally, the VSF has made a publication "how to start a 55+ department in your sport-clubs", in cooperation with the two 55+ sports federations.

***In what kind of document(s) is the promotion of physical activities and sport for older people in your organization outlined? (Promotion program; strategy plan; project plan; ....)***

The special attention of the VSF for the 55+ sportive seniors was larger in its strategic policy plan in 2009-2012 than it is in its strategic plan 2013-2016. The reason being that a) sport for seniors was a specific strategic goal for the Flemish authorities in 2009-2012 and b) the VSF goes along with the flow of the BLOSO 'Strategic Development Group' on sport for seniors in 2013-2016. Nevertheless, the attention for sport for 55+ people is included in the VSF 2013-2016 'Policy Plan' (BP, Beleids Plan) at a) different instances integrated in the overall plan and b) specifically in the intersection 'diversity policy' or 'target groups'.

As mentioned before, the policy of the VSF on sport for seniors also follows the flow of the 'Strategic Development Group' of the Flemish sports administration BLOSO. This is visible under a variety of actions, such as: an on-going campaign named 'Sportelen' promoting sport for seniors, the annual 'Senior Games' with more than 5.000 participants in two days, the support to research and studies (e.g. the pre-dominant academic research 'Ouderen (in)actief. Sportdeelname en sportbehoeften van 55+ in Vlaanderen' – Sportparticipation and sport demands of 55+ in Flanders).

***What is the title of this document?***

Beleidsplan Vlaamse Sportfederatie 2013-2016.

***What are the main goals and activities, described in this document?***

A larger participation in better conditions and with better coaching of the 55+. The policy of the VSF on sport for 55+ in 2013-2016 is thus fully integrated in the global VSF strategic plan 2013-2016. This policy is managed by the Sports Technical Director and executed by the Policy Officer in charge for the special target groups. Reference in this context is also to be made to the policy plan of OKRA Sport 55+ and S-Sport.

***Is there a timeframe mentioned in the document for the realization of these activities? And if so, mention this in general.***

2013 - 2016.

***Is there an evaluation foreseen of the activities and their results; and if so, need these to be reported, to whom these need to be reported and how need these to be reported.***

An evaluation (report) is made. This evaluation/report is actually mandatory, since requested by the Flemish authorities (via its sports administration BLOSO).

***What are your experiences until now with your activities?***

The experiences for the past are satisfactory, even very positive. However, times change. Especially in the case (of the needs of) sports for 55+, times have and still are changing fast. These changes put the sport-clubs and federations also in Flanders in front of exciting new challenges. The VSF hereby is particularly happy to be part of the EU project ActiveAge. The findings and recommendations of this project will definitely help the VSF to move forward at mainly the following levels: the need of sport-organizations to include sport for 55+ in their strategic plans, how to differentiate the target group of 55+ people cc their sport expectations and necessities, how to enhance specific coaching along those different target groups.

The VSF remarks a large divergence in attention for the 55+ athletes amongst the sport federations. A significant improvement for the 55+ athletes would be obtained should all sport federations be at the level of those which are currently most engaged. The VSF stimulates the federations to raise their attention for the 55+, however, the execution of this engagement remains within the autonomy of the sports federations.

***Who can get access to the full document; and how is it possible to get access to this document? (Only the board members, only the members, ...; on demand, on the internet, ...)***

The policy plan can be consulted in general through the website or can be obtained on demand.

**Example 2: German Gymnastic Federation (DTB)**

***Give a short characteristic of your organization. (Size, type of activities, ...)***

The DTB (Deutscher Turner-Bund) is the second biggest German sport federation (5 mill. members). It represents nationally and internationally the Olympic disciplines Artistic Gymnastics, Rhythmic Gymnastics, Trampoline and 4 more individual sports and 6 team games. Moreover the DTB is the biggest 'Sport for All' organization in Germany; 80% of the members are engaged in lifetime-, fitness- and health-sport activities. DTB develops particularly physical activity exercise programs for the target groups of children, young people, women, men and older people to be carried out in the 20.000 gym-clubs.

DTB acts as a service-provider for its clubs. An important part of the activity is therefore focussed on education and further education of instructors and trainers.

**What is the position of your organization in the national sports landscape? (Acting national, regional, local; member of umbrella organizations; partnerships;...)**

DTB operates as a national sport-organization and is the umbrella organization for 22 gymnastic federations at regional state level (Landesturnverbände), which includes 227 gymnastic associations at district level.

Each regional state Gymnastics Federation has its own organizational structure and target group activities – this means that the DTB co-operates with responsible persons in the field of “elderly” in these federations, which creates power to settle and execute campaigns all-over Germany.

As a national sport federation DTB is member of the German Olympic Sport Confederation (DOSB), which is the umbrella organization for all German sport associations.

Moreover the DTB fosters membership and cooperation to more than 20 organizations from outside the sport sector.

In regard to the target group of older people the active membership in the umbrella organization for all German organizations taking care for older people, BAGSO (Bundesarbeitsgemeinschaft der Senioren-Organisationen), is to be mentioned.

Even if the DTB has the monopole for the competitive sports, it has inside the sport sector the state sport confederations as a competitor in target groups related physical activities and ‘Sport for All activities.

**Why is your organization engaged with the promotion of physical activities and sport for older people?**

As the DTB counts more than 1 mill. members over 60 years old, it is obliged to provide appropriate activities for this target group. Even if 56% of DTB clubs offer particular activities for older people there is a need to encourage more clubs and to increase the number of activity programs. From a recent scientific survey we know that our clubs want to establish two more activity groups on average.

Moreover the demographic development and changing behaviour of older people will challenge the clubs to take care for older persons not yet being physically active.

**What is the position of this engagement within the overall policy of your organization? (Low or high priority; scale of resources; ....)**

Activity programs for older club members have a long tradition in the DTB. The importance of taking

care for this target group is mentioned in different policy papers and rules and is based on particular working structures (functions) on all levels of the federation. The recently passed <DTB-Strategy GymWorld – Section Fitness- & Health sport> generally underpins the fairly good position of activities for older people within the organizational culture and policy of the DTB.

But the financial and staff resources to support further development in this field of activities are still rather low.

**In what kind of document(s) is the promotion of physical activities and sport for older people in your organization outlined? (Promotion program; strategy plan; project plan; ....)**

The leading bodies of DTB passed 2012 a particular promotion program and strategy for the target group of older people in gym-clubs. The strategy includes a set of measures on the DTB level as well as recommendations for measures on the regional states federations and district level.

**What is the title of this document?**

< Aging fit –Strong in the GymWorld>. Strategy of DTB and LTV (Landesturnverbände/Regional State Federations) to promote physical activities for older people in a gym-club.

**What are the main goals, described in this document?**

General goals (more detailed objectives are mentioned in the table of content):

- Retaining of aging members
- Recruitment of new members
- Provision of services for gym-clubs to offer enough activities in a fairly good quality
- Contribution to the social challenges in regard to older people

**What are the key activities mentioned in this document to obtain these goals? (Make a summary or give the table of content)**

Table of Content

1. Reasons for a new strategy for the target group of older people:

- Demographic development and challenges for organised sport;
- Characteristic of aging and the influence of physical activity on the process of aging;
- Motivational alterations within the process of aging.

2. Differentiation of sub-groups within the target group of elderly people in regard to physical activity and sport:

- Active and fit older people
- Older sedentary people, often with health problems and health risks
- Old-old people with activity restrictions

### 3. Exercise program development:

#### Objectives:

- To encourage more clubs to offer exercise programs
- To establish more groups in a club
- To initiate more differentiated (tailor made) exercise programs
- To initiate more programs in cooperation with external partners and in new settings.
- To activate passive elderly club members and to retain members of higher age.

#### Problems and problem solving in the development of exercise programs:

- Lack of facilities
- Less willingness of older newcomers to become a club-member
- Lack of innovation within traditional programs

### 4. Human resources development:

#### Objectives:

- To recruit, to educate and to retrain more instructors for groups of older people.
- To train available instructors to the particular needs of the subtarget group of older people.
- To examine and revise the qualification curricula for the target group of older people.

### 5. Internal organizational development:

- Creation of functions and entities being responsible for the target group on all levels of the organization
- Definition of responsibilities in the function concerned (job description)
- Securing internal communication structures

### 6. External organizational development:

- Establishment and taking care of a political-strategic network
- List of cooperation partners/stakeholders on different levels of the organization

### 7. Public relation and marketing:

- Creation of a brand/slogan (“Aging fit – strong in the Gym World”)
- Press articles in newspapers
- Contacts to editorial departments
- Press conferences
- Participation in contests

### 8. Implementation:

#### Measures on DTB-level:

- Presentation and discussion of the strategy with the regional states gymnastics federations
- Creation of a contest “The age friendly gym-club”
- Creation of new exercise programs in cooperation with universities
- Qualification of disseminators for the programs
- Survey of the exercise-program and instructor situation in the gym-clubs

- Collection of good practise of promotion concepts on club-level
- Cross-sectoral networking on the federal level
- Promotion of groups in clubs not yet involved in programs for older people

#### Recommendations for measures in the regional state gymnastics federations:

- Declaration of the organizational readiness to follow the strategy
- Appointment/Election of leaders taking care for pursuing the strategy on the regional state level
- Common initiative with DTB for the promotion of gym-clubs not yet being involved in programs for older people
- Common initiative with DTB to create new groups for older inactive people
- Public relation initiatives on regional state level
- Cross sector cooperation and networking on regional state level
- Political lobbying on regional state level
- Provision of education courses for instructors

#### Recommendations for measures in the regional district associations and for gym-clubs:

- The recommendations are very similar as before, regarded to the district and club level.

### 9. Concluding:

#### Formal agreements

#### ***Is there a timeframe mentioned in the document for the realization of these activities? And if so, mention this in general.***

The strategy was formally passed in 2012 through the second highest council/committee of DTB, where all regional state federations are members. No timeframe for realization is mentioned.

#### ***Is there an evaluation foreseen of the activities and their results; and if so, need these to be reported, to whom these need to be reported and how need these to be reported.***

No set up for a systematic evaluation is earmarked. But within the annual conference with the vice-presidents for General Gymnastics of the regional state federations reports about the individual activities give an insight on the status quo.

#### ***What are your experiences until now with your activities?***

Some measures, mentioned in the strategy (§8/Implementation), are already realised, others are still in the pipeline. The number of realised measures and the speed of implementation are very diverse and differ between the federations on the regional level. The implementation is mostly dependent on available resources.

The strategy is not an formally binding instrument within the DTB policy; it's created to give guidelines and recommendations for DTB leading entities on all levels of the federation to go once own for a more systematic and holistic approach to promote physical activities for older people. This openness is its advantage, but also its weakness. Until now concrete, verifiable working-plans are mostly not available.

**Who can get access to the full document; and how is it possible to get access to this document?(Only the board members, only the members, ...; on demand, on the internet, ...)**

The document is used as an internal working paper and distributed to the boards of the regional state federations. It's accessible on demand:  
pia.pauly@dtb-online.de

### Example 3: Czech Association Sport for All (CASPV)

**Give a short characteristic of your organization:**

CASPV is the second biggest organization in the area Sport for All in the Czech Republic. We have about 50.000 members in 800 clubs in all regions.

CASPV develops particularly physical activity exercise programs for the target groups of preschoolers, children, young people, women, men and older people. An important part of our activity is therefore focused on education. We provide 14 accredited education programs, e. g. Gymnastics for all, Psychomotorics, Outdoor sports, Rhythmic gymnastics, Remedial physical education, Seniors activities, and further education of instructors.

**What is the position of your organization in the national landscape?**

CASPV operates as a national sport-organization. We are umbrella for 5 federations/unions (Czech Dance Organization, Czech Tap Dance, Czech Union of YOGA, Czech Aerobics Union, Czech Arm Wrestling).

CASPV is a member of the Czech Olympic Committee, who is the umbrella for all Czech sport-organizations.

CASPV cooperate with more than 10 organizations from outside the sport sector (health insurance company, foundations, sports universities, the social sector and medical sector).

**Why is your organization engaged to promote physical activities and sport for older people?**

The health condition of our inhabitants is getting worse because of physical inactivity. Demographic development in the Czech Republic leads to higher number of elderly people. CASPV has good experience with education in regard to this specific target

group. We have many well educated instructors/tutors with medical experiences.

**What is the position of this engagement within the overall policy of your organization?**

Health enhancing sport activity is one of the main goals of CASPV for the whole age spectrum of our members. Many years ago the top management of CASPV (executive committee) realized the importance of this topic and decided to constitute a senior committee, which is responsible for education of instructors for seniors, workshops for seniors, weekend events, recondition stays, studying materials, DVD and so on.

**In what kind of document(s) is the promotion of physical activities and sport for older people in your organization outlined? (Promotion program; strategy plan; project plan; ....)**

CASPV has prepared basic written key material "Strategy and conception of development for five years". Part of this is the strategy and conception of the senior committee. In this document you can find the main tasks for each year, including: area of education, area of competitions for elderly people (woodball, möllki, kubb), recondition stay, international cooperation (festivals such us Golden Age, Blume Gran Canaria...), interdepartmental collaboration, publications.

**What is the title of this document?**

"Strategy and Conception CASPV"; "Year Operative Plan"

**What are the main goals and activities, described in this document? (Make a summery or give the table of content)**

Main goals:

- To recruit new instructors for seniors.
- To organize/arrange education courses (level III, level II, level I) for instructors.
- To offer recondition stays.
- To organize courses for tutors (level II, level I).
- To prepare well structured exercise programs to retain ageing members and to recruit new members.

Table of Content

1. Why:

- a. Demographic situation in Czech Republic
- b. Benefits for health (bio-psycho-social)
- c. Less possibilities (how, where, with whom...)

2. WHO is responsible:

- a. Executive Committee (confirmation of the overall strategy CASPV)
- b. Program council (confirmation of strategy of all committees)
- c. Seniors' Committee (responsible for the strategy to promote activity for older people)

## 3. Major topics:

Social capital; Mental health; Physical activity; Environment; Nutrition; Injury prevention; Preventive health services

## 4. Differentiation of sub-groups in regard to physical activity

- Active elderly people
- Non-active seniors
- Very old people

## 5. Offers:

Training for seniors instructors; Further education; Offers of residential events; Offers of social events; Offers of physical activities; Organizing sports competitions; Offers of activities for mental health; Offers of musculoskeletal diagnostic.

## 6. Offers of kinds of physical activities

## a) Outdoor

- Ball sports: classic (soccer, volleyball, basketball ...); racket (tennis, lazy tennis, badminton, table tennis, speedminton ...)
- Locomotor activities: aerobic activity (walking, Nordic Walking, jogging, hiking, cycling, Nordic blading, classic skiing = Cross country skiing, Inline skating, walking with prams, walking with wheel chairs ...)
- Gymnastic activities (exercises to prevent falls, a booster stretching in nature ...)

## b) Indoor

- Fitness centre: aerobic activity (cardio activities): running belt; rowing trainer, stationary bicycles ...); strength of activity on the machines; exercises for flexibility
- Gym: gymnastic health systems (Tai-Chi, Yoga, Pilates, Balantes, T-Bow ...); ball sports and games: classic (volleyball, basketball, indoor soccer ...); racket sports (table tennis, squash, lazy tennis ...); body and mind; aerobic exercises; dance; gymnastic activities (rhythmic gymnastics, fitness gymnastics ...); martial sports (self-defence, judo, karate ...)

## c) Aqua Activities (river, lake, sea, indoor / open-pool):

- Water sports (Canoeing, Rafting ...); Swimming ; Aqua aerobics; Aqua Gymnastics; Aqua Dance; Aqua Ball Games

## d) Home Exercises:

- housework (watering flowers, gardening ...)
- home gymnastics (- fitness exercises with Therra Band, stretching, balance training...

## 7. Cooperation:

- Health insurance companies.
- Municipalities; universities.
- Senior organizations; Alliance Senior 21.
- Kieser-training (facility for strength training).

## 8. Promotion:

- Magazine "Pohyb je život" (CASPV).
- Multimedia : DVD, CD/CASPV.
- Studying materials CASPV).
- TV spots. Seminars for politicians and experts.

## 9. Human Resources:

Recruitment and education: instructors; tutors; volunteers

**Is there a timeframe mentioned in the document for the realization of these activities? And if so, mention this in general.**

Five years + each year "operative plan".

Czech Association Sport for All has a document for each five years "Conception and Strategy of development CASPV".

In this period we deal with the document "Conception and Strategy of development CASPV" 2011 – 2015 (in the pipeline Strategy 2016 – 2020).

One part of this document contains strategy of development for seniors committee.

Moreover we have an "operative plan" for each year (educational courses for instructors for seniors, seminars, weekend events, recondition stays, studying materials and so on).

**Is there an evaluation foreseen of the activities and their result; and if so, need these to be reported, to whom these need to be reported and how need these to be reported?**

At the beginning of each January we have a meeting (Methodical Council) where each committee presents evaluation of the "Year Operative Plan" from the year before.

**What are your experiences until now with your activities?**

- We have a lack of instructors for groups of elderly people. Young people are not interested in doing this voluntary work.
- Gaining of newcomers as participants is a problem.
- We have problems to find suitable stakeholders as partners.

**Who can get access to the full document; and how is it possible to get access to this document? (Only board members, only members..., on demand, on the internet).**

The documents (in Czech version) are accessible for board members and members of Methodical Council (= chairmen of all "program committee").

**Example 4: OKRA-SPORT, sport federation 55+****Give a short characteristic of your organization (Size, type of activities, ...).**

We offer several sport activities in 900 local clubs. With 47.000 members OKRA-SPORT is the biggest sport federation for 55+ in Belgium, region Flanders. We also develop projects to reach inactive elderly people in order to get them physically active and healthy ageing.

OKRA-SPORT acts as a service-provider for his clubs. An important part of the activity is therefore focussed on education of instructors and trainers.

**What is the position of your organizations in the national landscape? (Acting national, regional, local; member of umbrella organizations; partnerships ;.....)**

OKRA-SPORT is a recognised and subsidised Flemish organization and is the umbrella for 900 local clubs. OKRA-SPORT has a close connection with OKRA, the biggest elderly organization in Belgium, region Flanders.

OKRA-SPORT is a member of VSF (Umbrella of sport federations in Flanders).

OKRA-SPORT is also represented in the Flemish Elderly Council in the Committee on sports and exercise.

**Why is your organization engaged to promote physical activities and sport for older people?**

The elderly are our target audience; we only organize sports activities for this target group.

**What is the position of this engagement within the overall policy of your organization? (Low or high priority; scale of resources; ....).**

It's the only priority in our organization. We try to reach several groups of elderly people, both the sporting and non-or less active seniors.

Through cooperation with the elderly organization OKRA we are able to reach a large and diverse group of seniors.

**In what kind of document(s) is the promotion of physical activities and sport for older people in your organization outlined? (Promotion program; strategy plan; project plan; ....)**

- Strategic plan
- Transformation of the strategic plan in projects and activities
- Research

**What is the title of this document?**

- Strategic Plan: Beleidsplan OKRA-SPORT 2013-2016
- Activities and projects: We have several publications of programs:
  - Map Gym voor senioren
  - Gym je fit 1 en 2: map + CD/DVD

- OKRA danst 1-2-3-4-5-6-7-8: descriptions and CD/DVD
- Zitdans/Zitgym/Combinatiedans: descriptions
- Projects- toolboxes: 'Every step counts' – 'Every pedal counts' – 'Safe electric cycling'
- 'Every club counts'
- Social and scientific research to sports participation and sports needs of 55+ in Flanders: in cooperation with the Catholic University of Leuven.
  - Publication of the book: Ouderen in – actie(f)

**What are the main goals and activities, described in this document? (Make a summary or give the table of content)**

- Strategic planning:
  - The strategy plan is based on 5 main tasks:
    - organizing sport activities;
    - organizing education;
    - guiding sportclubs;
    - informing clubs and members;
    - promoting sport activities.
- Activities and projects:
  - maintain and build the physical condition in order to get healthy ageing;
  - promoting social contacts;
  - promoting self-reliance.

Main actions: exercise programs (gymnastic, dance ...); training schedules for the projects 'Every step counts' and 'Every Pedal counts'; theoretic information and practical exercise for the use of Electric bikes.
- Research:
  - Matching the functioning of our federation on the specific needs and requirements as described in the research.
  - Main topics: sports preference; motivation; specific needs; amount of money spend on sport activities; subgroups market segments.

**Is there a timeframe mentioned in the document for the realization of these activities? And if so, mention this in general.**

Strategic planning: every 4 year we make a strategic planning; this is transformed in yearly action plans.

**Is there an evaluation foreseen of the activities and their result; and if so, need these to be reported, to whom these need to be reported and how need these to be reported?**

- Strategic Planning: Obligation to make a rapport about the activities that has been described in the strategic planning. This is requested by the Flemish authorities (via its sports administration BLOSO).
  - Reported to:
    - the Flemish Government
    - the OKRA-SPORT board

- Every step counts: evaluation of the effects of the program by the KULeuven – evaluation of the clubs who participated.  
Reported to:
  - the Flemish Government
  - the OKRA-SPORT board
  - symposium with presentation of the results: for the participants and all interested parties
- Every pedal counts: evaluation of the clubs who participated.  
Reported to:
  - the Flemish Government
  - the OKRA-SPORT board
- Report and evaluation of the year action plans in the OKRA-SPORT board.

#### **What are your experiences until now with your activities?**

Especially the projects are very successful. Very much appreciated by the clubs because they get elaborate programs and adapted material by which they can reach various target groups. Well accepted by the participants because the programs are adapted to each person's level. With these projects we reach especially the (still) not physically active seniors.

#### **Who can get access to the full document; and how is it possible to get access to this document? (Only board members, only members, ...; on demand, on the internet.)**

The documents are accessible on demand by [ingrid.peeters@okrasport.be](mailto:ingrid.peeters@okrasport.be) and information of several activities and projects on our website [www.okrasport.be](http://www.okrasport.be)

#### **Example Nr. 5: Italian Union of Sport for All (U.I.S.P.) Emilia Romagna Committee**

##### **Give a short characteristic of your organization:**

UISP Emilia Romagna is a regional committee of UISP: a national association composed by 20 regional committees, 160 Local committees, 26 national sports leagues, and 14.350 sport-club associated, 1.300.000 individual members.

In 2013 UISP Emilia Romagna has 298.000 members and 3315 sport-clubs.

UISP promotes activities of sport and health, solidarity, activities for social inclusion involving people of all ages and nationalities.

##### **What is the position of your organizations in the national landscape?**

UISP Emilia Romagna manages projects and activities at regional, national and European level. It co-

operates with public and private institutions developing sport, social and environmental projects.

##### **Why is your organization engaged to promote physical activities and sport for older people?**

UISP has organised its first sport seniors groups at the end of 70s, and nowadays 20% of its members are over 50 years old.

The demographic development and changing behaviour of older people will challenge UISP committees and clubs to take care of older persons not yet being physical active. For this reason UISP is always engaged in training courses for instructors and manages projects for old people in Emilia Romagna region involving thousands of people in gym groups, walking groups, gymnastic at home, in rest homes, memory training, trekking.

##### **What is the position of this engagement within the overall policy of your organization?**

Activity programs for older members have a long tradition in UISP and are very important. The importance of taking care of this target group is mentioned in different policy papers and rules. UISP Emilia Romagna is aiming to invest more resources in training courses and the implementation of innovative projects in the coming years.

##### **In what kind of document(s) is the promotion of physical activities and sport for older people in your organization outlined? (Promotion program; strategy plan; project plan; ....).**

- Strategic plan
- Translation of the strategic plan in projects plans and activities plans
- Researches in cooperation with universities and public Health Services

##### **What is the title of this document?**

“UISP strategy plan for seniors “

##### **What are the main goals and activities, described in this document?**

General aims:

- Disseminate the values of well-being and healthy lifestyles;
- Combat social isolation and loneliness;
- Promote intergenerational exchanges;
- Think “aging” like a new positive concept;
- Cooperate in networking projects with public and private organizations

Specific objectives:

Return dignity, self-esteem and trust people; Reinforce social exchanges; Taking care of own body; Improve flexibility, balance, coordination; Consciousness of own posture; Toning and core stability; Endurance training; Relax and breathing education.



In adapted physical activities (APA): Pain reduction; Maintenance of residual motor skills; Improve flexibility; Increase range of movement; Stimulation of balance; Re-educational movements; Managing the diseases.

Key points in this document:

According to “Par a society for all ages”: regional actions for elderly people in Emilia Romagna region UISP is cooperating with public and private institutions to:

1. Improve the accessibility and usability of sports facilities also developing within the Regional Observatory on sport specific attention to sports in the elderly population and disabled.
2. Promote use of sports facilities open to the entire population through time flexibility of access, without prejudice of age or gender in setting priorities.
3. Making accessible areas that can also be used for physical activities and sports spread (fitness trails, bike paths in safety, etc.).
4. Increase the percentage of seniors who practice physical activities continuously and appropriate to their physical conditions, in particular with the following interventions:
  - Reducing barriers to the participation of older people in sports initiatives (lack of information, transportation problems..)
  - Making an information campaign on the benefits for the people who derive from the adoption of a healthy lifestyle and a regular exercise program
  - Valuing the social gathering and the contrast of the insulation connected to the performance of sport or physical activities
  - Encourage and support the activities of associations and groups that organize physical activities for the elderly with continuity and experience.
  - Testing of qualified figures and specially formed to promote the sport of the elderly with more than 70 years: teachers of physical education ( Science Motor Faculty )

Specific target groups in UISP’s activities:

Fitness groups: Soft gymnastic, swimming, water gymnastic, walking groups, traditional sports (cycling, soccer...), active holidays, swimming, tai chi, qigong, yoga, dances, slow move.

Adapted physical activities (APA):

Gymnastics at home, adapted physical activities in gym or swimming pool for Back pain; Stabilized stroke; Parkinson’s disease; Osteoarthritis of the hip and knee; Multiple sclerosis; Obesity; Osteoporosis

Teachers:

All the activities are managed by teachers in physical educations ( except traditional sports) with University degree in physical education ( Motor Science Faculties ) and specializing UISP’s training courses: a) First level: general course for physical activities with seniors; b) Specialized course: APA (Swimming pool and Gym); Home GYM (Apartment, home, hospice; Slow Move Gym; Walking group ( outdoor activities )

Networking:

Main partnership with: Health Ministry; Region / provinces / municipalities (sport and health departments); Hospitals; Primary care physicians; Sport physicians; Universities; Private sponsor and foundations; Sport-clubs; Social cooperatives; Volunteering associations

Funding:

UISP realizes project according with Par’s general goals receiving funds from EU, Government funds, Emilia Romagna, provinces, municipalities from Sport and Health departments, bank foundations, private sponsors and from the participants .

***Is there a timeframe mentioned in the document for the realization of these activities? And if so, mention this in general.***

2013-2016. Every 4 years UISP develops a strategic planning; this is transformed in yearly action plans.

***Is there an evaluation foreseen of the activities and their result; and if so, need these to be reported, to whom these need to be reported and how need these to be reported?***

An evaluation (report) is made on Adapted Physical Activities and Walking groups using questionnaires for teachers in physical activities, health workers (doctors, physiotherapists) and participants; the evaluation is reported to Health Services and UISP coordinators.

***What are your experiences until now with your activities?***

Some measures, mentioned in the strategy plan are already realised in all Emilia Romagna Regions, others are realised only in some provinces and UISP local committees. The number of realised measures and the speed of implementation are very diverse in different provinces. The implementation is mostly dependent on available resources and/or cooperation between UISP’s local Committees and local Health Services.

**Who can get access to the full document; and how is it possible to get access to this document?(Only board members, only members... on demand, on the internet)**

The documents are accessible in UISP Emilia Romagna's website

### **Example Nr. 6: Finnish Gymnastics Federation (SVOLI)**

**Give a short characteristic of your organization. (Size, type of activities...).**

Around 380 member clubs with around 120.000 members. Gymnastics organization: 8 different kind of gymnastic. The biggest sports organization in Finland for adult activities. The biggest sports motivator for women and girls. The second biggest sports organization for children and youth. Strong educator: almost 5000 instructors, coaches and leaders yearly

**What is the position of your organizations in the national landscape? (Acting national, regional, local; member of umbrella organizations; partnerships ;.....)**

Acting National, one of the biggest sport-organizations in Finland

**Why is your organization engaged to promote physical activities and sport for older people?**

We are the biggest sports organization in Finland for adults physical activities and we have strong traditions for moving adults and older people. Finnish Gymnastics Federation carries out club activities for seniors with a name "Kilta" (Guild in English). There are 129 gymnastics clubs which have their own guild. Members of the guilds are mainly 60-80 years old and have a long history in their gymnastics club.

**What is the position of this engagement within the overall policy of your organization?**

Finnish Gymnastics Federation's Strategy 2012-2020.

Vision:

Gymnastics is the most popular exercises and activities together.

We are a sports federation of the highest quality and succeed in elite competitions.

Mission:

We promote gymnastics for fitness enthusiasts and competitive gymnasts of various ages, and offer exciting experiences for everyone.

We support the gymnastics activities and voluntary work of the clubs.

Two of our staff are engaged to promote physical activities and sport for older people, but this is only part of their work.

At present there is a promotion program going on, named "IKILIIKE". The Ministry of Education and Culture in Finland granted 70.000 € to the IKILIIKE project for three years to develop exercises for old people. Also the SVOLI federation supports the project with own funds.

So there is work to be done to make this engagement more important in the federation and its clubs.

**In what kind of document(s) is the promotion of physical activities and sport for older people in your organization outlined? (Promotion program; strategy plan; project plan; ....)**

Finnish Gymnastics Federation has the strategy, which includes the promotion of physical activities for all age groups. Also within this strategy the federation has strategy plan for physical activities for adults and guilds actions.

The promotion program IKILIIKE has its own three years strategy plan. This program includes actions for the promotion of physical activities and sport for older people and actions in sport-clubs.

**What is the title of this document?**

IKILIIKE ikääntyvien liikunnan kehittämishanke - toimintasuunnitelma 2013 -2016 = IKILIIKE strategy plan 2013-2016 (Kiltatoiminnan tavoitekorppi 2014 = Guild actions for 2014)

**What are the main goals and activities, described in this document?**

The general goal is to increase the number of elderly doing exercises around Finland and to get them involved in activities at gymnastics clubs. Another key objective is to support clubs finding more instructors for this target group and to enhance the instructors' competence. The target is to have at least one thousand new elderly enthusiasts engaged in gymnastics by 2020.

**Is there a timeframe mentioned in the document for the realization of these activities? And if so, mention this in general.**

1.4.2013-30.3.2016

**Is there an evaluation foreseen of the activities and their result; and if so, need these to be reported, to whom these need to be reported and how need these to be reported?**

We evaluate the actions in the IKILIIKE strategy plan and for this reason we collect information from sport-clubs (survey before and after the actions).

We make a yearly action report to the annual meeting. Also we have to make the evaluation report to the Ministry of Education, which is financing the IKILIIKE program.

**What are your experiences until now with your activities?**

IKILIKE program has just started in the beginning of April 2013. The Federation has selected 12 sport-clubs at first for this project. Also other clubs have been very interested to join IKILIKE.

The selected clubs start the physical activities for older people at the beginning of 2014. So the program has started very well.

**Who can get access to the full document; and how is it possible to get access to this document? (Only board members, only members, ...; on demand, on the internet)**

The federation strategy and action reports are public and those are in our website. IKILIKE strategy and plan of actions are also written in our website.

Also the federation informs our club about physical promotion for older people.

Some papers are for internal use only. And almost all material is in Finnish.

Website: <http://www.voimistelu.fi/voimistelutoiminta/ikaantuvat/>

Contact: Helena Collin, [helena.collin@voimistelu.fi](mailto:helena.collin@voimistelu.fi)

**Example Nr. 7: DGI, Denmark****Give a short characteristic of your organization.**

DGI is an important Sport for All organization in Denmark with 1,5 million members spread all over the country in 6300 clubs.

DGI is provider of a high quality education program for 50.000 instructors every year in more than 20 different sports for all activities.

The largest sports are Gymnastics (303.000), Soccer (264.000), Swimming (179.000), Badminton (129.000), Handball (102.000) and fitness (88.000). The all over rate between males and females are 52,3: 47,7 %

**What is the position of your organizations in the national landscape?**

DGI is one of three independent sports organizations in Denmark. The other two are DIF (the sports federation) and DFIF (company sport).

DGI is an umbrella for 14 regional DGI sports organizations. It is every one of these that organise the clubs and their activity members.

DGI has a long history and was founded in 1992 as a fusion between two former sports for all organizations, one of these established in 1861 as a Rifle- and Shooting Association.

**Why is your organization engaged to promote physical activities and sport for older people?**

DGI has an overall vision to give people a chance and possibility to be active all the life. This includes growing old in your favourite activity in a suitable social frame and within a stimulating environment.

**What is the position of this engagement within the overall policy of your organization?**

Sport and physical activity for older people has not a high priority in the total strategy for DGI. But DGI wants to support the development of new clubs for older people and the development of respective activity programs. This should be done with high quality to ensure the demand for a broad variety of programs and activities in different frames and facilities with a flexible organization and targeted communication to identified targets groups.

**In what kind of document(s) is the promotion of physical activities and sport for older people in your organization outlined? (Promotion program; strategy plan; project plan; ...)**

DGI has finalized a description of the status and the potential for the future work with older people. This includes the description of a strategy and work program for the coming years that has been ratified by the executive committee in DGI.

**What is the title of this document?**

"Idræt for seniorer 2013-2017" (Danish). In addition as a background paper was formulated: a) "Trend-setting efforts with DGI as upfront organization"; b) Project "Idræt om Dagen" (Sport in Day time); c) Project "Gå I Gang" (Get yourself active). Only the "Idræt om Dagen" project is to be realized in the working period.

**What are the main goals and activities, described in this document?**

- "Sports in daytime" project continues as a priority for action several years forward.
- Establishment of continuous contact to other players in the field of older people with an annual co-ordinating and informational meeting, including a Knowledge- and Expert Group, DGI can drag on.
- Establishing a coordination function within DGI concerning target groups, communication to be implemented in the different sports activities in DGI.
- Educational activities for regional associations.
- Working with facilities as a provider to activity for this segment.
- Regional associations will organize a broad network of employees and volunteers in the work with older people.
- Setting up a „task force“ effort in 2014 around outdoor activities aimed at seniors.

Key points in the background-document:  
Preliminary considerations; Political visions and statements for DGI Sports for seniors; Pointers for future actions; Goal hierarchy for action; Success criteria and milestones; Organizing; Task distribution; Resources (human and financial); Efforts as well as quality assurance of these; Activities for communication and marketing of the DGI products and DGI activities; Stakeholders and actors; Competitors or partners! ; Target groups; Results – power measurement; References.

***Is there a timeframe mentioned in the document for the realization of these activities? And if so, mention this in general.***

The period will be 2013-2017

***Is there an evaluation foreseen of the activities and their result; and if so, need these to be reported, to whom these need to be reported and how need these to be reported?***

For the project “Sport in Daytime” we have an administrative tool to pick up the results and activities in the project day to day. Each 3 months we have to produce a report for our board. This report is archived in the project management system.

For all other activities, every 3 months we have to produce a report for our board. This report is archived in the project management system. There will be no external evaluation.

***What are your experiences until now with your activities?***

We have started 25 new clubs and have developed further 13 existing clubs with new activities.

The number of participants over 60 years is growing and was in 2012 180.000 men and women.

We have realised a conference with 130 participants from municipalities, clubs, universities and other organizations in the field of seniors. In this connection there has been written a report for the situation in Denmark concerning senior’s behaviour, preferences, statistics and interview of key persons in this field.

A book of inspiration and knowledge has been written by a number for key persons in the field.

***Who can get access to the full document; and how is it possible to get access to this document? (Only board members, only members, ...; on demand, on the internet)***

The access to the document is for employees in DGI and for the board members. The language is Danish only.

Send an e-mail to Anders Kragh Jespersen, DGI at [akj@dgi.dk](mailto:akj@dgi.dk) or generally [info@dgi.dk](mailto:info@dgi.dk)

**Example Nr. 8: Union Française des Oeuvres Laiques d’Education Physique (UFOLEP )**

***Give a short characteristic of your organisation.***

UFOLEP is a sport for all federation offering more than 130 sport activities to a variety of publics. UFOLEP is developing itself through three main axes:

- SPORT – EDUCATION representing the traditional activities with or without competitions
- SPORT and SOCIETY dealing with making sure every person can practice a physical activity with four main target groups: - seniors; - very young children (0-3 years); - disabled people; - socially disadvantaged (inclusion, etc.)
- For these 2 sectors UFOLEP also works on two transversal subjects: Sustainable development and International relations.

The main objectives of UFOLEP are:

- develop multisport activities; engage its network of local NGOs;
- promote the idea behind UFOLEP’s slogan “Tous les sports autrement” meaning: offer all sports and physical activities in a different way than the way they usually are.

***What is the position of your organisations in the national landscape?***

UFOLEP is one of the 89 sport federation recognized by the French Sport Ministry. As an umbrella organization UFOLEP is composed of 22 regional organizations, 103 local organisations, 10.000 clubs and 385000 members with 123.000 senior members.

***Why is your organisation engaged to promote physical activities and sport for older people?***

From a general point of view:

As in many other countries the French population is getting older and is unequally distributed over the national territory but with some specific hot spots. Nowadays, seniors (+65) represent 28,4% of the population and in 20 years they will represent more than 40%. The French population is becoming more and more sedentary and we are thus going towards a very dependent society.

From an internal point of view:

After 60 years old our members tend to leave us: Every 5 years we lose half of our seniors members. A strong disconnection exists at 65 years old.

Despite UFOLEP offering multisport activities, our members tend to stay on a monoactivity and thus stop after a while once the only activity they chose is not adapted anymore.

***What is the position of this engagement within the overall policy of your organisation?***

Except for some local initiatives the senior program was not very well developed until two years ago. At

that time UFOLEP decided to make this target group one of its priorities. Someone was hired specifically on this project. The aim is to implement a harmonized national strategy that will still preserve the local specificities.

On a local level the activities are very diverse and with a strong local specificity: -soft gym activities in retirement homes; -workshops on balance and memory; -workshops to discover multi-activity in sport; -workshops for seniors with a pathology where they can learn again to make a physical effort; -Nordic Walking for seniors; -intergenerational Nordic Walking, -Alzheimer activities; -events with an awareness day on the subject; -Aqua Aerobics.

***What kind of document is outlined for the promotion of physical activities and sport for older people in your organisation?***

This document is still being built.

Since the beginning a network of local “resources” person and a workgroup to coordinate the project have been put in place and motion.

Today 58 persons, dispatched all over the French territory, are UFOLEP “resources” person on the senior subject.

***What is the title of this document?***

« Être acteur de son parcours de vie », meaning: “Being the actor of your own life “. The aim of our project is to commit seniors realizing that they are the one in charge of their lives and to simply give them the tools to modify their behaviour for a better health.

***What are the main goals, described in this document?***

- Reconsider our sport offer (leisure and competitions)
- Develop partnership with all actors involved in fighting all forms of inactivity (sanitary institutions, insurances, medical networks, retirement homes and villages, ...)
- Promote physical activity in the workplace by entering businesses
- Identify the social policies for elderly, the organisations in charge of implementing them and try to develop partnerships with them.
- Act to prevent and thus propose physical activity as a mean to develop social links.
- Create tools for our trainers and propose complementary information on the subject.

***What is the period for this action?***

In UFOLEP the board is elected every 4 years. The project has been validated by the new board, thus this project will at first be considered for a period of 4 years from 2013 to 2016.

***What are the key points in this document?***

1. Define our target groups among seniors
  - UFOLEP members: gain their loyalty by on one hand reconsidering our competitive offer and ensure that the physical integrity of all seniors being in one of our competition is preserved.
  - Professionally active seniors
  - Retired seniors that are still independent
  - Seniors taken care of dependents
2. Create and build specific tools
  - Preparation of educational tools for each of the target groups identified
  - Development of a tool on “strategy of development” for our political representatives
  - Development of an educational tool for our educators/trainers
3. Train our educators
  - Set up a specific training for each of the 4 target groups identified.
  - Set up a specific training “senior and Parkinson illness”.
  - Development of a tool on “strategy of development” for our political representatives
  - Implementation of the educational tool for our educators/trainers

***How is it possible to get access to the full document?***

Some part of it will be finished by end of March 2014. They will then be accessible on-line on [www.ufolep.org](http://www.ufolep.org) or you can contact Laurence Nadaud, [lnadaud.laligue@ufolep-usep.fr](mailto:lnadaud.laligue@ufolep-usep.fr)

## Toolbox Document 2:

### Self-Assessment of promotion programs and strategies to promote physical activities for older people in sport-organizations

This document may be used as a checklist to identify, which factors of strategic planning and implementation are taken into account of your program for

the promotion of physical activities for elderly people and which factors might be added.

Furthermore the rough qualitative assessment of the individual factors may help to identify strong and weak points and to encourage improving the strategy-plan.

	We didn't do it	We did it in some way	We did it quite well
<b>1. Did you analyse the prevailing social and individual conditions of older people?</b>			
1.1 Did you identify the social-political importance of the topic?			
1.2 Did you consider the social living conditions and individual prerequisites of older people?			
1.3 Did you consider the relevance of physical activity for older people?			
<b>2. Did you take into account the preconditions inside your organization to go for a promotion program or a strategy for older people?</b>			
2.1 Did you examine the general policy and goals of your organization regarding the openness and obstructions for the strategy?			
2.2 Did you take into account the feasibility of the overall activities in your organization in regard to older people?			
2.3 Did you take into account the current and prospective membership development of your organization?			
2.4 Did you consider the availability of human and financial resources needed to implement the strategy?			
2.5 Did you consider to appropriateness of communication channels in your organization to communicate the strategy?			
2.6 Did you identify possible external partners and competitors for your strategy?			
<b>3. Did you describe what you want to achieve through the strategy (vision and mission)?</b>			
3.1 Did you outline a formal document to be accepted by the leading bodies of your organization?			
3.2 Did you get a formal agreement/confirmation for the strategy?			
<b>4. Did you transform the analysis data of external and internal factors into concrete objectives and measures?</b>			
4.1 Did you identify and describe the target groups(s), you want to include in your strategy?			
4.2 Did you outline guidelines/ criteria how to set up exercise programs for the target groups? Do you recommend already existing and standardised exercise programs for older people?			
4.3 Did you give advice for the recruitment of instructors for older people?			
4.4 Did you give advice for the education of instructors?			
4.5 Did you give advice to internal organizational working structures?			
4.6 Did you give advice for external partnership and networking?			

	We didn't do it	We did it in some way	We did it quite well
<b>5. Did you outline implementation procedures?</b>			
5.1 Did you set up a team to manage the strategy?			
5.2 Did you outline detailed operating-/working-plans?			
5.3 Did you give advice of the provision of relevant working resources (finances; human resources; working material)?			
5.4 Did you discuss your operating-/working-plans within the different working groups?			
5.5 Did you look for external expertise?			
5.6 Did you take care for regular exchange of information about the status of the working procedures?			
<b>6. Evaluation procedures in the strategy-plan</b>			
6.1 Did you consider evaluation procedures in the strategy-plan?			
<b>7. Adaption and Updating of your promotion-program and strategy-plan</b>			
7.1 Did you take care for an adaptation and updating of your promotion-program and strategy-plan?			

Table 4: own questionnaire (2014)

**Summarising assessment:**

**Which are the strong and which are the weak points of your strategy-plan or program to promote physical activities for older people?**

### Toolbox Document 3:

#### SWOT-Analysis to assess internal preconditions of a sport-organization for strategic planning of physical activity promotion for elderly people

Strategic planning needs to match with internal capabilities and competences of the sport-organization. The strong and weak preconditions should be analysed carefully as well as the opportunities for advancement and the potential dangers. The so called <SWOT-Analysis> is a suitable tool to identify

and to assess the preconditions for a successful implementation of the strategy-plan. Such a SWOT-Analysis should be executed in the beginning of the entire procedure.

The following example refers to selected preconditions and assesses them regarding

**S**trengths  
**W**eaknesses  
**O**pportunities  
**T**hreats

Example from the German Gymnastics Federation SWOT-Analysis of the Strategic Plan <Aging fit – Strong in the GymWorld>

	<b>Strength</b>	<b>Weaknesses</b>	<b>Opportunities</b>	<b>Threats</b>
<b>Attitude/policy/structure for the strategy topic</b>	Historical, long tradition; readiness for innovation; deep structural anchoring (functions)	Differences in the engagement inside the horizontal structure of the federation;	Commitment to a common strategy; Club leaders want to create more groups;	Focus on competitive activities in parts of the federation structure
<b>Appropriateness of the overall activity programs</b>	Many appropriate activity programs; high quality; strong in new program development	Too less sub-target-group differentiated exercise programs	Further improvement of quantity and quality of fitting exercise programs	
<b>Current and prospective membership structure</b>	Increasing membership in the age group	Difficulties to recruit inactive older people	Campaigning for recruitment of still inactive older people. Retainment of passive members	
<b>Availability of human resources</b>	Special instructor education profiles	Less staff resources. Too few instructors;	Recruitment and education of instructors	Enticement of instructors from external stakeholders
<b>Availability of financial resources</b>		Very low resources;	Good public funding opportunities through project call for tenders	Internal financial crisis
<b>Internal and external stakeholders</b>	Contact & cooperation with our regional federations	Regular communication;	Increasing cross-sectoral cooperation through project activities	Competitors inside and outside the sport system; commercial concurrence;



**Identification of objectives and measures, based on the SWOT-Analysis of the DTB strategy “Aging fit – Strong in the Gym-World” (Extract)**

1. Target-group identification

Objective:

- Differentiation of sub-groups within the target group of elderly people regarded to physical activity and sport.

2. Exercise program development

Objectives:

- To encourage more clubs to offer exercise programs
- To establish more groups in a club
- To initiate more differentiated (tailor made) exercise programs
- To initiate more programs in cooperation with external partners and in new settings
- To activate passive elderly club members and to retain members in higher age

3. Human resources development

Objectives:

- To recruit and educate more instructors for groups of older people.
- To train available instructors to the needs of older people.
- To examine and revise the qualification curricula for the target group of older people.

4. Internal organizational development

Objectives:

- Creation of functions and entities being responsible for the target group on all levels of the organization.
- Definition of responsibilities in the function concerned (job description).
- Securing internal communication structures.

5. External organizational development

Objectives:

- Establishment and taking care of a political-strategic network.
- List of cooperation partners/stakeholders on different levels of the organization.

6. Public relation and marketing

Objectives:

- Creation of a brand/slogan (“Aging fit – strong in the Gym World”).
- Press articles in newspapers
- Contacts to editorial departments
- Press conferences
- Participation in contests

Implementation measures on DTB level

- Presentation and discussion of the strategy with the state federations.

- Creation of a contest “The age friendly gym-club”.
- Creation of new exercise programs in cooperation with universities.
- Qualification of disseminators for the programs.
- Survey of the program- and instructor-situation in the gym-clubs.
- Collection of good practise of development concepts on club-level.
- Cross-sectoral networking on the federal level.
- Promotion of groups in clubs not yet involved in programs for older people.

**Toolbox Document 4:**

**Description of programs (exemplarily)**



**Program: ELKE STAP TELT (EVERY STEP COUNTS)**



**Documentation/publication:**

A box with 26 cards with health tips at the front and at the back of the training program for 1 week. Training programs starting from 12 beginning levels, containing 21 training programs.

**Description of target group:**

Because of the range of beginning levels, this program is fit to all three groups.

**Aims of the program:**

Improve fitness in 10 weeks. Effects on the physical and psychosocial health.

**Sessions/units & sequences:**

Starting with a 'walking test' (6 minutes) to determine the beginning level.

10 weeks – individual training and training in group: depending on the level, daily or several times a week; once a week in group.

**Content & methods:**

- Walking program building up from the beginning level to a concrete result.
- With the use of a pedometer.
- Individual program, once in the week training in group.
- At the end of the training in group the participants receive the training program for the following week.

**Evaluation:**

Scientific evaluation: comparison between participants (intervention) and control group (non intervention)

- Results of amount of exercise: the quantity of exercise increased in the intervention group – decrease in the control group
- Results of well-being:
  - physical well-being: increase for the intervention group; stable for the control group
  - feelings of anxiety: significant decrease in the intervention group; significantly lower in the control group.

- Results of motivation: significant increase in the intervention group; stable in the control group: important for maintaining in long term
- Results of the walking test: increase for the intervention group; stable for the control group.
- Long term results (results of the walking test after 1 year): stable compared to immediately after the training program.

**Qualification of instructor:**

Peer-education: the elderly themselves guide their peers.

Train the trainer courses (specific education for guiding the project):

- how to motivate sedentary people to join the project: education: It's OK to infect the others: face to face calls trained by interactive sessions and role play
- how to do the walking test
- how to determine the beginning level
- how to use the walking programs
- how to organize group training

**Hints/needs for implementation in the club:**

- Tools and materials: training programs – pedometers – tools to do the walking test
- Face to face calls to motivate people to join the project, particular the sedentary people

**Strength and weakness of the program:**

Strength	Weakness
Working with a scientifically based program Involvement of volunteers from the start Local implementation Peer-education Program: adapted to fitness skills and building up Social benefits: meeting and supporting each other Solid and beautiful elaborated material Anchoring ensured Cooperation with partners	Need of financial support: to take away all the barriers (specially for the sedentary people) it's important to insure a free participation. It's necessary to find financing for the use of the pedometers and the nice presentation of the box with training programs You need a lot of volunteers to implement the project on local level

**Program: ELKE TRAP TELT (EVERY PEDAL COUNTS)**



**Documentation/publication:**

- A box with 34 cards with health tips at the front and at the back of the training program for 1 week. Training programs starting from 5 beginning levels.
- A small booklet with 3 training programs for home exercise machine + DVD's with training programs simulated in an outdoor setting.

**Description of target group:**

Because of the range of beginning levels, this program fits to the group of fit persons as well as sedentary persons.

**Aims of the program:**

- Improve fitness in 10 weeks.
- Effects on the physical and psychosocial health.

**Sessions/units:**

10 weeks individual training and training in group: depending on the level, daily or several times a week (once a week in group).

**Content & methods:**

- Starting with a questionnaire (flow diagram) to determine the beginning level.
- Cycling program building up from the beginning level to a concrete result.
- With the use of a normal bike, an electric bike or home exercise machine.
- Individual program and once in the week training in group.
- At the end of the training in group, the participants receive the training program for the following week.

**Evaluation:**

No scientific evaluation. Only registration of number of participants and evaluation of the concept by the instructors.

**Qualification of instructor:**

Peer-education: the elderly themselves guide their peers.

Train the trainer courses: specific education for guiding the project:

- how to motivate sedentary people to join the project: education: It's OK to infect the others: face to face calls trained by interactive sessions and role play
- how to do the questionnaire to determine the beginning level
- how to use the cycling programs
- how to find cycle routes on the website and maps
- how to organize group training

Hints/needs for implementation in the club:

- Tools and materials: training programs; safety materials: bicycle helmets, safety shirts; description of cycle routes.
- Face to face calls to motivate people to join the project, particularly the sedentary people

**Strength and weakness of the program:**

Strength	Weakness
Working with a scientifically based program.	Need of financial support: to take away all the barriers (specially for the sedentary people) it's important to insure a free participation. It's necessary to find financing for the use of the bicycle helmets and the nice presentation of the box with training programs
Involvement of volunteers from the start	
Local implementation	You need a lot of volunteers to implement the project local
Peer-education	
Program: adapted to fitness skills and building up	
Social benefits: meeting and supporting each other!	
Solid and beautiful elaborated material	
Anchoring ensured	
Cooperation with partners	



**Germany (German Gymnastics federation)****Program: Stable and Robust****Documentation/publication:**

- published as a book  
Winkler, Jörn; Regelin, Petra (2012). Standfest und stabil. (Stable and Robust) Kursmanual. Aachen. Meyer & Meyer Sport, 2012

**Description of target group:**

- older sedentary people;
- should be able to stand and walk on their own

**Preconditions for program:**

- room with at least 100 m<sup>2</sup>
- different special materials (e.g. chairs, mats, frisbee, bench)

**Aims of the program:**

- Consolidation of important physical health resources to give certainty in everyday life situations (especially coordination, balance, strength)
- Consolidation of psychosocial health resources (especially knowledge, self-confidence, mood management, social integration)
- Decrease of the risk factor sedentary behavior and the risk of falls.
- Commitment with daily physical activities.

**Sessions/units & sequences:**

- 12 units, 60 minutes each
- Each unit comprises 6 sequences: (1) address of welcome & knowledge, (2) training of situations of everyday life, (3) dual- and multi-tasking training, (4) balance training, (5) strength training, (6) homework

**Content & methods:**

- The concrete contents/exercises are orientated at the general topics of the sequences (e.g. for sequence 4 balance training: standing on one leg, balancing along a line, balancing and sensomotor parcour).
- Methods include ability-tests, suggestions to make exercises more difficult, hints to build up knowledge, hints to use different tools in different ways (e.g. gym-mats)

**Evaluation:**

- Within the program: Test at the beginning of the 12 courses and at the end.
- Scientific evaluation of the program itself: none

**Qualification of instructor:**

Basic qualification as an instructor in "health-sport" and special introduction in the program (about 4 hours).

**Hints/needs for implementation in the club:**

Special hints: Room, tools and materials, safety, financing, public relation, participation information.

**Program: Moved in old age. A program for psychomotor activation in nursing homes****Documentation/publication**

- Published as a book  
Tittlbach, Susanne, Binder, Martin, Bös, Klaus (2012). Bewegt im hohen Alter. (Moved in old age) Kursmanual. Aachen. Meyer & Meyer Sport, 2012

**Description of target group and fit with one of the three groups:**

- Very old sedentary people living in nursing homes;
- should be able to sit

**Preconditions for program**

- room with at least 30 m<sup>2</sup>
- different materials (e.g. 2 chairs for each person, light dumbbells, balls)

**Aims of the program:**

- Consolidation of physical health resources (e.g. strength, balance, flexibility)
- Consolidation of cognitive functions (e.g. memory)
- Consolidation of psychosocial health resources (especially self-confidence, mood management, social integration)
- Decrease of the risk of falls.
- Commitment with daily physical activities.

**Sessions/units & sequences:**

- 12 units, 60 minutes each
- Each unit comprises 6 sequences: (1) address of welcome, (2) brain / memory training, (3) warming up, (4) motor training, (5) body perception / relaxation, (6) talking about experiences / closing remarks

**Content & methods:**

- The concrete contents/exercises are orientated at the general topics of the sequences (e.g. for motor training: standing on one leg, balancing along a line, gymnastic with dumbbells).
- Methods include ability-tests, suggestions to make exercises more difficult, tying up with former experiences (e.g. movement histories), hints to use different tools in different ways (e.g. balls)

**Evaluation:**

Scientific evaluation of the program itself: yes

**Qualification of instructor:**

Basic qualification as an instructor in "health-sport" and special introduction in the program (about 4 hours); advanced training for nursing staff.

## Italy

### Programs for elderly in the UISP Emilia Romagna



#### Program: 1 KM FOR YOUR HEALTH - Homogeneous walking groups

##### Documentation/publication:

Published as a book: "un chilometro in salute" progetto CCM-RER – Bologna – March 2013

##### Description of target group and fit with one of the three groups:

- Active and fit older people
- Sedentary people with low health risks
- People who have poor motivation or opportunities for practicing physical activity.

##### Preconditions for program:

A "fixed station" of 1km path , permanent in a public park available to everyone with 10 signs (one for every 100 mt.) plus 2 signs for departure and arrival or a "mobile station" in order to learn about the project and make the test in different locations such as schools, city center , hospitals , health centers, squares.....



100 mt			1000 mt		
14'	1'24"	84"	14'	14'00"	84"
13'	1'18"	78"	13'	13'00"	78"
12'	1'12"	72"	12'	12'00"	72"
11'	1'06"	66"	11'	11'00"	66"
10'	1'00"	60"	10'	10'00"	60"
9'	0'54"	54"	9'	9'00"	54"
8'	0'48"	48"	8'	8'00"	48"
7'	0'42"	42"	7'	7'00"	42"
6'	0'36"	36"	6'	6'00"	36"

##### Aims of the program:

The project aims to create a 1 Km path in a park or in a sports center of the town that is not a space of sport, but an „educational space promoting healthy lifestyles.“

“1 km for your health” aims to promote physical exercise (walking and slow running ) for sedentary people organized in homogeneous walking groups.

##### Sessions/units & sequences:

- One session for the walking test
- Min 8 sessions per month – min for 11 months in a year
- Sequences : initial walking test – organization of homogeneous walking groups – weekly walking groups with the instructor

##### Content & methods:

The project includes a test for the measurement of the time (in minutes) to fulfill 1 km with a heart rate monitor and measuring the time taken, keeping your heart rate at 70% of maximum heart rate for every single person. The test is also associated with an assessment of the perceived effort of the participants through the ladder perception of fatigue.

After the test every participant will have a personal card containing 3 personal values of heart rate (60%, 70% and 80% of maximum heart rate) and with the test result, the speed of step (VP) assigned to the person, given by the time used to make 1 kilometer to 70%, formulated in minutes per second and rounded to the nearest integer. At the speed of step (VP) corresponds to the T-shirt delivered to every participant.

The 10 signs show progressive time and part-time to go from one signs to the next one and the scale of perception of fatigue. Reading of the times between 2 signs is made in order to calibrate and also to scale the step's velocity .

On the back of the start and finish signs there's a description of the project, in the back of the other 10 signs there are pictures (with description) of flexibility, strength and balance exercises that can be done in the return phase from signs 10 to 1. People can decide to do the path when they want, but if they wear the T-shirt (with their time) they give the signal of the presence of a „train on the track.“ All the people who have the same t shirt, but also those who want to walk with other people and safely, can wait at the station for their „train“ and then „come up“.

##### Evaluation:

- Initial, intermediate and final test for participants
- Initial and final questionnaire for participants

##### Qualification of instructor:

Only teachers with University degree in physical education (Motor Science Faculties ) and Specialized course for walking groups.

##### Hints/needs for implementation in the club:

Training courses for instructors, information, financing, public relation, tools mad materials .

### **Program: ADAPTED PHYSICAL ACTIVITY FOR CHRONIC LOWER BACK PAIN**

#### **Documentation/publication:**

Not yet published

#### **Description of target group and fit with one of the three groups:**

- Older sedentary people with health problems and health risks
- Participant being able to stand and go on their own

#### **Preconditions for program**

- Room with at least 100 m<sup>2</sup>
- different special materials (e.g. chairs, mats, bench, balls, mirrors .....)

#### **Aims of the program:**

- Pain reduction
- Maintenance of residual motor skills
- Improve flexibility & increase range of movement
- Stimulation of balance
- re-educational movements
- Managing the disease
- Reinforce social exchanges
- Taking care of own body

#### **Sessions/units & sequences:**

- 8 sessions per month; min 9 months in a year (from September to May)
- Each unit comprises 14 sequences: Activation – Cardiovascular Conditioning; Mobilization of shoulder joints; Mobilization of the neck; Mobilization of spine; Strengthening abdominal muscles; Stretching the pelvis; Stretching psoas and quads; Strengthening the gluteus; Extend inner and outer thighs muscles; Stretching of the back; Strengthening legs; Strengthening legs and ankles; Improve blood circulation; Strengthening spine and shoulders; Strengthening back muscles; Stretching one's self.

#### **Content & methods:**

Contents:

The whole program is described according the following format:

- Basic description of exercise
- Repetition/Time
- Materials
- Objectives
- Variations (Notes)

Each unit includes 35 exercises in different positions such as

- Walking
- Sitting on chairs
- Standing upright
- Supine position
- Kneeing down
- Plank position

Methods :

The proposed work must be done at a pace that the subject is comfortable with.

Follow the group in an active manner and correct those who are not properly executing the exercises. Always execute the exercises slowly and without provoking pain.

Pay attention to your breathing throughout all the exercises.

The exercises must be well rehearsed and incite participation in order to stimulate the participants. Divide, if possible, the people with high and low function of movement. Otherwise, vary the exercises during the session.

Rest for one or two minutes depending on the needs of the participants.

#### **Evaluation:**

Within the program: Test at the beginning of the course and after 9 months.

#### **Qualification of instructor:**

Only teachers with University degree in Physical Education ( Motor Science Faculties ) and Specialized course APA (Swimming pool and Gym)

#### **Hints/needs for implementation in the club:**

Training for teachers; information, safety, public relations, room, tools and materials.



**Slovenia:**

**Sport Union of Slovenia (SUS)**

### **Program: ABC PHYSICAL EXERCISE FOR ELDERLY**

#### **Documentation/publication:**

Published as a book and CD:

- ABC physical exercise for elderly, Pori M, Pori P, Ščepanovič D, Jakovljevič M. ABC physical exercise for elderly (in preparation)
- HEALTH PROMOTING SPORT PROGRAM ABC, PhD Primož Pori, PhD Maja Pori, PhD. Miroljub Jakovljevič, MSc. Darja Ščepanovič

#### **Description of target group:**

Sedentary older people. The "ABC physical exercise for elderly" is a special program of Sports Union of Slovenia (SUS) made by professionals in the field of sport recreation, health and fitness. It is designed for elderly who are at the moment not (not enough or not at all) physically active but they would like to start with proper type of activity.

#### **Aims of the program:**

Improve fitness in 18 weeks in such level that enables elderly persons to autonomous engagement in any kind of physical activity. We expect favourable

effects on the physical, psychological, social and spiritual health.

### **Sessions/units & sequences**

Preliminary:

- Medical check and consultation
- Functional testing,
- Choosing the right level of physical exercise (A, B, C).

Physical exercise period:

- The HPSP ABC is designed for adults of both genders. It lasts 18 weeks (three parts – A, B and C of 6 weeks) and contains aerobic exercises as well as strength and flexibility exercises. It should be performed twice a week. The basis for aerobic exercise is walking, followed by brisk walking and jogging. For strength development there were 8 functional movements taken into account. Parts of each workout are also two exercises for pelvic floor muscles (PFM).
- Participants are motivated to do once per week aerobic physical exercise by choice (brisk walking, jogging) by their own.

After programmed physical exercise period:

- Functional testing,
- Counselling physical activity for future.

### **Content & methods:**

Physical exercises include functional exercise for flexibility, muscular strength (force and power), balance and agility. Each exercise unit is guided under supervision of a well-trained physical exercise instructor.

### **Evaluation:**

Periodical functional testing and (health related) quality of life

### **Qualification of instructor:**

The Sport Union of Slovenia, Third Age University of Slovenia, Faculty for Sport and Faculty of Health Sciences develop a study program for physical exercise instructors for elderly people. The students of the educational program are elderly people, members of the sport-clubs under shelter of Sport Union of Slovenia, Gerontological Association of Slovenia and Slovenian Federation of Pensioners' Organizations.

### **Cooperation with partners:**

Need of financial support to ensure a free participation

## **Spain**



**Program: El ejercicio te cuida. Junta de Extremadura. (Exercise takes care of you) with Sub-Program: Camina y charla con nosotros (Walk and talk with us)**

### **Documentation/publication:**

<http://www.soggex.es/prevencionejercicio.pdf>

### **Description of target group:**

Older sedentary people

### **Precondition for program:**

To be referred by medical personnel

### **Aims of the program:**

Health Education & Prevention:

- Overweight, obesity, Type 2 Diabetes
- Cardiovascular fitness
- Falls, fractures, dependency, insecurity
- Depression, anxiety, psycho-social, support network.

### **Sessions/units & sequences (Average session):**

- 10-15 minutes walking and talking; and joint mobility,
- 10 minutes exercising the back, balance and strength, coordination
- 20 minutes different types of walking;
- 10 minutes strength, flexibility, and postural control with advice.

### **Contents & methods:**

- Recommendation of health personnel who make the selection and recommend the activity referring to the program.
- Encouragement and follow-up.
- The program is supervised and carried out in a group.

### **Evaluation:**

- Pre: Health habits, physical activity questionnaires, Body Mass Index (BMI), % fat, flexibility, strength in the trunk and hands, endurance, blood sugar, arterial blood pressure, cholesterol.
- Socio-demographic data,
- Health related to quality of life,
- Fear of falling,
- Resources and quality of service,
- Basic blood test,
- Report for the individual and the physician to know and monitor progress,
- Fitness.

### **Qualification of instructor:**

AF instructors

**Hints/needs for implementation in the club:**

Publicize in local festivals, carnivals, family meetings, healthy eating days, promotion days

**Strength and weakness of the program:**

- 4000 older adults participated in one year in Extremadura.
- Improvement in joint mobility
- Decrease in back pain, improvement in balance and reduction in falls
- Decrease in blood pressure
- Decrease in anxiety/depression
- Decrease in body fat
- Fewer medical consultations and more exercises

**Program: Madrid en forma. Mayores activos. (Fit.Madrid.Active Elderly)**

Program carried out in the city of Madrid and 17 other locations in the Madrid Community

**Documentation/publication:**

<http://www.madrid.org/promo/enforma/>

**Description of target group:**

Older sedentary people

**Precondition for program:**

Registration

**Aims of the program:**

- Improve quality of life
- Delay/slow the deterioration due to ageing
- Mitigate and delay the appearance of diseases like osteoporosis, type 2 diabetes, arteriosclerosis and heart attack.
- Provide information on healthy lifestyles

**Sessions/units & sequences:**

- The activity is carried out 2-3 times per week in public parks and is totally free.
- Depending on the characteristics of the group. The activities are open to people of any age, but emphasis is placed on the participation of elderly people.
- The typical session bears in mind that it is carried out in a public park and includes: warm up, walking, jogging, calisthenics, and stretching.

**Contents & methods:**

- Guidance from a Physical Education (PE) Teacher as instructor to adjust the activity to the individual fitness level. Another instructor is in charge of the class.
- The program is supervised and carried out in a group. The organization is informal and allows the participants to adapt the exercises to their fitness level and needs.
- Some of the parks have installed some exercise apparatus and machines for use in the open air.

**Evaluation:**

Number of participants and adherence rates

**Qualification of instructor:**

Directed by PE and sports graduates

**Hints/needs for implementation in the club:**

None

**Strength and weakness of the program:**

- Very pleasant atmosphere
- Difficulty to establish adherence rates
- As the program is carried out in public parks, it may be hindered by bad weather. However, the existence of municipal sports halls nearby provide a good alternative for carrying on in these cases.

**Program: Physical Activity tasks for adults and elderly people (JUNTA DE ANDALUCIA)****Documentation/publication:**

<http://www.juntadeandalucia.es/turismocomercioydeporte/iad/portaliad/afmayores/>  
(Web page to design activities for older sedentary people or old people.)

**Description of target group:**

Activities are presented which can be selected for the group of old-old people with activity restrictions, for example: exercises sitting in a chair.

**Precondition for program:**

Pass a medical check up

**Aims of the program:**

- Physiological: general improvement in health parameters and specific problems or conditions.
- Psychological: Fight against stress, depression, anxiety.
- Social: Encourage social relations and collective and cooperative participation.

**Sessions/units & sequences:**

According to the characteristics of the subjects in the group

**Contents & methods:**

- Programmed according to needs
- Informal organization which activities to be adapted to the personal characteristics of the participants.

**Evaluation:**

- Initial: Medical check up, fitness evaluation, interest and predisposition for exercise, lifestyle.
- Scientific evaluation of progress.

**Qualification of instructor:**

Graduate in PE and Sports Sciences



**Hints/needs for implementation in the club:**

Not applicable

**Strength and weakness of the program:**

- Very comprehensive information
- Requires prior knowledge to be able to assimilate the information provided.

**PLAN CSD A+D – Physical activity for the elderly****Sub-Program: Move your body, open your mind: booklet of physical exercise and memory****Documentation/publication:**

<http://www.csd.gob.es/csd/sociedad/plan-integral-para-la-actividad-fisica-y-el-deporte-plan-a-d/201cactividad-fisica-y-deporte-en-personas-mayores201d>

**Description of target group:**

Mainly for the group of “older sedentary people”

**Precondition for program:**

To have no contraindications

**Aims of the program:**

To work on memory with physical activity

**Sessions/units & sequences:**

It consists of 20 sessions of cognitive work (memory) and physical activity like gymnastic exercises, walking and meditation/relaxation during the day.

**Contents & methods:**

- Gentle exercise first thing in the morning.
- Mid-morning walking for 30-40 minutes: while walking they are told to pay attention to different things.
- In the afternoon the booklet on memory exercises and/or intellectual activity.
- In the evening: 5 minutes of meditation or relaxation
- The activities should be carried out with a companion or in a group.

**Evaluation:**

Pilot project

**Qualification of instructor:**

PA and sports professional

**Hints/needs for implementation in the club:**

- Preferably flat areas with few slopes and with no architectural barriers
- Sheltered areas with shade (summer) and protection from the sun
- Parks, paths, routes or easily accessible venues
- Signs indicating the distances involved

- Signs indicating the place where the activities start, the activities involved and the timetable.

**Sub-Program: Get active in the parks:**

Similar characteristics to the one described above, Tai Chi, exercise circuits ....

**Sub-Program: 10,000 steps a day****Description of target group:**

Activities carried out with the groups participating in other programs on specific days.

**Precondition for program:**

Previous Registration

**Aims of the program:**

- Promote the practice of physical activity and sport without excluding participation to people under 65
- Relating and mixing with other participants and/or groups

**Sessions/units & sequences:**

Walking

**Contents & methods:**

Informal walks

**Evaluation:**

Number of participants and town councils

**Qualification of instructor:**

Instructors or monitors with experience in this type of walk

**Hints/needs for implementation in the club:**

- Preferably flat areas with few slopes
- Distances indicated at several points
- Signs with indications and advice so that the walk is appropriate.

Programs can be created according to the peculiarities of the different municipalities.

**Strength and weakness of the program**

- A great tool for socialization
- Possible problems with long walks and changes in the weather, which may make it impossible to carry out.

**Program: PA for older people – Real Madrid Foundation****Documentation/publication:**

<http://www.imsero.es/InterPresent1/groups/imsero/documents/binario/s308enunion.pdf>

**Description of target group:**

Older sedentary people (re-) starting with health enhancing physical activity.

The program was initially focused on 65 or + people. Currently younger people are accepted in the program.

**Precondition for program:**

Registration

**Aims of the program**

- Promote the maintenance of physical qualities
- Facilitate individual improvements in physiological and mental parameters
- Contribute to self-satisfaction and an improvement in social relations.

**Sessions/units:**

2 sessions/1 hour/weekly

**Contents & methods**

Typical session:

- Warm up: (15 minutes)
- Main work out: (35 minutes)
  - Physical fitness
  - Health improvement
  - Recreation
  - Socialization.....
  - Other .....
- Cool down: (10 minutes)

**Evaluation:**

No

**Qualification of instructor:**

Graduates of PA and Sport Sciences

**Strength and weakness of the program**

- The name "Real Madrid"
- Only a few people participated in it (about 250 person/year)

**Program: Physical and sports activities for Elderly people from the Diputación de Málaga**

**Documentation/publication:**

[http://deportes.malaga.es/mya/documentos/programa\\_mayores.pdf](http://deportes.malaga.es/mya/documentos/programa_mayores.pdf)

**Description of target group:**

Older sedentary people of over 60 without pathologies which counter indicate the practice of physical exercise, who need preventive physical activity to maintain their vital capabilities: whether or not they have practiced sport during their lives.

**Precondition for program:**

- Not to have any counter indications
- Form subgroups with different adaptations, intensities and progressions.

**Aims of the program**

General aims:

- To encourage the town councils in the province of Malaga to develop a stable program of physical and sports activities for elderly people
- To train a first level group of specialists in the towns to lead these activities
- To comprehensively improve the health status of elderly people in the province of Málaga

Specific objectives:

- To improve the physical fitness of elderly people in the province of Malaga, promoting their participation in physical and sports activities.
- To promote their self-esteem and a positive attitude to life
- To amplify the possibilities for communications and social organization
- To actively occupy their free time
- To introduce physical activity habits into their lives to prevent sedentary behaviours associated with ageing.

**Sessions/units:**

3 to 5 weekly sessions of 1 hour or 2 weekly sessions of 1 ½ hours

**Contents & methods:**

- Exercises to develop basic physical qualities (strength, endurance, speed, range of motion).
- Expressive activities: recreational expression, corporal expression
- Rhythmic activities: Dancing, aerobics
- Gentle exercises and oriental techniques: postural education, functional exercises, relaxation, tai chi, yoga, chi kung.
- Physical and sports abilities: Basic and generic physical abilities. Adapted and alternative sports.
- Traditional, popular and alternative games
- Other activities of an occasional nature: Local and/or provincial sports encounters; Informative talk on health and physical activity; Walks, hikes, excursions and residential programs.

**Evaluation:**

- Quantitative evaluation of the town councils involved and number of participants.
- Qualitative evaluation of the satisfaction surveys of the participants, teachers, administrators and politicians, both of the activities and of the organization of the program itself.
- Functional evaluation: tests for the participants and their progress

**Qualification of instructor:**

The teaching personnel responsible for the activity will be responsible to each town council and should have the appropriate qualifications.

The education program includes training events, information exchanges among teachers and technical meetings.

**Hints/needs for implementation in the club:**

The activities are organized according to the availability of facilities in the participating municipalities.

**Strength and weakness of the program:**

There are certain limitations due to the availability of facilities.

It may depend on the weather throughout the year.

**Program: Design and Management of a physical activity program for institutionalized elderly people.**

**Documentation/publication:**

Doctoral thesis: Design and Management of a physical activity program for institutionalized elderly people; Universidad de Málaga. Facultad de ciencias de la Educación.

Author: Manuel de Burgo Carmona

Director: Pedro Montiel Gámez

<http://riuma.uma.es/xmlui/bitstream/id/11117/17195895.pdf>

**Description of target group:**

Old-old. Institutionalized people in residences for the elderly (65 - 94 years).

**Precondition for program:**

- Healthy residents or with temporary invalidating or chronic syndromes which are not counter indicated for practicing exercises.
- All the elderly people were included in the program who could carry out individualized and preventive physical activity even though they were not in the best of health.

**Aims of the program:**

To reduce the risk of falls

**Sessions/units & sequences**

- Warm up: Walking, joint mobility and flexibility
- Main work out: Specific work on balance, strength in the legs, and coordination appropriate for the characteristics of the participants.
- Cool down: walking and flexibility

**Contents & methods:**

Contents depending on the multidisciplinary evaluation and personalized treatment.

**Evaluation:**

By a multidisciplinary team: physician, psychologist, graduate in PA and sports sciences

**Qualification of instructor:**

Graduate of PA and sports sciences

**Hints/needs for implementation in the club:**

None: The program was developed to be run in a nursing home

**Strength and weakness of the program:**

Both points coincide: very specific and multidisciplinary. Not viable in another context. It is a program to be developed in a health care or social services context.



## Toolbox Document 5:

### Interview guide

(according to a paper from DGI course "Adviser-education 2000" by Amtoft & Strøier ) (translated into English by Deutscher Turner-Bund, 2014).

#### **How to create a constructive and forward-looking dialogue?**

In a constructive and forward-looking dialogue is your foremost important task as leader to be curious and wondering. It is a pre-condition that you, for a time, can push your own ideas and opinions in the background in order to find out what your employee thinks about an issue, an idea or a proposal.

Therefore, it is important for you as leader to ask questions:

- Questions to get behind an issue or provide understanding.
- Questions that offer new nuances and new perspectives on a problem or an interpretation.
- Questions that create a renewed understanding of the problem or the way to approach it.
- Questions which can – in the best case - solve the problem

It is important to be able to ask questions because: **It is not the problem itself that is the real problem, it is more the way we handle it; the way we think and talk about it.**

When you ask questions you will uncover the way how, for example, a problem is approached, and this gives both you and the employee new nuances and perspectives on the issue.

To meet an employee in his own part of the playing field makes a dialogue based on equality possible. An egalitarian dialogue is a way to show respect for each other's way of thinking. Mutual respect creates a situation with two winners, where agreements and solutions benefit both, you and employee.

In an egalitarian dialogue, a coordination of ideas and perspectives takes place and all participate in a decision. To involve the employees in decision processes means ownership and, in addition, support of the decision as well as a high commitment and a high level of motivation in their daily work.

#### **Which questions are good questions?**

There are various forms of questions and some of them fit better to a specific issue or provide a more in-depth knowledge about the opinions of the employees than others.

4 types of questions

- questions of a detective
- questions of a scientist

- questions of a coach
- questions of a referee

The **questions of a detective** aim at a collection of data. With the help of those questions you will gain a lot of information which you can use to get a picture of the current situation. These questions are usually easy to answer. The employees know the answers. Detective questions are, for example

- who
- how
- when

The **questions of a scientist** are different: When you ask these questions you refer to gaps in the information which you gain via a detective question. As a scientist you explore the ways in which the employee thinks and acts in certain situations and you investigate how he thinks that others understand a problem or a relation.

You will often ask questions based on your ideas about potential connections. It is important that you do not fall in love with your own ideas. If your employee disproves your idea you should be willing to abandon your idea and take another point of departure.

It is typical for scientists' questions that the employee has to reflect about the issue in order to be able to answer.

The answers are not immediately accessible, they have to be retrieved.

A scientist's question is a question such as, for example:

- How do you explain ...
- How do you understand ...
- If you do this .... what will your colleagues do ?
- How can you explain this ?
- What do you think that your colleagues think, mean ... what will your colleagues do then?
- How do you explain this ?
- Who thinks it's needed most, least necessary?

**Coach Question:** As a coach you ask questions that challenge the employee's way of thinking.

Coach questions could, for example, be like this:

- If you chose to do ..... why, which consequences would this have for you / the department?
- If you woke up tomorrow and the miracle had happened - that you had been fantastic at what you want to be good at - what would you do different?
- If you are looking in the future, what do you think it will mean for the department if you and your co-worker do not get established a better cooperation.

**Referee- questions/statements** are a re-collection and a completion of the dialogue. This is also where

the proposed solutions should be laid on the table. Before should be on the table. Before you present your ideas or suggestions, be sure first to have asked what ideas / suggestions the employee himself has.

Examples of referee issues could be.

- What ideas do you have as a solution?
- Do we agree that you have to do is ..... ?
- I would suggest ..... What do you think?

Of course, as a leader you can be confronted with a situation where it is necessary to tell an employee how he / she must solve a task, or behave as a colleague, but also in such a situation it is a good idea

to try to identify the employee's way of thinking, in order to understand how the world looks from the place where he/she stands.

To create a dialogue by being curious, asking questions, respect the Individual's views and by trying to understand them, is an important part of leadership at a time when well-being and participation are important factors on a workplace.

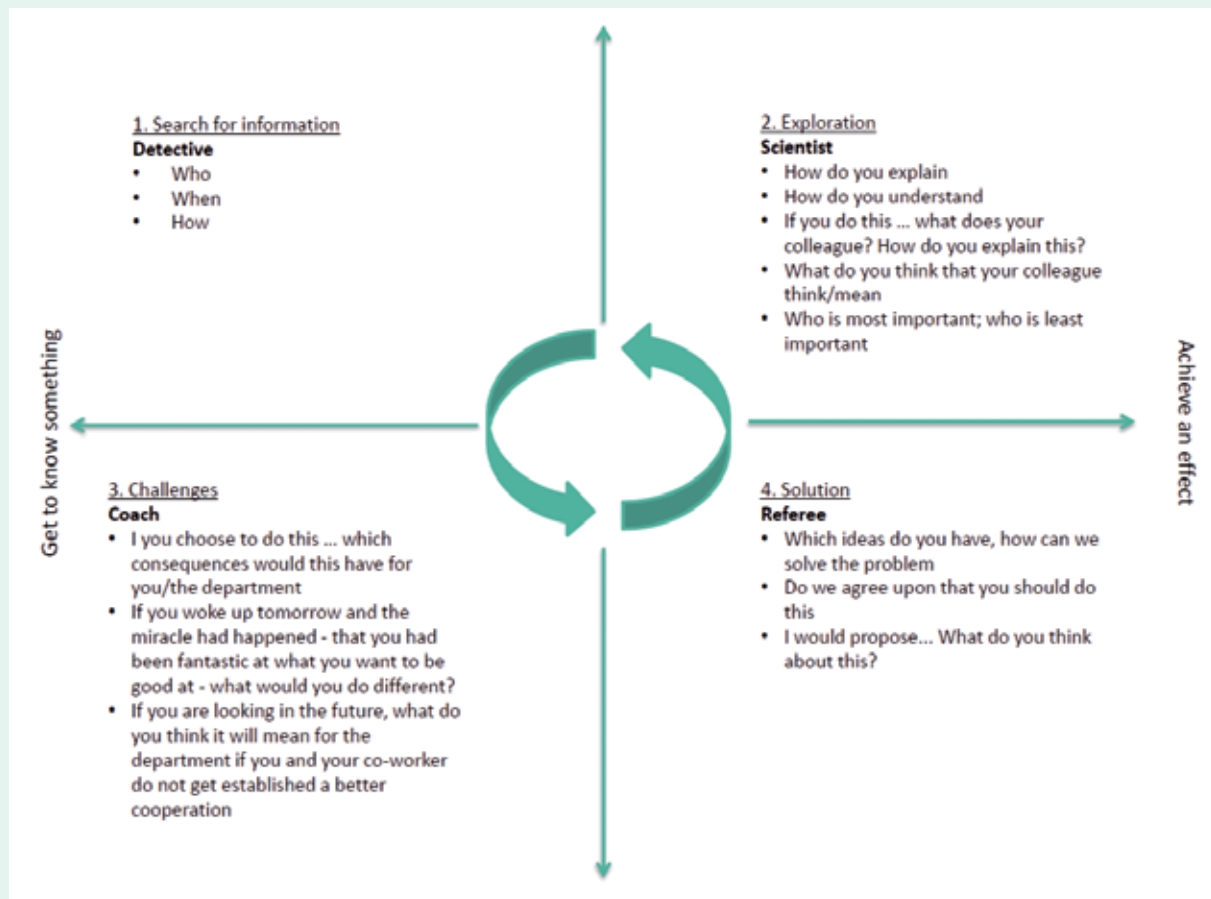


Figure 9: Interview guide (own illustration, adapted from Amtoft & Strøier)

## Toolbox document 6:

### Checklist to assess the quality of networking

	yes	partly	no
<b>Objektives of the Network</b>			
The objectives should be commonly discussed and determined within the network.			
The network's objectives should be clear for all partners.			
The partners' particular objectives should be taken into account when discussing the network's objectives. Thus conflicting objectives will be avoided, and mutual benefits will be effected.			
The objectives should be comprehensibly communicated to other parties (public, politics, etc.)			
The objectives should be revised regularly and modified or determined anew if necessary.			
The network's objectives can be achieved with the resources available.			
All partners are aware of the amount of work that will arise from participating in the network.			
<b>Network Activities and Performances</b>			
The network's various activities will be shared by the participants. Thus excessive demands will be avoided.			
The network's various activities will be planned carefully and consistently with the objectives determined.			
For their realization appropriate measures will be applied.			
The network's activities and performances will be processed in publicly effective ways.			
<b>Network Organization</b>			
The tasks of the different network partners are defined clearly and comprehensibly for all.			
The network's external presentation will account for all partners in equal measure.			
The topic "leadership" will be discussed openly. Responsibilities will be agreed upon commonly.			
"Rules" of co-operation will be defined and respected by all partners.			
The different tasks and responsibilities will be effectively coordinated.			
The co-operation within the network will be based on mutual confidence. There is an open communication. Conflicts can be broached.			
Decisions will be made in mutual agreement in spite of possible different opinions.			
The decision-making regulations are not obstructive; e.g. majority decisions are possible.			

	yes	partly	no
<b>Benefits and Results</b>			
The network generates clear benefits.			
The network's objectives can be achieved with the resources available.			
The quality of the partners' programs and services will be increased by the network's activities.			
The network's activities open up new topics and target groups.			
The network's activities offer learning opportunities for all partners.			
The network enlarges the scope of creativity for all partners.			
The network increases the partners' social reputation.			
<b>Evaluation</b>			
The results of our common network activities will be regularly evaluated.			
This evaluation of results will be the base for planning further activities.			
We look beyond the end of our own nose in order to see, whether we can learn from others, and if it is possible to "better" achieve the network's objectives.			
The network's objectives can be achieved with the resources available.			
The quality of the partners' programs and services will be increased by the network's activities.			
The network's activities open up new topics and target groups.			
The network's activities offer learning opportunities for all partners.			
The network enlarges the scope of creativity for all partners.			
The network increases the partners' social reputation.			

Table 5: Checklist to assess the quality of networking According to: Deutscher Olympischer Sportbund, 2010, p. 32,33

## G. Glossary of terms and abbreviations

### Ability

The physical or mental power or skill needed to do something.

### Competence

“Competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy. (European Parliament, Council, 2008, p. 4)

### EHFA

EHFA (European Health and Fitness Association), is the not-profit-organization representing the whole of the European health and fitness sector in Brussels. EHFA aims to cooperate with the European Union and other international organizations to achieve its objectives (EHFA, 2014).

### EQF

EQF is a common European reference framework which links countries’ qualifications systems together, acting as a translation device to make qualifications more readable. This will help learners and workers wishing to move between countries, or to change jobs, or to move between education institutions at home)

### Health-enhancing physical activity (HEPA)

HEPA is any form of physical activity that benefits health and functional capacity without undue harm of risks. (WHO, 2010, p.6)

### Implementation

Implementation is the realization of an application or execution of a plan.

### Intervention

Action of planned and structured interfering to reach defined goals.

### Instructor for physical activities

A physical activity instructor is broadly defined as a professional who teaches, educates, and trains people to do physical activities.

### Knowledge

“Knowledge” means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work and study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual. (European Parliament, Council, 2008, p. 4)

### Physical activity

Physical activity is defined as any bodily movement produced by skeletal muscles that result in energy expenditure. The energy expenditure can be measured in kilocalories. Physical activity in daily life can be categorized into occupational, sports, conditioning, household, or other activities. (Caspersen et al., 1985, p. 126)

### Physical exercise

Exercise, is a subcategory of physical activity that is planned, structured, repetitive, and purposeful in the sense that the improvement or maintenance of one or more components of physical fitness is the objective. (WHO, 2010, p.6)

### Program

A long term structured concept to pursue defined aims within a certain thematic context and field of action.

### Project

A project can be defined as a temporary work system that is constituted by a team within or across organizations to accomplish particular tasks under time constraints.

### Skills

“Skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). (European Parliament, Council, 2008, p. 4)

### Sport activity

Sport is an active, particularly organised dealing with the body, using certain motoric skills and competences, pursuing different aims such as individual fitness and health, nature experience, to express ideas through body movements, to have fun just to move or to compete.

### Sport-organization

Any kind of association focusing on the provision of physical activities and sport.

### Strategic planning

“Strategic Planning is a means to an end, a method used to position an organization, through prioritizing its use of resources according to identified goals, in an effort to guide its direction and development over a period of time (Bryson, 1995).

### Strategy

Strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.



**WHO**

WHO (World Health Organization) is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends (WHO, 2014).

**Volunteer**

There is no universally accepted definition of volunteering for the sport sector. A majority of countries in Europe either apply the same definition as used for volunteering in general, or vaguely refer to volunteers as people that donate their time to sport-organizations, carrying out activities in a field they are passionate about without regular payment.

## H. References

- Abu-Omar, K., Rütten, A. (2006): Sport oder körperliche Aktivität im Alltag. Zur Evidenzbasierung von Bewegung und Gesundheitsförderung. Bundesgesundheitsblatt, 11, p. 1162-1168.
- Alarcón, C. (2011). Programa Actividad Física para Mayores. 60 y más Vol. 308, p 38-41. Retrieved from <http://www.imserso.es/InterPresent1/groups/imserso/documents/binario/s308enunion.pdf> [15.07.2013]
- American College of Sports Medicine (2006). ACSM's Guidelines for Exercise Testing and Prescription (p.6-7). Lippincott Williams & Wilkins, 7th Edition. Philadelphia etc.
- Amtoft & Strøjer: Internal Paper for DGI-course „adviser-education 2000“.
- Brehm, W., Pahmeier, I., Tiemann, M. (2011). Fit und Gesund. Ein Allround-Gesundheitsprogramm für die Halle. Kursmanual. Aachen. Meyer & Meyer sport.
- Brehm, W., Wagner, P., Sygusch, R. et al (2005): Health Promotion by means of Health Sport. Scandavian Journal of Medicine and Science in Sports, 15(1), p.13-20.
- Bryson, J.M. (1995). Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and sustaining Organizational Achievement. Rev. ed. San Francisco: Jossey-Bass
- Caspersen, C.J., Powell, K.E., Christenson, G.M. (1985). Physical Activity, Exercise, and Physical Fitness: Definitions and Distinctions for Health-Related Research. Public Health Vol. 100, Number 2, p.126-131.
- Caja de Segovia (2013). Programa vida saludable. [Webpage]. Retrieved from [http://www.obrasocialcajasegovia.es/index.php?option=com\\_content&task=view&id=2743&Itemid=1](http://www.obrasocialcajasegovia.es/index.php?option=com_content&task=view&id=2743&Itemid=1) [July,2013]
- Chodzko-Zajko, W.J., Proctor, D.N., Fiatarone Singh, M.A., Minson, C.T., Nigg, C.R., Salem, G.J., Skinner, J.S.(2009). Exercise and Physical Activity for Older Adults. American College of Sports Medicine.
- De Burgo Carmona, M. (2007). Diseño y gestión de un programa de actividad física para personas mayores institucionalizadas: un estudio de caso. (Doctoral Dissertation). Retrieved from <http://riuma.uma.es/xmlui/bitstream/id/1117/17195895.pdf> [15.07.2013]
- Denk, H., Pache, D. (1996). Bewegung, Spiel und Sport im Alter. Band I. Bedürfnissituation Älterer. Cologne: Sport und Buch Strauß.
- Deutscher Turner-Bund (2012). Konzeption Trainer C Breitensport, Fitness und Gesundheit Ältere. Unpublished Manuskript.
- Deutscher Turner-Bund (2012). Sturzprophylaxe-Training. Kursmanual, (2nd ed.). Aachen. Meyer&Meyer Sport.
- Deutscher Turner-Bund (2013): Gehirntraining durch Bewegung. Wie körperliche Aktivität das Denken fördert. Kursmanual. Aachen. Meyer&Meyer Sport.
- Deutscher Olympischer Sportbund (2010): DOSB. Netzwerkarbeit im Sport aufgezeigt am Sport der Älteren.
- Duan, Y.P., Brehm, W., Strobl, H., Tittlbach, S., Huang Z.J., Si, G.Y. (2013). Steps to and correlates of health-enhancing physical activity in adulthood. Journal of Exercise Science&Fitness, 11. p.63-77.
- EHFA (2012). EHFA Standards EQF Lever 4 Active Ageing Trainer. Retrieved from [http://www.ehfa-standards.eu/sites/ehfa-standards.eu/files/documents/Standards/EHFA\\_2012\\_L4\\_Standards\\_Active\\_Ageing\\_Trainer\\_final.pdf](http://www.ehfa-standards.eu/sites/ehfa-standards.eu/files/documents/Standards/EHFA_2012_L4_Standards_Active_Ageing_Trainer_final.pdf) [17.09.2013]
- EHFA (2014). EHFA home [Webpage]. Retrieved from <http://www.ehfa.eu.com/node/2> [13.01.2014]
- European Commission (2010a). Special Eurobarometer 334/Wave 72.3 – TNS Opinion&Social. Sport and Physical Activity. Retrieved from [http://ec.europa.eu/sport/library/documents/d/ebs\\_334\\_en.pdf](http://ec.europa.eu/sport/library/documents/d/ebs_334_en.pdf) [14.07.2013]
- European Commission (2010b): Annual report
- European Union (2008). Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning. PE-CONS 3662/07. Retrieved from [http://ec.europa.eu/education/policies/educ/eqf/rec08\\_en.pdf](http://ec.europa.eu/education/policies/educ/eqf/rec08_en.pdf) [24.10.2013]
- European Parliament, Council (2008): Recommendation of the European parliament and of the council of 23 April 2008 on the establishment of the European Qualifications Framework of lifelong learning. Official Journal of the European Union C111. Retrieved from <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32008H0506%2801%29:EN:NOT> [24.10.2013]
- European Union (2011). Eurostat. Active ageing and solidarity between generations. A statistical portrait of the European Union 2012. Retrieved from [http://epp.eurostat.ec.europa.eu/cache/ITY\\_OFFPUB/KS-EP-11-001/EN/KS-EP-11-001-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-EP-11-001/EN/KS-EP-11-001-EN.PDF)

- Gusi, N. El ejercicio te cuida (2013). Universidad de Extremadura. [PowerPoint slides]. Retrieved from <http://www.soggex.es/prevencionejercicio.pdf> [July,2013]
- Hartmann-Tews, I., Tischer, U., Combrink, C. (2012). *Bewegtes Altern(n). Soziostrukturelle Analysen von Sport im Alter*. Opladen, Berlin, Toronto. Budrich-Verlag.
- ISAPA (2004). *International Curriculum Guidelines for Preparing Physical Activity Instructors of Older Adults in Collaboration with the Aging and Life Course*.
- Kriemadis, T., Theakou, E. (2007). Strategic Planning Models in Public and Non-Profit Sport-organizations. *International Journal Sport Management, SMJ – Vol. 3, Number 2*.
- Junta de Andalucía (2013). Homepage of Junta de Andalucía. [Webpage] Retrieved from <http://www.juntadeandalucia.es/turismocomercioydeporte/iad/portaliad/afmayores/> [15.07.2013]
- Linke, K.A., Wollschläger, I. (2011): *Aquafitness für Senioren*. Aachen. Meyer&Meyer sport.
- Madrid en forma (2013). *Mayores activos*. [Webpage]. Retrieved from <http://www.madrid.org/promo/enforma/> [15.07.2013]
- Merino Mandly, A. Programa de actividad físico deportiva para mayores (2013) p. 26-41. Retrieved from [http://deportes.malaga.es/mya/documentos/programa\\_mayores.pdf](http://deportes.malaga.es/mya/documentos/programa_mayores.pdf) and <http://www.uam.es/centros/psicologia/paginas/deporte/archivos/congreso1.pdf> [15.07.2013]
- PLAN CSD A+D (2013). *Physical activity for the elderly*. [Webpage]. Retrieved from <http://www.csd.gob.es/csd/sociedad/plan-integral-para-la-actividad-fisica-y-el-deporte-plan-a-d/201cactividad-fisica-y-deporte-en-personas-mayores201d> [15.07.2013]
- Pont Geis, P., Llano Ruiz, M., et al. (2009). *Plan Integral de promoción del deporte y la actividad física, v.1. Personas mayores*. Retrieved from <http://fe-medede.es/documentos/Personas%20Mayoresv1.pdf> [15.07.2013]
- Regelin, P., Jasper, B.M., Hammes, A. (2012). *Aktiv bis 100-Hochaltrig Menschen in Bewegung bringen*. Frankfurt. DTB
- Regelin, P., Winkler, J., Nieder, Frank., Brach, M. (2007): *Fit bis ins hohe Alter*. Kursmanual. (3rd ed.). Aachen. Meyer/Meyer Sport.
- Rühl, J., Kreuzer, S., Obenauer, K. (2008). *Cardio-Aktiv. Herz-Kreislauf-Training für Jung und Alt*. Kursmanual. Aachen. Meyer&Meyer
- Tiemann, M., Buskies, W. Brehm, W. (2005). *Rückentraining sanft und effektiv*. Kursmanual. Aachen. Meyer&Meyer.
- Tittlbach, S., Binder, M., Bös, K. (2012). *Bewegt im hohen Alter: Ein Porgramm zur psychomotorischen Aktivierung in Altenpflegeeinrichtungen*. Kursmanual. Aachen. Meyer&Meyer.
- US Department of Health&Humas Services (2008). *Physical Activity Guidelines for Americans*. Retrieved from [www.health.gov/PAGuidelines](http://www.health.gov/PAGuidelines)
- WHO (1997):*The Heidelberg Guidelines for Promoting Physical Activity Among Older Persons*. *Journal of Aging and Physical Activity* 5(1), p.2-8.
- WHO (2007). *Steps to Health – A European Framework to promote Physical Activity for Health*. Publication EUR/06/5062700/10. Retrieved from [http://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0020/101684/E90191.pdf](http://www.euro.who.int/__data/assets/pdf_file/0020/101684/E90191.pdf) [08.07.2013]
- WHO (2010): *Global recommendations on Physical Activity for Health*. Retrieved from [http://whqlibdoc.who.int/publications/2010/9789241599979\\_eng.pdf?ua=1](http://whqlibdoc.who.int/publications/2010/9789241599979_eng.pdf?ua=1) [18.06.2013]
- WHO (2013). *Global recommendations on physical activity for health*. Retrieved from [http://whqlibdoc.who.int/publications/2010/9789241599979\\_eng.pdf?ua=1](http://whqlibdoc.who.int/publications/2010/9789241599979_eng.pdf?ua=1) [18.06.2013]
- WHO (2013). *Healthy aging*. Retrieved from <http://www.euro.who.int/en/health-topics/Life-stages/healthy-ageing> [12.08.2013]
- WHO (2014). *About WHO* [Webpage]. Retrieved from <http://www.who.int/about/en/> [12.01.2014]
- Winkler, J., Regelin, Petra (2012). *Standfest und stabil*. Kursmanual. Aachen. Meyer&Meyer Sport.

