

ENSE Sport Summit 2017: *Sport Education in Europe, Health.*

Author biography:

Johansen, Danielle Louise Noerager: Research Assistant at The Research and Innovation Centre for Human Movement and Learning at University of Southern Denmark, Department of Sports and Biomechanics.

Title of abstract:

Physical activity interventions in Danish primary schools – how do we attain sufficient implementation?

Aim:

Physical activity (PA) holds important health benefits for children and youth on reducing the risk of obesity, non-communicable diseases such as cardiovascular diseases and type-II-diabetes, and on increasing children's well-being, academic achievement, cognition etc.

In August 2014 a reform on the public schools in Denmark was implemented putting PA on the agenda. The reform underpins that PA corresponding on average to 45 minutes per day form part of the curriculum for all years at primary schools. In the wake of the reform, various initiatives have been initiated to oblige the PA requirements. For some reason however, it remains a challenge for the final implementation of such initiatives to become persistent.

Therefore, the aim of this study is to identify and investigate important factors for sustainable implementation of PA interventions in Danish schools.

Method:

A Delphi study was conducted as the overall methodical approach.

Various factors for implementation of physical activity interventions in a school setting were identified using a scoping review of the scientific literature and by exploring grey literature.

Using a snowball sampling method, a group of experts (organizations, municipalities, school principals, and teachers) was invited to validate the identified factors in order to pinpoint the most relevant factors for implementation of PA in a Danish school setting.

Results:

The study is still in progress pro tem. However, for the time being several hundred implementation factors have been identified in the literature. Those will be scaled down to an amount of approximately 50 divided into 5-7 sub-groups for the expert group to respond to.

It is expected that the implementation factors identified in the literature and validated by the expert group will differ according to organizational-, municipal-, school principal-, and teacher level.

Conclusion:

The study will present a table of the most important implementation factors of PA interventions in Danish schools.

References:

Larsen RL, Troelsen J, Kirkegaard KL, Christensen B, Riiskjær S, Krølner R, Østergaard L, Kristensen PL, Jensen J, Østergaard C, Møller NC & Skovgaard T: *The Danish Report Card on Physical Activity for Children and Youth*. REACH 2017:3, University of Southern Denmark, Research and Innovation Centre for Human Movement and Learning, Denmark.

Naylor PJ, Nettlefold L, Race D, Hoy C, Ashe MC, Higgins JW & McKay HA: *Implementation of school based physical activity interventions: A systematic review*. Preventive Medicine 72: 95–115, 2015.

Durlak JA and DuPre EP. Implementation matters: a review of research on the influence of implementation on program outcomes and the factors affecting implementation. Am J Community Psychol 41: 327-350, 2008.