Advocating – Campaigning bridging the gap between guidelines and action

EUPEA Forum – The Hague
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The seminar

PHYSICAL LITERACY - PHYLIT project as an example for advocating

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

KVLO – an example for advocating

How is EUPEA advocating for PE in the EU projects
To build the knowledge base for active advocacy for the implementation of the EU Physical Activity Guidelines by

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

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

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

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

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

Widening the impact of the project by

- Developing a webinar series on HEPA policy advocacy
- Dissemination and exploitation of the project results
Introduction: What, why, how

I. Become an advocacy leader

II. Arguments
   II.1. The importance of PE, PA and SS
   II.2. Recommendations
   II.3. The Benefits of Physical Education
   II.4. The relationship between Physical Activity and Academic Performance

III. WHICH STRATEGY FOR AN ACTIVE WORLD?
   III.1. No excuse
   III.2. Example: Active school community

IV. Getting started (road map)
   IV.1. 101 Tips for advocacy

v. What did I learn?
What is advocacy

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

- Enthusiasm (example)
- Active participation in school life
- Raise awareness for an issue you want to be promoted
- Influence teachers and students

Through children and school:
- Promoting
- Campaigning
- Lobbying
- Requesting
- Networking

Supporting members
Involving members
Roll model
Advocacy

- **Advocacy** is an activity - a process - by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.

- Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning and publishing research ...

WHAT ?

WHY ?

HOW ?
WHAT

PHYSICAL EDUCATION (PE),
PHYSICAL ACTIVITY (PA)
AND SPORT IN THE SCHOOL (SS) ADVOCACY
WHAT IT IS ABOUT?

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

Physical activity is an all-encompassing term which includes physical activity, sport, play and activity undertaken for enjoyment or health or performance enhancing purposes, an extra curricular activity.  
https://health.gov/paguidelines/guidelines/chapter2.aspx

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

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

https://vimeo.com/203756342
Physical activity is associated with improved physical and mental health among children. However, physical activity declines and sedentary time increases with age, and large proportions of older children do not meet the recommended hour per day of moderate-to-vigorous-intensity physical activity (MVPA).

WHY?

AGE AND PHYSICAL ACTIVITY

- I exercise 5 or more times per week: 53% (15/24)
- I exercise with some regularity: 38% (25/39)
- I exercise regularly: 8% (11/135)
- I exercise with some regularity: 31% (40/130)

9.11.2018
EUPEA Form – RM Repond
WHY ADVOCATE FOR PHYSICAL ACTIVITY?

Gathering and translating the most pertinent physical activity evidence

WHAT SHOULD BE ADVOCATE?

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

HOW SHOULD ADVOCACY BE IMPLEMENTED?

Implementing a mix of advocacy strategies to influence and mobilise support for the physical activity agenda.
1. Physical activities in the school:
   1. Physical education at all school levels (3 lessons – or at least respecting the official texts) 60 min physical activities every day
   2. Qualified teachers
   3. Curriculum
   4. Compulsory assessment

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

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

4. HOW ...
Advocacy – what is it and why do we need it?

Ask – is it working?

Know what you want to change

Start your activities

Identify how to make that change

Make a Plan of Action

HOW?
Processes for Changing Policies, Environments and Systems

Problem Identification
Clarify the problem & frame/define it for Policy Agendas

Policy formulation
Conduct analyses to identify a solution to promote

Advocacy
Promote the solution to decision-makers

Implementation
Ensure that enacted changes becomes rule/processes/budgets

Evaluation
Evaluate the impact in terms of each process and overall goal
Competencies in Five Domains

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

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

3. Influence the change process
   a. Plans a policy/system/environmental change approach
   b. Educates decision-makers, media, partners, & the general public by providing relevant information (i.e., become an informational resource)
   c. Frames messages & tailors materials to influence the change process
   d. Implements policy-advocacy strategies
   e. Implements communications strategies to impact social learning, agenda setting, & message framing
   f. Monitors the change process & its outcome
4. Monitor the implementation process
   a. Predicts how the relevant bureaucratic entities (e.g., agencies, departments) might implement the enacted changes
   b. Plans how to monitor & assist each entity as it develops the budgets, rules, guidelines & procedures necessary to implement the enacted change
   c. Assists entities with planning for structural & programmatic adjustments
   d. Monitors the implementation process to document how the solution is or is not functioning as intended

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

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

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

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

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

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

Problem stream

Solution stream

Political stream

Window of opportunity

The Streams Model
• Becoming an advocacy leader.
  Using the policy windows, a theory of Kingdon, with a focus on a common problem, a policy solution and
  the political will. To learn about timing and creating the right window of opportunity.

• Stakeholder mapping.
  Using stakeholder mapping to identify the key influencers and people in power and to understand the
  movements that need to be made. Also focusing on influence mapping with a focus on the relations
  towards the key influencer.

• Fundraising.
  Using the fundraising grid to see the different possible sources of funding and to prepare different
  strategies for each of the sources. With a focus on the NGO benefits.
Power mapping

Stakeholders (forces)
Force field analysis

Forces for Success (+)

Forces against Success (-)
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Advocacy in PE – PA- SS

• We, learn, practice, to teach
• Focus on success factors

• We need to plan, prepare, define a strategy, timeline
• Celebrate the success

• JUMP IN WHEN THE WINDOW IS OPEN!