

® *European*
School Sport
Day

@diaksport
essdeurope
@european_school_sport_day

#BEACTIVE
23 - 30 September



Co-funded by
the European Union

#ESSD2025



Power of cooperation:
Strengthening links between sport clubs and schools
in the field of sport, physical activity and health
for European School Sport Day event coordinators

Use this handbook to inspire
more **schools to get on the move!**

Table of Contents

- 1. The aim of the toolkit – why did we choose this topic? / 3**
- 2. Background - Why are PA and school sports important? / 4**
- 3. Power of cooperation - understanding the links in the school's local settings / 6**
- 4. The process - Using the self-assessment tool in organising an ESSD event / 7**
 - 4.1. Mapping the local sport clubs (and other stakeholders) / 8
 - 4.2. Formally getting in touch / 9
 - 4.3. Organisational (including schools, sport clubs and other stakeholders) self-assessment - Identifying common goals / 10
 - 4.4. Planning the action / 11
 - 4.5. Evaluation / 13
- 5. Examples of good practice – intervention and program ideas in a broader picture / 14**
- 6. Annexes / 20**
 - 6.1. Additional aspects of the focus topic / 21
 - 6.2. Mapping the local community (template) / 22
 - 6.3. Self-assessment outcome (template) / 23
 - 6.4. Planning the action (template) / 24
 - 6.5. Evaluation (template) / 25

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

1. THE AIM OF THE TOOLKIT – WHY DID WE CHOOSE THIS TOPIC?



Although it is widely accepted that youth sports are an essential and comprehensive tool to improve the health and well-being of students, in general, sport clubs' primary - in most cases, the only - focus is on talent identification and management, basically performance-based competitive sport. That means that if someone is not talented, advanced enough, or simply doesn't want to be involved in games and competitions in high-level sport, his or her possibilities to be physically active regularly will drop drastically.

For that reason, most of school-aged children cannot participate in regular sport activities, unless the given school can provide space, time, equipment, human resources, etc. Unfortunately, schools' possibilities in this field varies in so many ways, that it is not realistic to expect them to deliver regular, health-enhancing sports sessions on their own in general, which directly leads to the task: how to allocate resources from local organizations to be able to elevate the number and the quality of school sport activities.

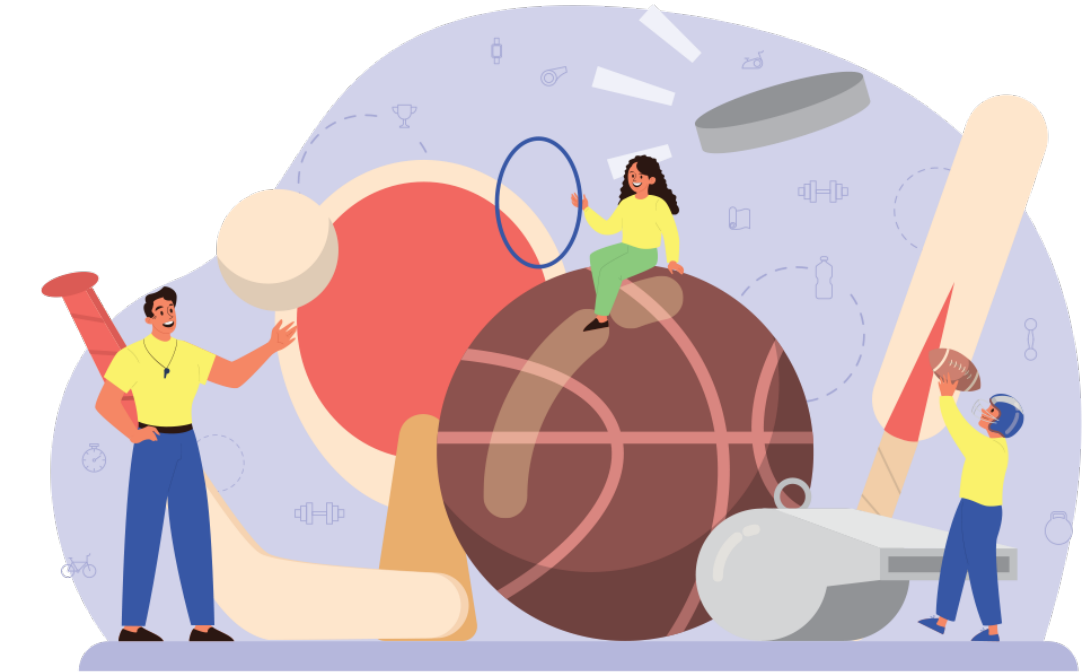
The ESSD 2025 **(Strengthening links between sport clubs and schools in the field of sport, physical activity and health)** is dedicated to help schools (and through them local communities) to highlight the necessity and, also to help delivering regular, (mainly) non-competitive sports activities for all students regardless of talent and skillfulness. We would like to draw schools' attention to widen their collaborations, mutually benefiting from cooperation with sport clubs and other stakeholders, not just for ESSD but of course through the school year.

IN GENERAL, OUR TOOLKIT

- is primarily intended to give physical education teachers, school administrators and schools a ready-to-use tool to find partners, analyze needs, plan and evaluate cooperation possibilities with sports clubs.
- inspires physical education teachers, school administrators, and schools for cooperation possibilities with sport clubs throughout the school year.
- supports ESSD National Coordinators in promoting the ESSD 2025 “Strengthening links between sport clubs and schools in the field of sport, physical activity and health” theme.



2. BACKGROUND – WHY ARE PA AND SCHOOL SPORTS IMPORTANT?



Lack of regular physical activity has very well-known negative effects on one's life. Beyond the much higher risk of obesity, type 2 diabetes, and vascular diseases, it has a significant impact on social skill development, mental wellness and self-efficacy. For example, participation in team sports activities is associated with improved social competence and communication, can boost self-esteem and bonding with others,¹ and improving physical fitness (such as functional training, yoga or mobility training) can contribute to overall well-being, stress management, and better sleep².

Generally, physical activity should be a part of everyone's day, especially school-aged children, which also puts the schools in a difficult position facing this huge challenge. Because of facility and equipment disparities and other capacity difficulties (e.g. the number of P.E. teachers), physical education as a subject alone cannot fulfil the goal of minimally sufficient regular physical activity. Therefore, schools' non-formal educational scenes (e.g., after-school sessions, between-class breaks) become more and more important. From that viewpoint, **the contribution of sport clubs can be extremely important, since they could have the human capacities and knowledge** (and in many cases the equipment and facilities) **necessary to fill the gaps between the needs and possibilities of schools.**

¹ Impact of Team Sports Participation on Social Skills Development in Youth - American Journal of Recreation and Sports ISSN 2789-7046 (Online) Vol.3, Issue 2, pp 24 – 34, 2024

² Mahindru, A., Patil, P., & Agrawal, V. (2023). Role of physical activity on mental health and well-being: A review. *Cureus*, 15(1).

2. BACKGROUND – WHY ARE PA AND SCHOOL SPORTS IMPORTANT?

Another important component in this multi-layer equation is the **students' access to sports clubs**:

- geographically – in many cases there is simply no sport club in one's inhabitancy, which means, the school is the only place to get involved in common sports activities
- socio-economically – many families do not have the fiscal possibility to pay sports club membership fees, or unable to transfer children to the trainings on time, several times a week
- academically – participating in youth sports requires a lot of time (traveling, training times, games and competition events), which logistically complicates the everyday study time and preparation of school assignments.

If a school could provide regular sports participation, all the above-mentioned difficulties could be relieved. The ESSD gives you a great opportunity to highlight and promote this message.



From the sports club perspective, there are several benefits within a collaboration with schools (Based on the outcomes of the Erasmus+ project Active School Communities*):

- **Better communication and links with schools** – Understanding each other's goals and constraints, aims and possibilities
- **Better trained workforce** – Understanding the school's environment, school sport and the difference between competitive and non-competitive sports
- **Higher participant rates at the club** – The more children are aware of the operation of the sports club, the higher the chance of engaging new members
- **A more diverse audience for the club** – The more stakeholders are aware of the operation of the sports club, the higher the chance of finding the links and possibilities to improve (see 1. figure)
- **Stronger local networks** – The role of the community in retaining sports club members is extremely important, since regular participation is based on maintaining the motivation and positive attitudes towards the club
- **Contribution to educational and social outcomes** – Contributing to the community can be beneficial on individual and organisational level as well.



* <https://www.isca.org/news-detail/609/active-school-communities-resources-now-available-online>

3. POWER OF COOPERATION – UNDERSTANDING THE LINKS IN THE SCHOOL’S LOCAL SETTINGS



Through the teachers’ thoughts, examples, attitudes, communication and the overall responsibility for the students, the school provides an unquestionably important primary influence on pupils’ life management, which includes the PA-related attitudes as well. Therefore, the way a school (and the teachers and other staff included) treats physical activity and sport within the school’s functional framework is vital.

The school has several programs throughout the year, but they are not always suitable for a holistic, connection-building task in the community. ESSD, on the other hand, is dedicated to promoting common activities, where

different themes could be highlighted for that given day. Therefore, the ESSD can provide a great occasion to start and boost the school’s community-building activities in pursuit of optimising the learning environment. May that be presentation and try-outs for local sport organisations, a common utilisation of the local sport club’s infrastructure (or vice versa) or “just” a chance for the representatives for a conversation about the school’s life, ESSD can play a great role.



Thinking holistically about the school’s role within the community can be a bit startling and complicated, with this toolkit we’d like to help you understanding the connections between different stakeholders:

In this toolkit you’ll find ready-to-use information and [downloadable documents](#) that can support you in organising the ESSD event and engaging with sports clubs or other stakeholders beyond the event itself.

Steps of the process	Templates for engagement
Mapping the local sport clubs (and other stakeholders)	An overview of which connections are already working with local sport clubs (and other stakeholders)
Formally getting in touch	An official ESSD-branded invitation letter
Identifying common goals - Organisational Self-assessment	Self-assessment tool
Planning the action	Action plan
Planning the action	Self-evaluation tool

1. figure – schematic connections between stakeholders around an ESSD event (and beyond)

4. The process

*Using the self-assessment tool in
organising an ESSD event*

4.1. MAPPING THE LOCAL SPORT CLUBS (AND OTHER STAKEHOLDERS)



Map & Analyse

To be able to understand the local community, it is worth mapping and analysing the situation regarding the possible collaborations with local stakeholders (with, of course, special regard on sports clubs). Many factors appear that fundamentally influence why and how the common progress could begin. Such factors can be:

- *Profiles*: what is the operational area of that certain stakeholder (sport, volunteering, dance, tradition etc.)
- *Accessibility*: how far is it from the school, what is the traffic situation (e.g. from a safety standpoint), how realistic is it to get there in time (e.g. outside of the school classes)
- *Connections*: what kind of connection is there with the school (e.g. parental, expertise, staff, politics, etc.)
- *Benefits*: how can it be beneficial for the school, and for the other party (e.g. specialised knowledge, promotion opportunity)
- *Resource demand*: financial, human, infrastructural, etc.

The factors could be modified and personalised for your needs and situation, but the main thing is to take the time to present an overview for everybody who is or will be involved in the process. It is also helpful from a task-distribution viewpoint since the conversations with the different stakeholders can be delegated separately with the help of this overview table.



Example:

Name of the organization or partner	Profile and activities	Connections	Accessibility	Benefits	Resource demand	Strength* (1-5 scale)
Big Whoop dance club	Spare time amateur dance lessons	Joe Theoretic (10.b) parent works there	3 stops with the bus 3/b	After school activities Possible involvement of girl pupils	Big Whoop dance club	4

* By Strength we mean the ratio of how the given partnership possibility fit into the school's everyday life on a 1-5 scale.

4.2. FORMALLY GETTING IN TOUCH



A good partnership is built on mutual respect between the partners, which has some formal components. Such formality can be the first steps in contacting the different stakeholders. For that task, we developed a [Formal invitation template](#) with the official ESSD brand.



4.3. ORGANISATIONAL (INCLUDING SCHOOLS, SPORT CLUBS AND OTHER STAKEHOLDERS) SELF-ASSESSMENT - IDENTIFYING COMMON GOALS



A well-thought-out level of self-awareness can be very beneficial at both the personal and organisational levels. Since the collaboration will form itself through conversations, getting to know each other’s interests and possibilities, it is recommended that both parties have put the right amount of thought into finding common ground. If the goals in the organisation are clear, it is much easier to set common goals. Therefore, we recommend filling out the Organisational self-assessment tool from both the school’s side and the partner’s side.

ORGANISATIONAL SELF-ASSESSMENT TOOL*

Note: since the understandings and thoughts can differ in many ways, we suggest that the self-assessment tool should be filled out by all those involved in the process.



MISSION/VISION	
The dedicated state or achievement the whole organisation is aiming at.	
How do I identify the organisation’s primary goals and operational functions?	How can my mission/vision be viewed, followed, and understood from the outside?
How do the members (e.g. teachers, workers, staff members) of the organisation identify themselves with the main goals and operational functions?	What is my organisation’s role in the community?

ACTIVITIES	
The organisation’s activities in everyday life.	
What are the activities executed by the organisation?	How can our activities be viewed, followed, and understood from the outside?
How are our activities viewed by the members of the organisation?	How do our activities fit into the community?

ADDED VALUE	
The main effects, outcomes, and consequences of the organisation’s function.	
What is the main, most important added value of the organisation?	How can our added value be viewed, followed, and understood from the outside?
How do we present, and raise awareness of the most important added value of our organisation?	What are the main effects, outcomes, and consequences of our function on the community?

* The arrangement of the questions (using the quadrants) are based on Wilber, K. (2001). *A theory of everything: An integral vision for business, politics, science and spirituality*. Shambhala publications.

4.4. PLANNING THE ACTION



Plan & Implement

Based on the outcomes of the self-assessment (mainly the common goals). an action plan should be specified. We recommend separating the actions in two areas: activities executed on the day of ESSD on one hand, and activities throughout the year on the other. Since ESSD is a once-in-a-year event, it is worth examining both options, mainly how the ESSD related activities could contribute to the long-term actions and goals.

EXAMPLES OF ESSD RELATED PRACTICES

- representing the club (activities, practices, flyers, etc.) for promoting the sport or capacity building
- students/teachers/parents/ coaches common activities
- promotion of the ESSD in club’s network (to further raise awareness of physical activity in young age)

EXAMPLES OF THROUGHOUT THE YEAR PRACTICES:

- Sports promotion
- Talent identification
- Community building
- Physical health promotion
- Mental health promotion
- Infrastructure development

ESSD-RELATED PROGRAM IDEAS

Type of program	Description	Benefits	Disadvantages
Sport club representation, introduction	The school utilises ESSD for representing the locally available sport clubs, dance clubs, etc. It could mean open practices, games, conversations, etc.	All the children get the chance to try out different sports, activities, many of which they wouldn’t be able to sample otherwise.	3 stops with the bus 3/b
Take your club (where you play) to the school”			
The sport club as a host for ESSD	The sports club hosts the ESSD event, utilising its infrastructure, equipment and coaching staff.	For school children, it is always exciting to spend the school day outside of the school environment, especially when it comes to physical activity. Also, getting personal impressions about the atmosphere of the club is crucial for the future athletes.	It needs higher level of organisation and the willingness from the sports club side to be involved in these programs. Since it is outside the school’s facility, additional permits and paperwork could be necessary.

4.4. PLANNING THE ACTION



Plan & Implement

THROUGH-OUT THE YEAR PROGRAMS

Type of program	Description	Benefits	Disadvantages
Activities with sports clubs within the school's facilities	The sports club delivers sport sessions regularly (mostly on a weekly level) within the school.	Well educated coaching staff, the possibility to utilise the club's equipment and the coaches' knowledge (e.g. open trainings for the teachers)	In most cases, these kinds of regular activities are resource-dependent on the sports club. So, until the sports club has the resources to pay for the coach, provide the equipment, etc., the program is pretty much straightforward.
Activities with sports clubs outside of the school's facilities	The sports club delivers sports sessions regularly (mostly on a weekly level) within the club's infrastructure.	The students have access to facilities and equipment which are not available within the school setting (e.g. swimming pool, gyms, tennis courts). The coaching staff's knowledge and experience are generally greater within the sports category than the teachers.	It needs a higher level of organisation and the willingness from the sports club side to be involved in these programs. Since it is outside the school's facility, additional permits and paperwork could be necessary.

ADDITIONAL ESSD RELATED ACTIVITY EXAMPLE

Type of program	Description	Benefits	Disadvantages
Infrastructure development within school areas	<p>Based on the physical activity promotion power of ESSD, local stakeholders (school staff, parents, students, municipality, sport clubs etc.) utilise their connections and resources to develop some areas of the school setting. Such could be:</p> <ul style="list-style-type: none">- installing outdoor activity equipment- renovate or develop sports courts and fields, playgrounds or other places suited for physical activity- install safe bike storage active commuting to school	Through collaborations the more often "lack of resources" situation can be overcome, especially when the stakeholders are involved locally. The process – when guided properly – provides huge developmental potential for the whole school.	It needs a holistic, systematic understanding from the organiser's side, and a willingness and openness from the stakeholders' side.

4.5. EVALUATION



Evaluate



Collaboration and common thinking and planning with the stakeholders require a certain level of awareness when it comes to evaluating the program. In many cases, there is a lot to learn from the experiences, which could clarify the common goals and, also, the content and goals for the upcoming (or even next year's) events.

On page 6, you'll find ready-to-use documents which could guide you through this process.



5. Examples of good practice

*Intervention and program ideas
in a broader picture*

5. EXAMPLES OF GOOD PRACTICE – INTERVENTION AND PROGRAM IDEAS IN A BROADER PICTURE

DIMENSION: Sport promotion

CATEGORY: Regular common sports activities with other schools

PROGRAM/EVENT: **Jornada intergenerational**

SHORT DESCRIPTION: an annual meeting with the other school in the municipality. All primary school students from both schools get together to carry out sports activities in a day of coexistence and physical activity, whose purpose is to promote sports in the town, emphasising equality and inclusion as two of the most important values that sport has.

Promotion of sport and the values of sport among local students, with equality and inclusion being the values that we propose as our flag.

MORE INFORMATION: https://www.colegioelcaton.org/Proyecto_DES



DIMENSION: Sport promotion

CATEGORY: Inclusion programmes

PROGRAM/EVENT: **Hazte Healthy Inclencer – Hazte Inclencer**

SHORT DESCRIPTION: The aim of the project for the students is to become health influencers through different activities: sixth grade students carry out the healthy breakfast activity, becoming cooks to prepare a healthy breakfast. The first graders decorate the school stairs with healthy messages and recording videos with famous athletes from Leon. The fourth **graders participate in sports activities with the Cre disability center.**

MORE INFORMATION: <https://soltra.org/hazteinclencer/inicio-english/>



5. EXAMPLES OF GOOD PRACTICE – INTERVENTION AND PROGRAM IDEAS IN A BROADER PICTURE

DIMENSION: Sport promotion

CATEGORY: Inclusion programs

PROGRAM/EVENT: Special Power League (SPL)

SHORT DESCRIPTION: Special Power League (SPL) is a football and handball league for children with disabilities, established in 2018. The primary aim is to integrate children aged 9-17 with developmental difficulties into society through continuous participation in football and handball tournaments. The project addresses the lack of inclusive sports opportunities by organising local and regional tournaments in collaboration with Croatian and international clubs. Outcomes of the program include increased social inclusion, new friendships, improved physical health, and greater community awareness about the importance of sports for children with special needs. SPL was awarded UEFA's silver grassroots award in 2020 for its impactful initiatives.

The Special Power League fosters long-term cooperation between sports clubs, schools, and educational institutions. It involves partnerships with football and handball clubs (such as GNK Dinamo, NK Istra 1961, HNK Hajduk Split), educational centers and schools (such as Škola za odgoj i obrazovanje Pula, Centar za odgoj i obrazovanje Ivan Štark), and associations (Veliko Srce, Pogled). The program supports the creation of special sections within sports clubs, providing continuous opportunities for children with disabilities to engage in sports. Coaches receive specialized training, and volunteers play an essential role in event coordination.

Challenges Addressed:

- Lack of sports programs for children with disabilities.
- Social isolation and marginalization of these children.
- Need for ongoing community awareness and inclusion.

Afterlife of Activities:

- The program encourages the formation of new sports sections for children with disabilities.
- Continuous tournaments promote sustained engagement.
- Increased public awareness drives further collaboration between schools and sports clubs.

MORE INFORMATION: <https://healthlifeacademy.com/special-power-league/>



5. EXAMPLES OF GOOD PRACTICE – INTERVENTION AND PROGRAM IDEAS IN A BROADER PICTURE

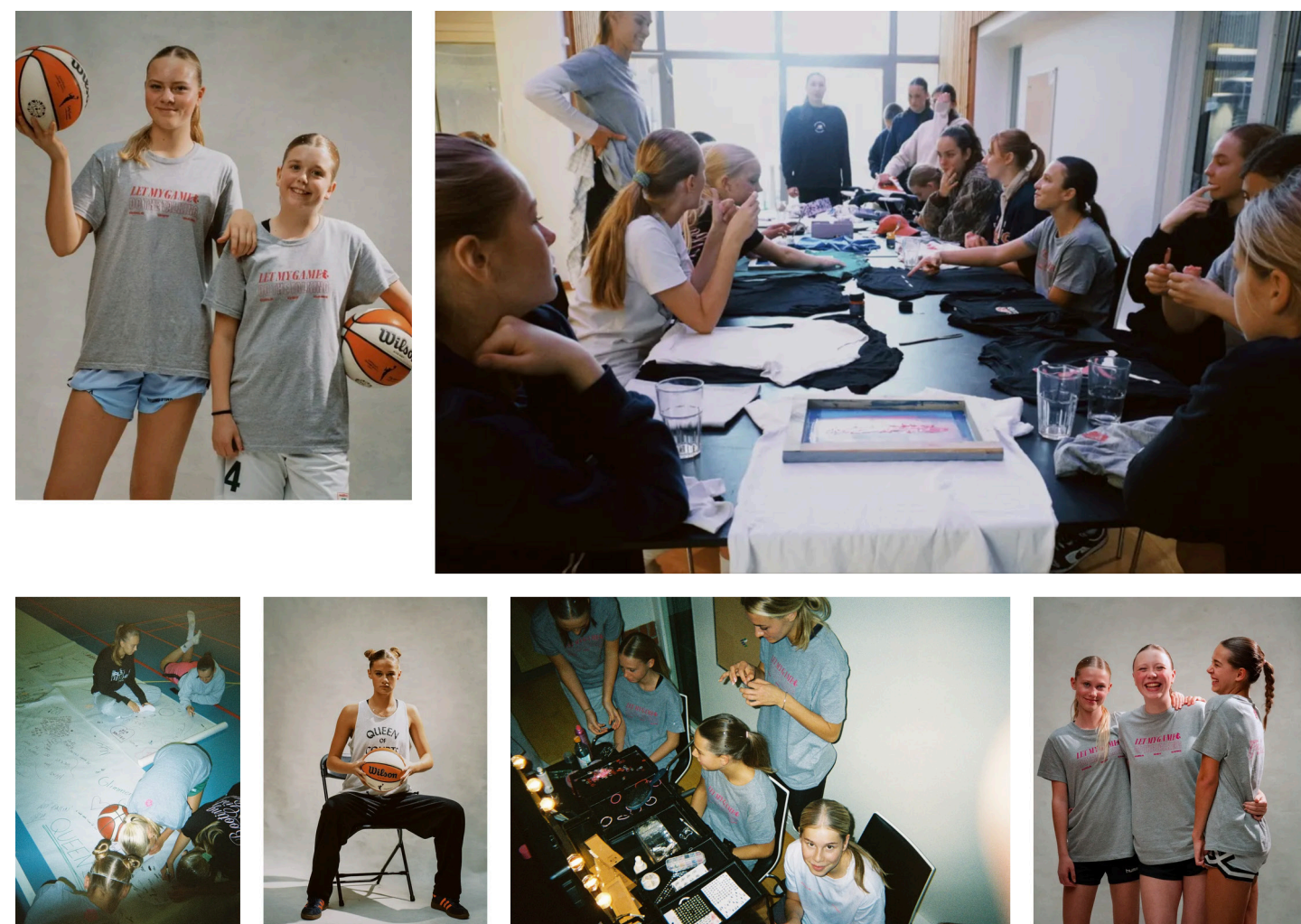
DIMENSION: Sport promotion

CATEGORY: Dedicated non-competitive sports activities

PROGRAM/EVENT: **Basketball at school** (Danish program)

SHORT DESCRIPTION: Sport's effects on student's lives go way further than talent identification or talent management. More and more clubs recognise this fact and place focus on how they can influence their community in a positive way. E.g. involving more girls, involving parents in physical activity and sports can be a magnificent goal of such a program.

MORE INFORMATION: Basketball at school - www.bornebasketfonden.dk



DIMENSION: Sport promotion

CATEGORY: Governing body (National Associations) and Sport clubs' intervention

PROGRAM/EVENT: **Sport club's school programs**

SHORT DESCRIPTION: Sport clubs with dedicated professional focus (such as Alba Berlin) recognise how important it is to provide for the community, especially for schools. A sports club as a brand, as an institution, will always be a member of the community, therefore the responsibilities and possibilities should have some sort of focus on how to invest in the communal field. Which basically means the club provides coaches and equipment to deliver training in the school environment.

MORE INFORMATION: <http://www.albaberlin.de/jugend/kita-schule/alba-macht-schule>

<http://www.profivereine-machen-schule.de/start/>

<https://sportjugend-berlin.de/themenwelten/programme/schule-und-sportverein/-verband>



5. EXAMPLES OF GOOD PRACTICE – INTERVENTION AND PROGRAM IDEAS IN A BROADER PICTURE

DIMENSION: Physical health promotion

CATEGORY: Municipality involvement for deeper awareness in health-management, active lifestyle, responsible behavior, environment, etc.

PROGRAM/EVENT: Blue and Green Schools

SHORT DESCRIPTION: It is implemented by the Muğla Provincial Directorate of National Education. Activities such as waste hunters, thrifty schools, environmentalist schools, etc. are held for school children in schools to raise awareness.

In cooperation with Muğla Provincial Directorate of National Education the ENVERCEVKO – Energy Efficiency and Environment Protection Association visited 50 schools, promoting bicycle use in view of the climate crisis, held bicycle repair and safe bicycle use workshops, etc. in 2024. They have been cooperating with the Directorate for 3 years. In 2024, 75 schools were entitled to receive a thrifty school certificate, which was awarded in the frame of a big ceremony attended by press as well.

MORE INFORMATION: <https://muglaarge.meb.gov.tr/www/blue-green-schools-projesi/icerik/989>



DIMENSION: Physical health promotion

CATEGORY: Holistic school developmental programs

PROGRAM/EVENT: Local Active School programs

SHORT DESCRIPTION: The most effective way to improve the students' health and activity level is a complex, holistic approach program, which focuses on all the critically important dimensions regarding the issue. In general, these are:

- physical education
- school sport (competitive and non-competitive also)
- collaborations with local stakeholders
- student inclusion
- healthy lifestyle

GOOD EXAMPLES FOR THESE AND MORE INFORMATION:

Active Schools Scotland - <https://sportscotland.org.uk/schools-colleges/active-schools>

Active School Flag (Ireland) - <https://activeschoolflag.ie>

Aktív Iskola – Active School program (Hungary) - <https://www.aktiviskola.hu/>

Liikuma Kutsuv Kool - Schools in Motion (Estonia) - <https://www.liikumakutsuvkool.ee/english/>



5. EXAMPLES OF GOOD PRACTICE – INTERVENTION AND PROGRAM IDEAS IN A BROADER PICTURE

DIMENSION: Community building

CATEGORY: Local communities' involvement

PROGRAM/EVENT: Leisure time with the elderly

SHORT DESCRIPTION: The students of the school accompanying the elderly of the municipality: sharing leisure time, teaching and learning about technologies (the students teach the elderly), sharing experiences and traditional games.

We seek to maintain activities over time where our students interact with the elders of the municipality and can carry out activities from which the city council obtains a benefit: accompaniment, plogging, urban spaces for traditional sports, etc.

Furthermore, the idea is to try to implement a subject as the center's own project where service-learning activities prevail, with the accompaniment of the elderly by our secondary students being the pillar on which to base this service-learning project.

MORE INFORMATION: Jornada Intergenerational <https://www.colegioelcaton.org>



6. Annexes

6.1. ADDITIONAL ASPECTS OF THE FOCUS TOPIC

The role of communities is unquestionable in our everyday life, but sometimes it is underestimated in a wider sense of school settings. In most of the schools, there's a traditional functional operation in which formal learning is mostly in focus, and the environmental settings are viewed as an indirect constraint to reach academic goals. Nowadays, many successful non-formal educational and health-related programs show how the holistic approach of the well-functioning school and its community can manifest such outcomes, which have a general positive effect on the school's life (including the teachers, students, staff, parents, and other stakeholders as well).

In that sense, **it is worth thinking about the school as a centre in a complex environment**, in which there are several components, not necessarily linked to each other, or even knowing about each other. So, in many cases, to develop these links and bring them to some kind of fruition, one of the “components” has to actively facilitate conversations and set occasions to identify common goals and interests within the community. From our standpoint, this role would be best handled to **schools, since they are some sort of a melting pot in a local community**:

- **Stakeholders:** The development of the learning environment and experience is in the interest of all stakeholders (state, municipalities, parents, teachers, sport clubs, local representatives, etc.)
- **Parents:** most of the students at the school (and their parents) live near the schools, and they tend to put resources into the development of the school's everyday life.
- Many of the students' parents are involved in the local life (e.g. coaching the local sport club), leading local businesses or having a workplace which can be linked to the everyday life of the school.
- **Companies:** In most cases there are some sort of services, ventures located within the schools' “reach”, which can also provide a chance to collaborate.



In case of complex partnership, such as with municipality, a single partnership map can be developed containing all the ongoing and possible connections from a strategic standpoint:

Name of the organization or partner	Profile and activities	Connections	Accessibility	Benefits	Resource-demand	Strength (1-5 scale)
Municipality	Utilising the community park for P.E.	P.E. teacher and sport consultant in the mayor's office	2 km, 8-10 minutes by foot	outdoor activity no class limits	none	4
	Developing a garden in the schoolyard dedicated for outdoor classes	Mayor's office (e.g. architecture)	Unused territory in the schoolyard	New and functional learning area Student friendly environment (good for mental health and stress)	high (estimation in euros)	5

Based on the outcomes of the Self-assessment tool developmental areas should be identified, where the commonly agreed goals can be presented.

DIMENSION	INTERSECTION	COMMON GOALS
Mission/vision		
Activities		
Added value		

ESSD-RELATED ACTIVITIES

How can a once-in-a-year event be utilised to gain the biggest impact on that day?

Type of activity	Description	Responsible person	Equipment

THROUGHOUT THE YEAR ACTIVITIES

Actions during the year, that contribute to the common goals.

Type of activity	Description	Responsible person	Equipment

ESSD-RELATED ACTIVITIES				
Activity	How was the experience?	Did it reach its goals?	Links to the common goals (1-10)	Success rate (1-10)

THROUGHOUT THE YEAR ACTIVITIES				
Activity	How was the experience?	Did it reach its goals?	Links to the common goals (1-10)	Success rate (1-10)



#ESSD2025




#BEACTIVE
EUROPEAN WEEK OF SPORT



Co-funded by
the European Union

CONTACT INFORMATION

Want to know more about ESSD?
Consult our website: www.essd.eu

 @diaksport
 essdeurope
 @european_school_sport_day



BG BE ACTIVE



#BEACTIVE
EUROPEAN WEEK OF SPORT

For all other enquiries,
contact info@essd.eu