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# Green Play

## Green Play Project Policy recommendations report

**IRS – Istituto per la Ricerca Sociale**



### Sport & values



ISTITUTO  
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RICERCA  
SOCIALE





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## 1. Introduction

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Juga Verd Play (Play Green Play) is an alternative and innovative methodology implemented by the Consell Esportiu del Baix Llobregat (Baix Llobregat Sports Council - CEBLLOB) based in Catalonia, Spain, since 2013. Indeed, during the 2013-2014 season the program of School Sports Games, the Baix Llobregat Sports Council (CEBLLOB) launched a new model of sports school competition (Juga Verd Play) whose purpose was the promotion of educational values through sport for all groups involved.

The basic premise to educate in values is linked to the fact that the goal of getting more points than the adversary cannot be the only condition to win the game; values and civic behaviour also count. Moreover, the methodology represents a solid bet in the challenge of changing the paradigm which intends to educate not only children, but also other key actors like families (mothers and fathers) for their roles in the sport participation of their children. Another unique characteristic of the project is indeed the integration of all the target groups that participate in school competitions in the assessing process: families (parents), referees, coaches and tutors (a responsible person of each team, can be a mother, a father or a big brother).

A step forward in this direction has been made with the Green Play Erasmus + Project. The overall objective is to encourage positive educational values in team and individual grassroots sports among children and youth.

The first specific objective of the Green Play Erasmus + Project is the creation of an integrated methodology enforcing positive values in individual sports, based on the existing Green Play methodology for team sports. Till the project proposal, CEBLLOB experience has mainly been focused on the competition system, as it has been applied to team sports (football, indoor football, basketball, volleyball, handball) in regional competitions organized by CEBLLOB and in categories corresponding to children's education and in the lower secondary. The project partners from 4 different countries, developed this methodology for individual sports too, each adapting the methodology in their own respective countries and ultimately sharing their successes and lessons learned with the rest of their counter-partners across EU. The Green Play methodology for individual sports entailed a different approach, based on the pilot test conducted by CEBLLOB in April 2016 for individual sports in aerobics.

The primary target group of the Green Play Project were students and athletes from 5 to 18 years old of age, which gives a wide scope for positively affecting children from



early age where they first start learning about values, to adolescent age groups where these values take hold and get internalised. Along with the students and athletes, the other target groups of the Green Play Project were: parents and siblings, referees, tutors and coaches, each having an important and active role in impacting on the educational process.

Within the Green Play vision, the role of coaches is strategic for facilitating relevant behavioural changes toward the internalisation of ethical values in sports practices. They are responsible for teaching values to the students and are key figures in school sports. They must lead by example and be the image of good behaviour and know-how. Competition is a great ally when teaching values, but if winning becomes the only goal, these values become a kind of counter values, which is the opposite of what Green Play methodology is aimed for.

The Green Play Erasmus + Project aimed at implementing the Green Play methodology for team and individual sports through pilot tests involving schoolchildren from 5 to 18 years old, featuring the use of new technologies. It is infact worth to note that Green Play methodology has embedded ICT as a great ally since it has counted with an application for smartphones called "Baixesport- VerdPlay" (also available in desktop format), facilitating the registration of scores of all implicated agents and hence an optimal process of data collection.

Thus the participation of relevant stakeholders in this project has been integrated in two essential ways: 1) via the use of new technology - mobile apps and online apps for PC -and 2) via cascade trainings of coaches, tutors and referees, a method which exponentially multiplies the learning effect.

This report is aimed at gathering main findings and conclusions coming from the implementation of all activities foreseen and at drafting policy recommendations to help policy makers and school and sport organisations in the EU Member States when designing actions and realising initiatives related to grassroots sport and promotion of fair play and positive educational values.



## 2. Green Play methodology and project implementation

The basic premise of the methodology is teaching values, whereby the challenge of getting more points than the opponent is not the only determining factor for winning the match; civic values, fair play and other positive behaviours are also taken into consideration and impact the final score, ultimately determining the winner.

Green Play methodology implies a conceptual shift from the traditional system of scoring.

### 2.1 Green Play methodology for team sports

As regard the *team sport methodology*, only some of the total points obtaining (10 points) really matter on the scoreboard (3 points if the team wins, 2 points if the score is even and 1 point if the team loses); the rest are awarded based on established criteria linked to the values and fair play and are given by parents, referees, tutors and coaches, all stakeholders each having an important and active role in impacting the educational process.

Indeed, in this sense an important characteristic of the project is the integration in the assessing process of all the target groups that participate in competitions: families (parents) participating in the competition, referees, coaches and tutors (a responsible person of each team, can be a mother, a father or a big brother).

In particular, here it follows the explanation of each target group's assessment and the corresponding criteria that the target groups involved in the assessment use within the Green Play methodology for team sport.

#### 1) Coaches

Each coach assesses the performance of the other coach and the players' behaviour of the opposing team, giving a maximum of 1 point to each one (2 points in total) according to compliance criteria (see below)

##### ASSESSMENT OF THE BEHAVIOUR OF THE OPPONENT COACH

- ✓ Do they encourage their players when facing failure and/or success?



- ✓ Do they give technical indications to their players?
- ✓ Do they accept with respect the referee's decisions?

#### *ASSESSMENT OF THE BEHAVIOUR OF THE OPPONENT TEAM*

- ✓ Have they accepted the referee's decisions?
- ✓ Do the players encourage each other when facing failure and/or success?

#### **2) Tutor de grada**

A tutor from each team (a father, a mother, an older brother ...) has been designated to assess the performance of the audience of their own team. This tutor can also play the role of mediator or peacemaker in conflicts.

#### *ASSESSMENT OF THEIR OWN AUDIENCE*

- ✓ Does the audience encourage their team with clapping or singing?
- ✓ Does the audience respect the opponent team and the opponent audience?
- ✓ Does the audience accept with respect the referee's decisions?

#### **3) Audience**

The audience (family, friends, etc.) will assess the behaviour of the players of the opponent team giving a maximum of 1 point according to compliance criteria (see below)

#### *ASSESSMENT OF THE BEHAVIOUR OF THE OPPONENT TEAM*

- ✓ Have they accepted the referee's decisions?
- ✓ Do the players encourage each other when facing failure and/or success?

#### **4) Referee**

The referees are the key element in the assessment system implemented within the Green Play Methodology because they are the ones who act most objectively assessing all the participating target groups. For this reason, it is foreseen that they use different systems for assessing.

First of all, as all other target groups involved, they give 1 point if the audience of both teams has behaved respectfully and 1 point if the coaches of both teams have behaved correctly. The assessment criteria are exactly the same as those used for the other target groups.



### ASSESSMENT OF THE COACHES' BEHAVIOUR

- ✓ Do they encourage their players when facing failure and/or success?
- ✓ Do they give technical indications to their players?
- ✓ Do they accept with respect the referee's decisions?

### ASSESSMENT OF THE AUDIENCE'S BEHAVIOUR

- ✓ Does the audience encourage their team with clapping or singing?
- ✓ Does the audience respect the opponent team and the opponent audience?
- ✓ Does the audience accept with respect the referee's decisions?

In addition to what is written above, the referee can assign the green points, giving a maximum of 1 point if the team or player shows an adequate behaviour based on the following pre-established criteria (each criteria add 0.25 points).

- ✓ There must be more players than the minimum necessary.
- ✓ The "tutor de grada" must introduce himself to the referee before the beginning of the match.
- ✓ The team must arrive 15 minutes before the beginning of the match.
- ✓ Green card showed to one or more members of the team during the match.

The referee can indeed reward positive actions by showing a green card in order to highlight the good behaviours. For instance:

- ✓ Helping an opponent in an adverse situation.
- ✓ Encouraging repeatedly the partners during the match
- ✓ Helping the referee in a conflictive situation.
- ✓ Encouraging the opponent and clap along the adversary's actions regardless of the score.
- ✓ Admitting publicly that the referee has taken a wrong decision that led to an advantage in favour of their own team.
- ✓ Accepting defeat with dignity.
- ✓ Helping a partner or an opponent in certain actions (tie their shoelaces, etc.)
- ✓ Avoiding using violent game and ignoring provocations.
- ✓ Respecting the equipment and the facilities related to the game.
- ✓ Other exceptional positive actions.



## 2.2 Green Play methodology for individual sports

The *Green Play methodology for individual sports*, again, encompasses points from all the relevant parties, as with the team sports. However in this case the athletes self-evaluate themselves by answering to 4 questions, in addition to the feedback/points received from their coaches (7 points) and families (1 point) during the trainings sessions and also the competitions. These assessments, registered through a computer application and translated into a future report on each athlete, are complemented with a parallel ranking, which is the result of the collective scoreboard obtained during the competition. This collective scoreboard is the average of the ranking of all the individual athletes of the same category or the average of all the couples, trios and groups of the entity when appropriate.

As done for the description of the Green Play methodology for team sport, also in the case of the Green Play methodology for individual sport, here it follows the explanation of each target group's assessment and its corresponding criteria that the target groups involved in the assessment use within the Green Play methodology for individual sport.

### 1) Self-evaluation of the athletes (4 points)

After every training session and/or competition, athletes are expected to answer the following question

*When I have finished an exercise and I've done it right, I feel...*

- ✓ I'm not altogether satisfied (Happy)
- ✓ Indifferent
- ✓ Satisfied with the work done
- ✓ Very happy
- ✓ Euphoric

*When I have finished an exercise and I've done it wrong, I feel...*

- ✓ Very angry
- ✓ Angry
- ✓ Sad
- ✓ Calm
- ✓ Wanting to do better next time



*How do I react to criticism from my coaches or my sport mates?*

- I answer in an angry way
- I look angry
- Passive/Indifferent
- Respectfully
- Constructively

*I do my best during the training sessions/competition...*

- I don't. I don't make any effort
- The least possible
- Just enough
- Enough
- I give it all

## **2) Assessment by the family (1 point)**

When the athlete is back from the training session and/or the competition, also the family is expected to assess him/her by answering the following question

*How do you think your son or daughter feels once he/she has finished the training session/competition?*

- Euphoric
- Happy
- Indifferent
- Worried
- Sad

## **3) Assessment by the coaches (7 points)**

Coaches can award 7 points in total. In particular, they answer the following questions

*Has the athlete come to the training session/competition?*

- He/She hasn't come and he/she hasn't let me know
- He/She hasn't come but he/she has let me know
- He/She has come but he/she has been late
- He/She has come on time
- He/She has arrived early



*Has the athlete come with the adequate sport gear and equipment?*

- ✓ He/She hasn't brought their sport gear and equipment
- ✓ He/She has forgotten part of the sport gear/equipment or hygiene kit
- ✓ He/She has brought the sport gear/equipment but he/she has forgotten the hygiene kit and a change of clothes
- ✓ He/She has brought the sport gear/equipment, he/she HASN'T had a shower but he/she has put clean clothes on
- ✓ He/She has brought the sport gear/equipment, he/she has had a shower and he/she has put clean clothes on

*When the athlete has finished an exercise and he/she has done it right, I see he/she feels...*

- ✓ He is not altogether satisfied (Happy)
- ✓ Indifferent
- ✓ Satisfied with the work done
- ✓ Very happy
- ✓ Euphoric

*When the athlete has finished an exercise and he/she has done it wrong (he/she has failed), I see he/she feels...*

- ✓ Very angry
- ✓ Angry
- ✓ Sad
- ✓ Calm
- ✓ Wanting to do better next time

*How does the athlete react to criticism from me or his/her sport mates?*

- ✓ He answers in an angry way
- ✓ He looks angry
- ✓ Passive/Indifferent
- ✓ Respectfully
- ✓ Constructively

*The athlete does his/her best during the training sessions/competition...*

- ✓ He/She doesn't. He/she doesn't make any effort
- ✓ The least possible
- ✓ Just enough
- ✓ Enough
- ✓ He/She gives it all



*How do you think your athlete feels during the training session/competition?*

- Euphoric
- Happy
- Indifferent
- Worried
- Sad



## 2.3 Green Play Project Implementation and methodology adaptation

The Green Play Project implementation aimed at the adaptation of the methodology to different contexts in order to identify main pillars of transferability and to involve the widest possible audience to maximise the dissemination of the importance of values in sport.

During the 1st year of the project all the partners organised separate informative meetings in the respective countries (Spain, Portugal, Italy and Finland) in order to raise awareness about GREEN PLAY methodology with several target groups: municipal officials and sport department civil servants; coaches in sport organisations and educational centres, namely schools; parents and referees. The objective of these informative sessions was to a) explain the positive educational values of GREEN PLAY methodology and the way they affect the athletes, and b) explain how the methodology works in practice, by taking examples of CEBLLOBs experience in Catalonia, Spain.

Subsequently to the awareness raising campaign, each partners held sessions of cascade trainings targeting specific groups considered crucial in the implementation of the GREEN PLAY methodology, namely: sport coordinators of the beneficiary organisations, coaches and physical education teachers.

Following the cascade logic, the sessions intended to train first the target group that stands highest on the hierarchy of schools or sports organisations. The first group then was expected to train the second group and so on.

Cascade trainings were chosen in this particular case due to the large number of the targeted group. This method of training was in fact supposed to reach a large number of people in the most efficient way and to spread knowledge quickly.

The main objective of these trainings was to teach the targeted groups specifically how to implement GREEN PLAY methodology in practice, both for team and individual sports.

Following the awareness raising and the training of relevant stakeholders, the application of the GREEN PLAY methodology for individual and team sports started in all project partners' countries (Spain, Portugal, Italy and Finland).

The adaptation of the Green Play methodology to different contexts and situations allowed to point out strengthens and weaknesses of the methodological framework



that have been highlighted by partners during bilateral discussions and during a specific focus group held in Barcelona in occasion of the last steering meeting.

According to the interviews with the project partners, the main strengths of the Green Play team and individual methodology consist in:

- **Focusing on values in sport:** values in sport is often a secondary issue, especially in competitions or in certain sports (e.g. football). Thus, putting values at the centre of the project represents one of its main strengths, according to interviews.

*"The spirit of the GreenPlay project is its main strength, as it is a new way to see sport and values. When we talked to the coach abd the coordinators, everyone was excited by the perspective offered and found it really interesting"*

(GreenPlay actor)

- **Implementing awareness raising and training initiatives for increasing awareness and knowledge on values in sport:** promoting awareness raising and training initiaives was considered particularly useful for increasing attention to values in sport and for creating knowledge on how and why to apply them in daily trainings and competitions

*"Workshops focused on how and why to promote values in sport woked well."*

(GreenPlay actor)

*"Awareness raising and trainings sessions were particularly useful as it is important to have all actors together and exchange ideas on values with them.*

*It was a good way to give visibility to the project and to engage people."*

(GreenPlay actor)

*"Training for referees was useful and worked well."* (GreenPlay actor)

*"Training on values for families worked well and was important because it allowed us to build a common language with families as well as to discuss values from an educational point of view."* (GreenPlay actor)

*"The spread team represented a good way to engage parents."* (GreenPlay actor)

*"Awareness raising sessions worked quite well for diffusing values in sport"*

(GreenPlay actor)



- **Rewarding the teams/athletes with the highest respect for values in sport:** according to interviews with GreenPlay actors, rewards represent an effective tool for engaging people and increasing visibility of values in sport

*"The final award represented a good tool for engaging people in the project. Furthermore, it also represented a good tool for mobilising the municipality, as they are promoting this kind of events." (GreenPlay actor)*

*"Rewarding the promotion of values in sport was very important to engage people in the implementation of GreenPlay methodology" (GreenPlay actor)*

- **Using the individual app for assessing the behaviour of team sports athletes:** in certain contexts (i.e. Finland), the individual app was also used in team sport. Interviews with the project partners revealed that coaches considered it a useful tool for getting immediate information on the behaviour of their athletes.
- **Involving the municipality in the implementation process:** the engagement of the municipality in the implementation process was considered particularly useful for engaging sport actors in the GreenPlay project and for sustaining the project implementation over time.

*"Mobilising the city is essential." (GreenPlay actor)*

*"If the city is interested and supports the implementation process, its actuation on ground is easier than implementing it without the city support." (GreenPlay actor)*

However, interviewed actors also underlined a series of aspects that have to be revised in future implementations in order to favour the effectiveness of the GreenPlay methodology:

- **Cascade trainings:** cascade trainings were particularly difficult due to the low engagement of coaches and teachers. As pointed out by interviewed GreenPlay actors, nowadays values are not a central aspect of sports, especially in large clubs and relevant competitions. Therefore, a change of mentality of sport actors (from the club management to the coach levels) is needed for the implementation of the GreenPlay methodology both in trainings and competitions. This is a long process that takes time. Thus, in contexts implementing for the first time the GreenPlay methodology, project partners faced the low motivation of coaches and teachers to be part of cascade



trainings. In these contexts, relying on coaches to train athletes might be rather problematic.

- **Testing the GreenPlay methodology for the first time in large clubs:** according to interviewed actors, in such clubs competition and winning are more important than values. This means, that changes in the mentality and behaviour of coaches and club members are needed in order to enhance athletes to take up values in sport. According to interviewees, this is a long process that should start with young coaches. Indeed, they underline that it is easier to change the mentality of young coaches than of those that are old and that use methodologies that they used when they were athletes.
- **Time resources:** as mentioned before, time is a key resource for the effectiveness of the GreenPlay methodology, especially in contexts that implement it for the first time. As pointed out by the interviewed actors, while the GreenPlay apps represent a good tool to engage sport actors in the promotion of values-based sport, it takes time to build a case for values in sport and to “sell” it. According to the interviewed actors, one year for testing the GreenPlay methodology is not sufficient for producing the expected outcomes.
- **Involving referees in using the GreenPlay team app for assessing values:** the engagement of referees in the use of the GreenPlay team app represents a critical point in the testing of the GreenPlay app, as often referees have to fill in several documents that assess the match and the use of the GreenPlay app is considered an additional burden. Furthermore, in many implementation contexts referees are volunteers and their time resources are rather limited. According to interviewed actors, a specific GreenPlay referee could constitute a solution to this problem.
- **Capacity to use the GreenPlay app:** the implementation of the app requires a certain level of capacity of both the implementer and beneficiaries (e.g. audience, etc). The use of a dedicated team (i.e. spread team) to engage the audience in the use of the app and to explain to it how to use the app represented an effective engagement tool. Where such resources were not available, paper questionnaires were submitted and afterwards the implementer’s staff included the data collected in the automatic system. Increasing the capacity of the implementer and being flexible in the application of the system are two of the main lessons learnt pointed out by interviewed GreenPlay actors.



- **Data collection and analysis through the app:** while interviewed actors are quite satisfied with data collected through the individual app, they suggest improving the collection and analysis system of the team app. Currently, some questions do not seem too detailed and immediate information on the behaviour of the team in terms of values is not provided to the users. Furthermore, interviewed actors suggest extending the functions of the app so as to become a platform that can be used also for communicating with the athletes' families.
- **Governance:** according to interviewed actors, an inclusive governance of GreenPlay is an essential aspect for the effectiveness of the GreenPlay methodology. Interviewees underline the relevance of the commitment of the top management of the club/sport organisation for the implementation on the ground of GreenPlay. According to interviewees engaging all actors is a slow process, but crucial for an effective implementation. They emphasise the need to consider this aspect when planning the time resources needed for the testing of the GreenPlay methodology. In their opinion, the time resources allocated to the GreenPlay project were insufficient for creating a good governance of the test phase which made its implementation more challenging.



### 3. Main Results

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One of the main objectives of the Green Play project consisted in engaging sport actors and stakeholders in values-based sports, in particular through the use of the Green Play team and individual apps.

Data collected during the testing of the Green Play apps shows that the Green Play project has managed to involve a large number of sport actors (referees, coaches, athletes) and stakeholders (e.g. families and more in general audience) in the testing of the Green Play values-based sport methodology. Overall, 689 teams from 7 sports were involved in the testing of the team app in Spain, Portugal, Italy and Finland during the project. A large number of votes (i.e. 20.272) on values has been registered during the Green Play testing. Furthermore, 3.424 Green cards have been awarded during the Green Play testing.

As to the individual app, 135 coaches and 33 athletes have used it during the Green Play testing.

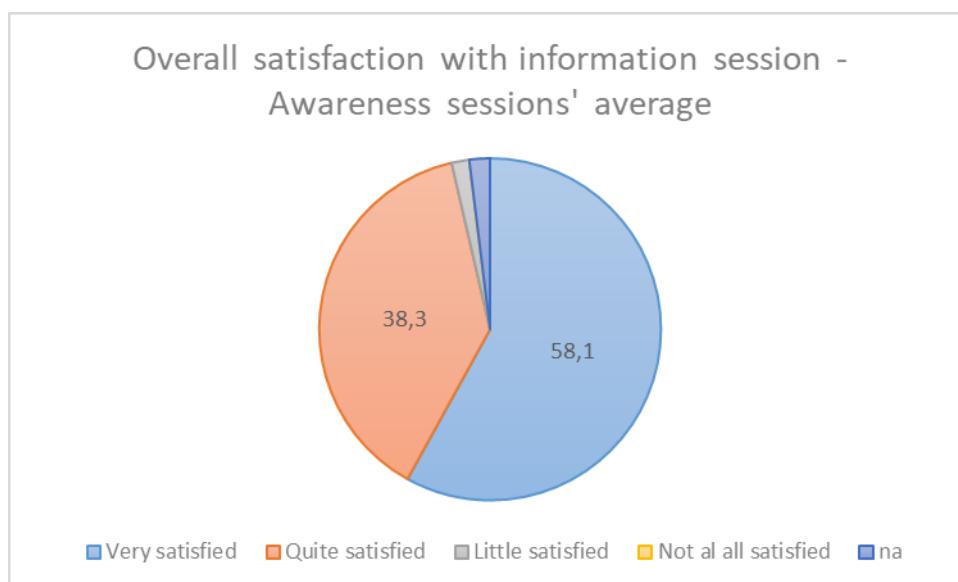
In addition to this increase in the level of participation and in the stakeholders' engagement in spreading values in the practice of sports, important results have been achieved also in the implementation of the project activities that in some way can be considered as preparatory for the implementation of the pilot programmes. In order to better understand the success of the events organised, IRS has drafted a set of evaluation tools. In particular IRS developed satisfaction questionnaires for awareness raising sessions (annex 1) and satisfaction questionnaires for training sessions (annex 2).

Unfortunately, the number of questionnaires collected is lower than the number of participants at the events. However, in the following paragraphs synthesis of data collected is presented, showing positive results in terms of overall satisfaction and fulfilment of expectations.



### 3.1 Analysis of awareness raising sessions' satisfaction

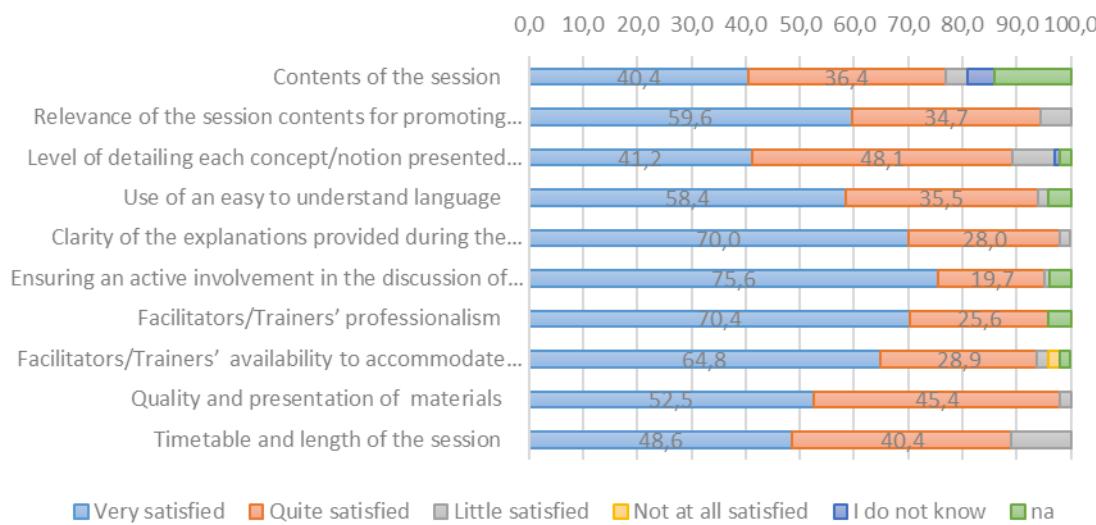
All project partners organised separate informative meetings in the respective countries (Spain, Portugal, Italy and Finland) in order to raise awareness about GREEN PLAY methodology with several target groups. The following graph show that mostly all of participants have been satisfied with the participation at the event: the 58.1% of the stakeholders involved have been very satisfied and the 38.3% quite satisfied, for a total of 96.4%.



As regards the format and contents of the awareness raising sessions, participants have appreciated mostly the capacity to involve participants in the discussion (75.6%), the clarity of the explanations provided during the informative sessions (70%) facilitators/trainers' professionalism (70.4% very satisfied). Also the facilitators/trainers' availability to accommodate participants needs (64.8%) and the use of an easy to understand language and the have been particularly appreciated.

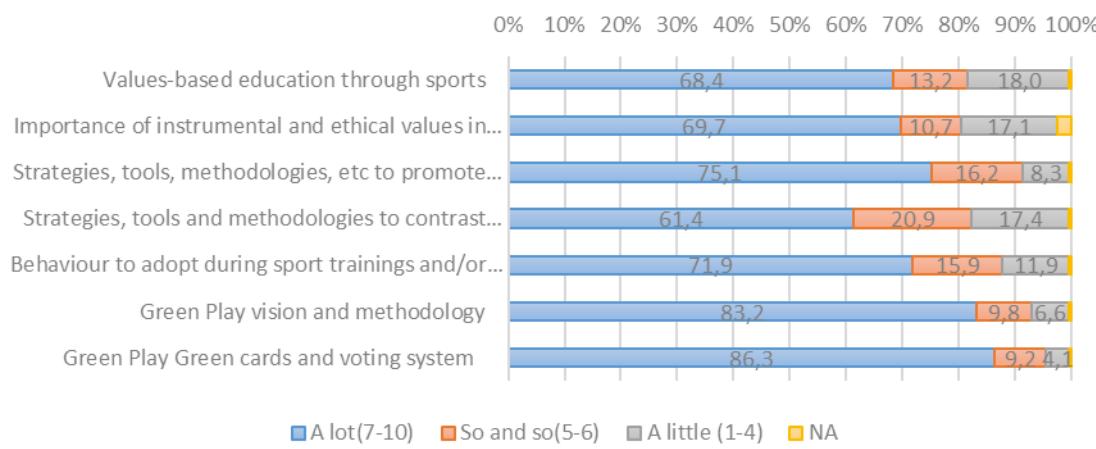


### The format and contents of the awareness raising session - Awareness sessions' average



As showed in the following graph, the main aim of informative sessions, consisting in raising awareness about GREEN PLAY methodology with different target groups, seems to be largely achieved: more than 80% of participants states that the awareness raising sessions helped them to increase a lot the understanding of Green Play vision and methodology (83.2%) and the Green Play green cards and voting system (86.3%).

### Do you think that the awareness raising session helped you to gain/increase your knowledge on/understanding of:

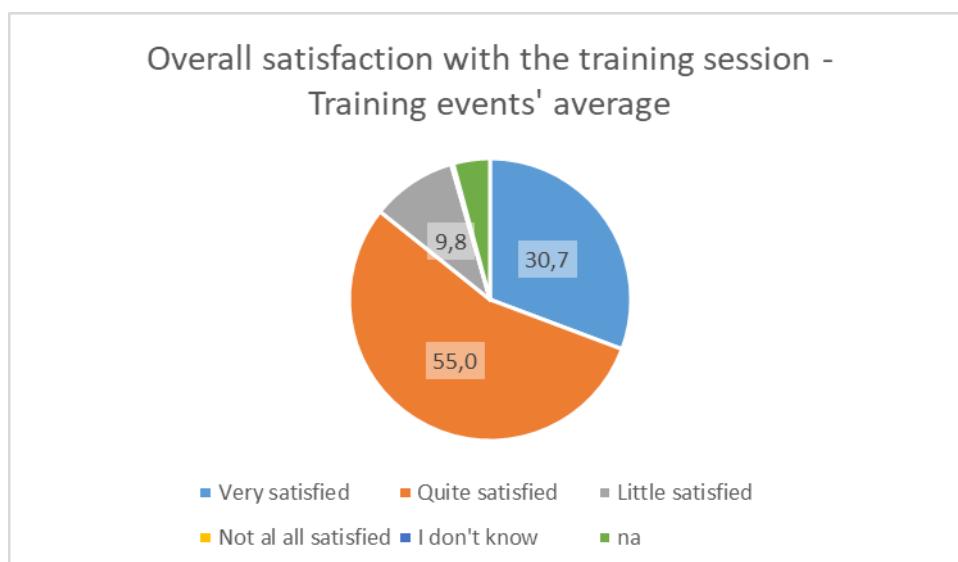


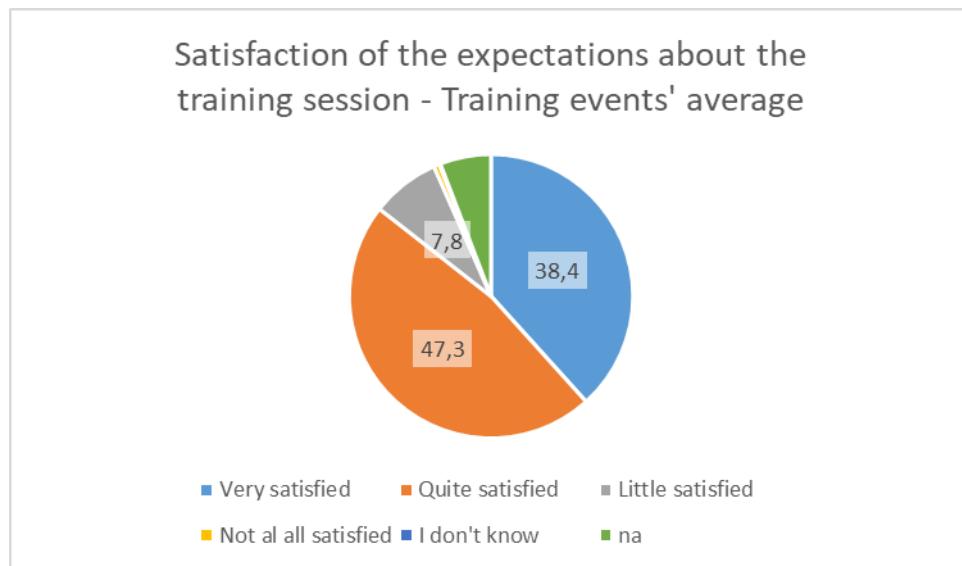


In addition to this, data show that these sessions helped participants also to increase knowledge on strategies, tools, methodologies to promote ethical values in sport (75.1%).

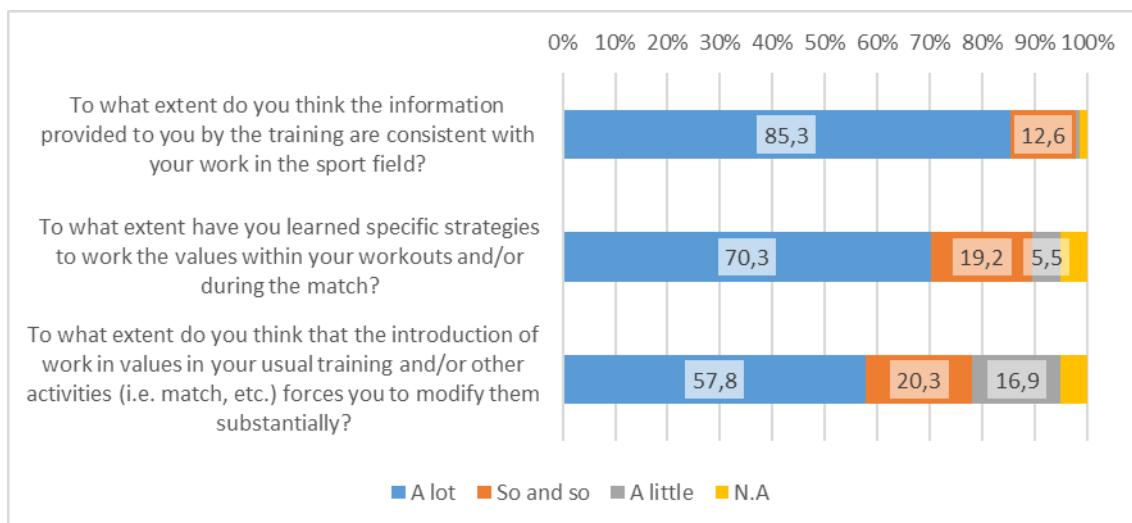
### 3.1 Analysis of training sessions' satisfaction

Questionnaire to evaluate participants' satisfaction have been distributed also during cascade training sessions organised by each project partners. Also in this case the level of satisfaction for events organised seems to be quite high: more than 85% of participants have been satisfied (55%) or very satisfied (30.7%) with the training session. Even higher seems to be the satisfaction of the expectations: the participants very satisfied as regards their expectations were the 38.4%.





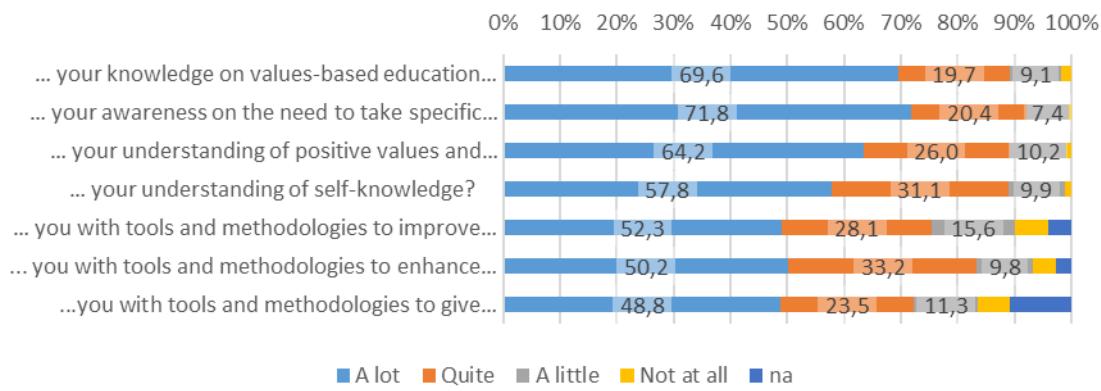
Over 85% of participants found information provided during the training sessions consistent with their work in the sport field. Over 70% of participants learnt specific strategies to work the values within workouts and during matches.



Moreover, participants declared that the training increased their awareness on the need to take specific actions for diffusing values through sport (71.8%) and improved their knowledge on values-based education through sports (69.6%).



Do you think that the training you participated increased/improved/provided...





### 3.2 An example of data analysis from the individual and team apps data

As written in the introduction of this report, the Green Play Erasmus + Project embedded ICT in the implementation of the methodology. Indeed, both individual and team app potentially contribute to data collection that can be extremely useful in order to assess the effectiveness of the process aimed at engaging sport actors and stakeholders in values-based sports and at contributing to behavioural changes.

In order to show this potential contribution, this paragraph presents some examples of possible data analysis that might be done starting from the available information collected by the apps. These analyses were shared among partners in order to increase the possibility of use of the app and thus further development of the project. In this way, they were critical for understanding the app added value for assessing changes in behaviours towards sport values.

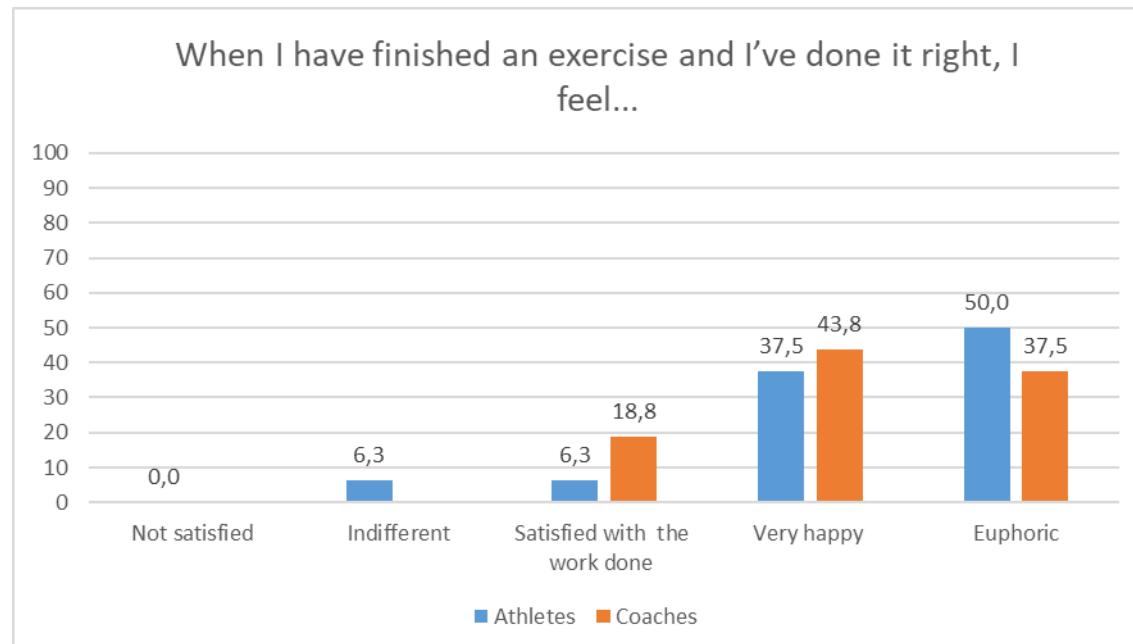
However, the following should be considered only in an indicative way because of the missing correspondence detected between data regarding the self-evaluation of athletes and the related evaluation of the same athletes by the coach (both for training and competition).

#### ***Examples of analyses of Individual app data***

If considering the database coming from the pilot implementation within individual sports, it is possible not only to provide a measure of changes throughout the pilot implementation, but also to compare different stakeholders' perceptions.

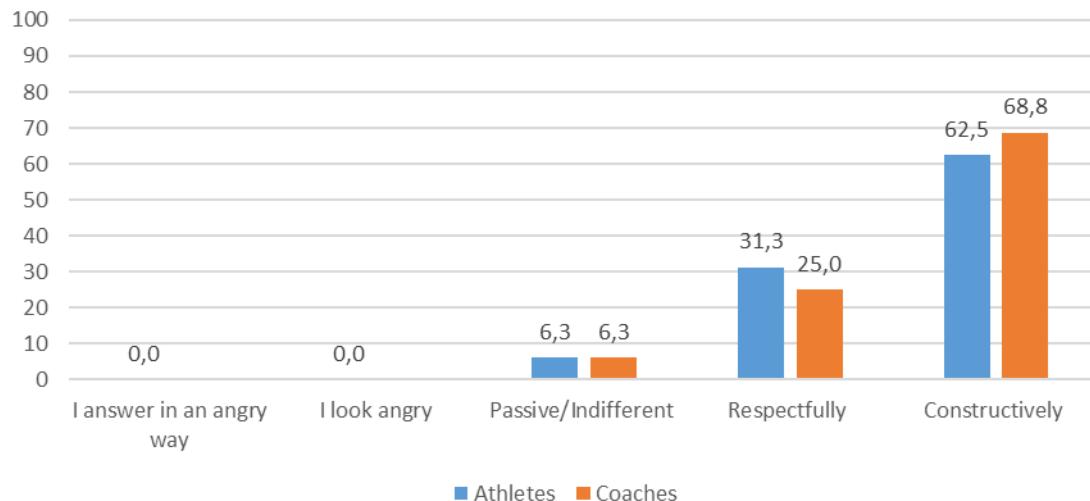
In particular, the following graphs show an example of comparison between the average of athletes' and coaches' perceptions both after training sessions and competitions, as regards:

- the feeling of the athlete (and correspondent perception of the coach) when finishing an exercise and having done it right (or wrong);
- the reaction of the athlete (and correspondent perception of the coach) to criticism from coaches or sport mates;
- the commitment to do his/her best during the training sessions.

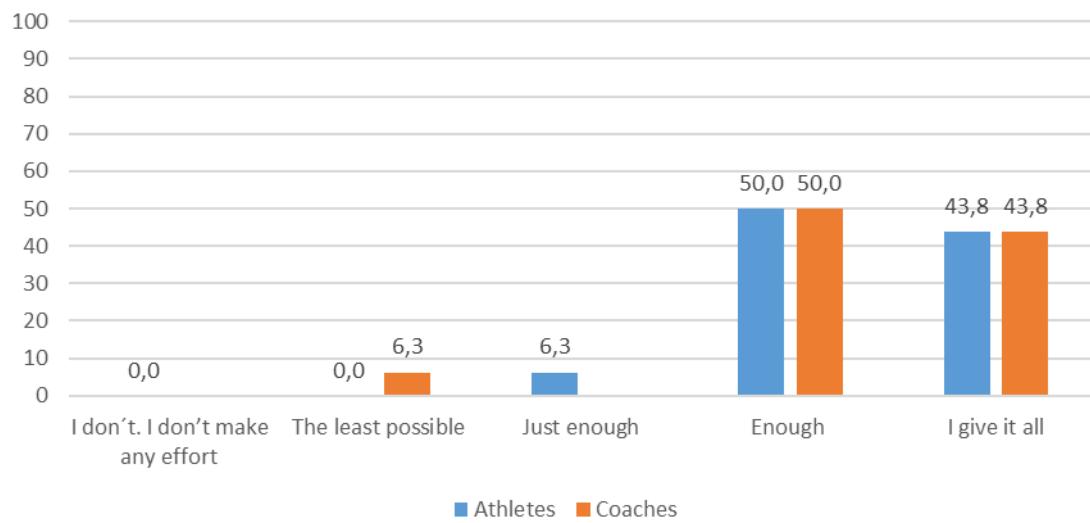
**Comparison between athletes' and coaches' perceptions after training sessions**



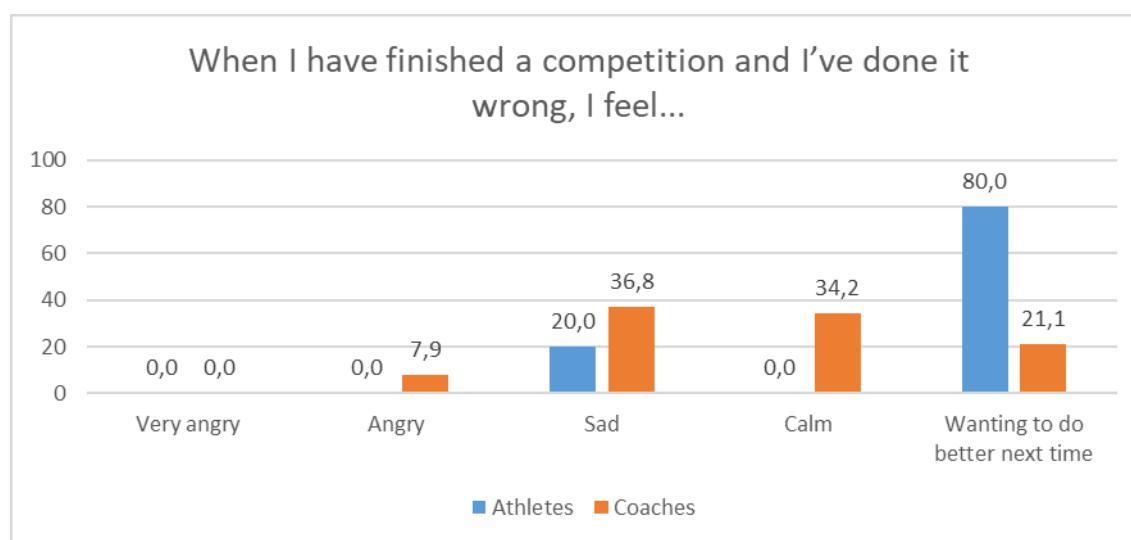
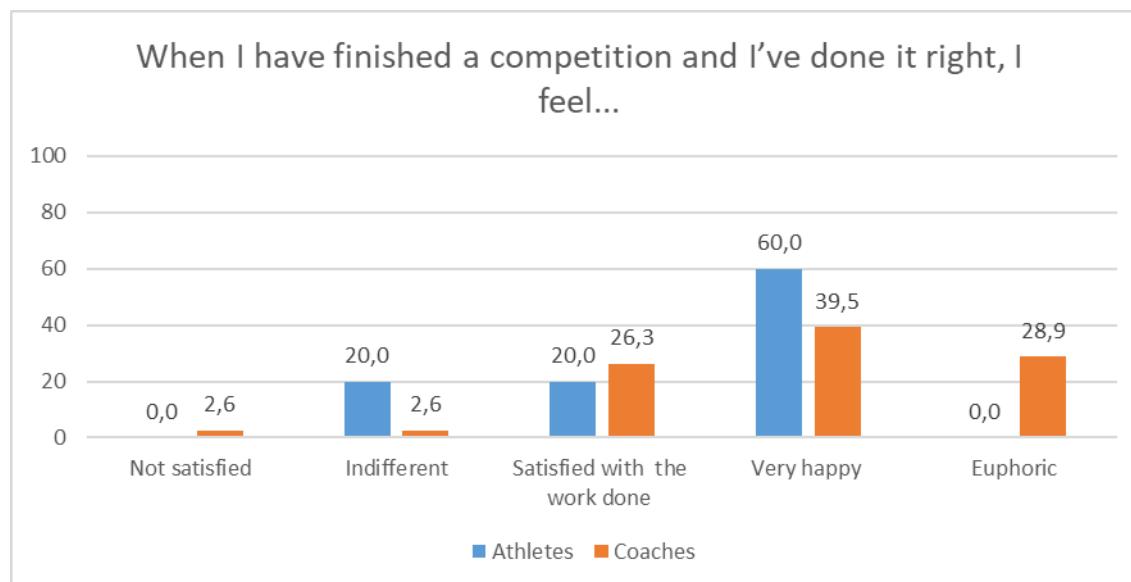
### How do I react to criticism from my coaches or my sport mates?



### I do my best during the training sessions...

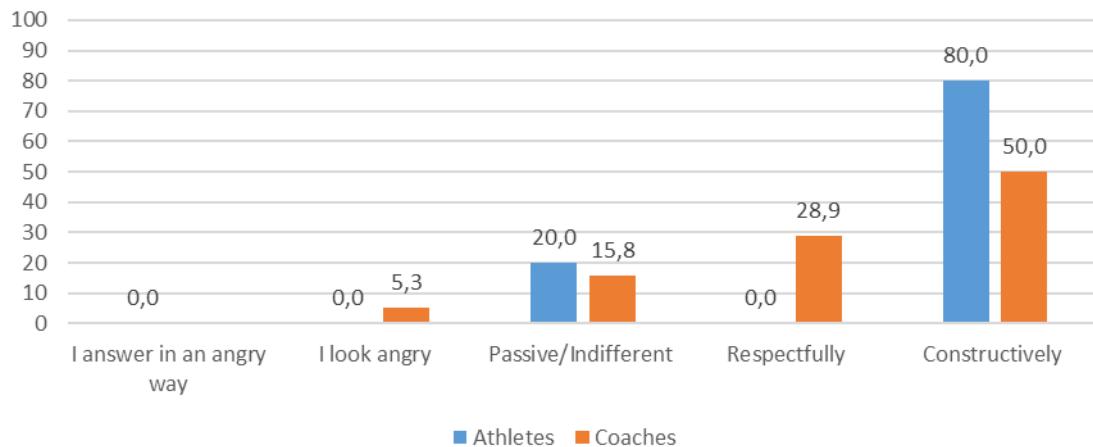


The following round of graphs show comparison between athletes' and coaches' perceptions after competitions.

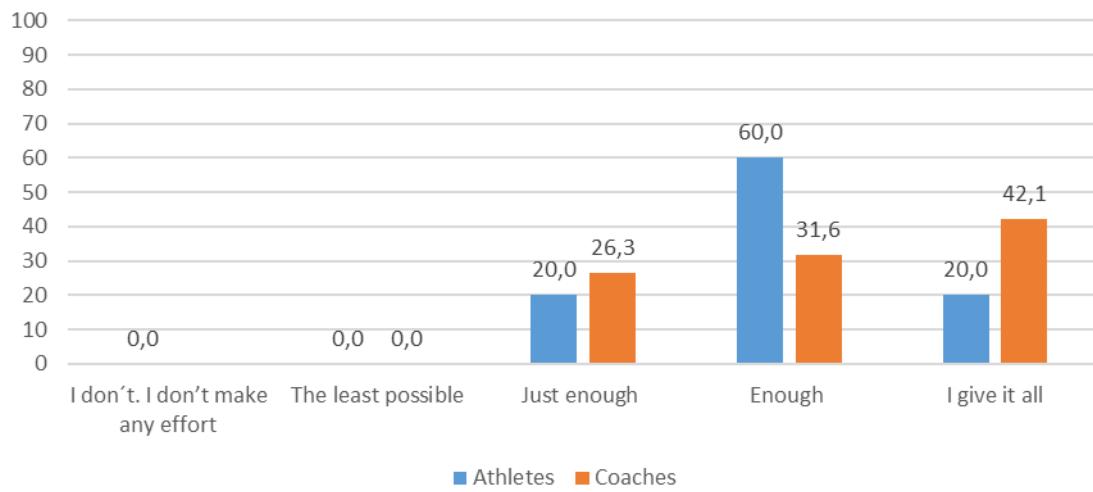
**Comparison between athletes' and coaches' perceptions after competitions**



### How do I react to criticism from my coaches or my sport mates?



### I do my best during the competition...





### **Examples of analyses of team app data**

The database of the team app is much more populated than the individual one and this is due to the fact that the Green Play methodology was carried out since a longer period involving a bigger number of users: indeed, the Baix Llobregat Sports Council (CEBLLOB) launched this new model of sports school competition (Juga Verd Play) during the 2013-2014 season, engaging different team sports (for example football, rugby, volley, handball, basketball, indoor football, etc) and throughout several school championships. Thus stakeholders (users of the team app) are committed in the Green Play methodology since then.

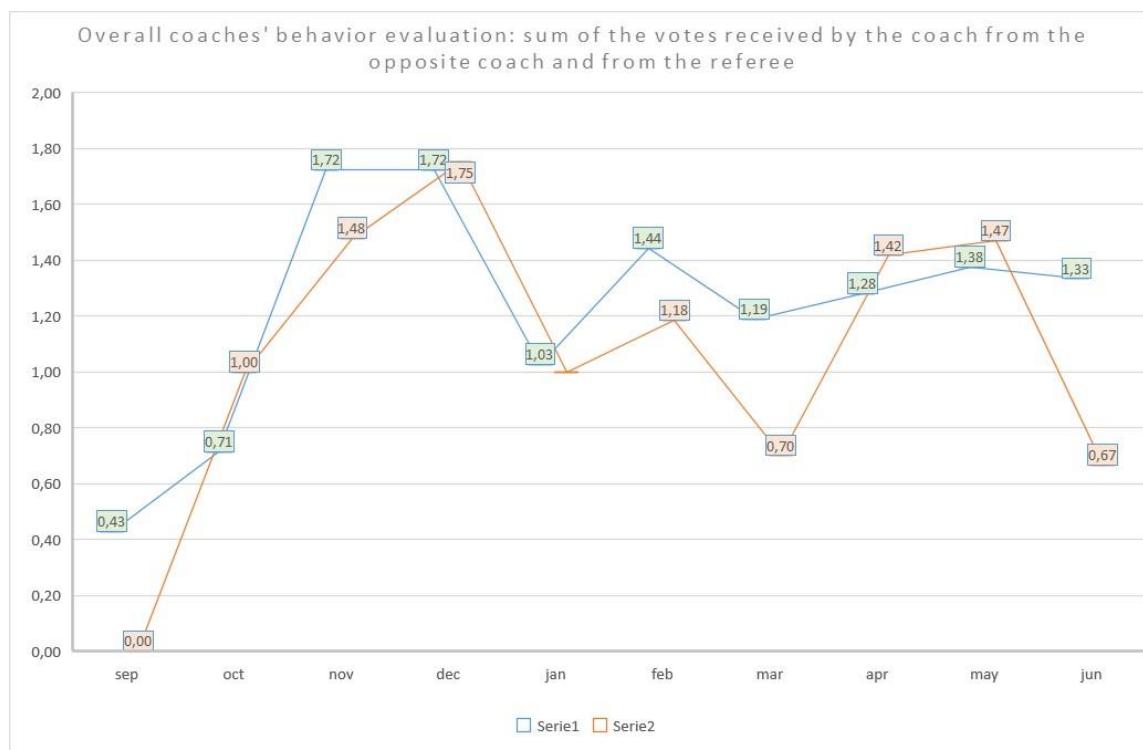
The following analysis compare data related to coaches that were involved in the Green Play project cascade training activities and coaches that did not participate in the project training activities, in order to evaluate the effective impact of training on values.

The analysis is focused on the coaches because of their strategic role to facilitate behavioural changes toward the internalisation of ethical values in sports practices: indeed, they are probably the most important stakeholder in teaching values to the students in the sport practice.

The following graph shows the evaluation of the behaviour of the coach in terms of votes he/she has received from the opposite coach and from the referee.

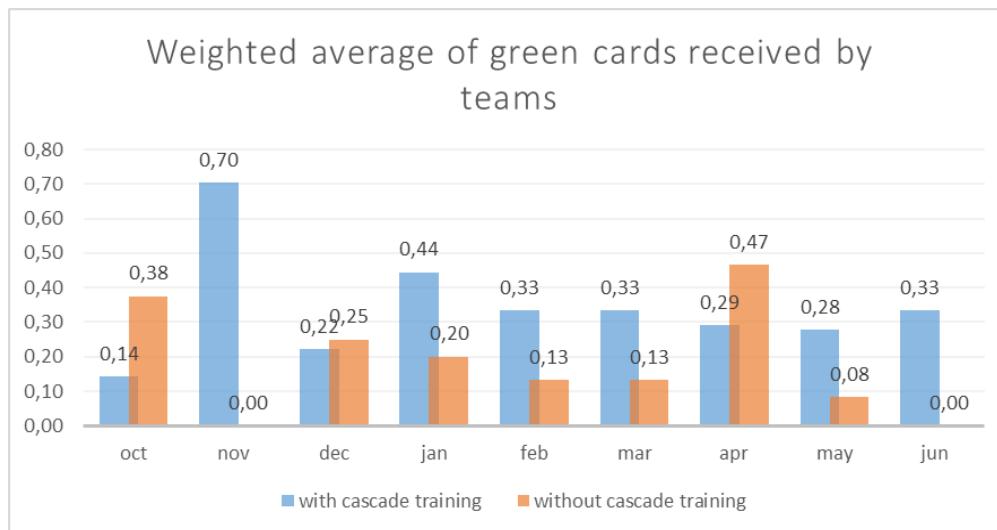
The first step of the analysis exercise was to consider all the matches played by the team of the coach within a specific sport championship. Then it was considered the weighted average vote the coach received each month as a synthetic value (scoring from 0 to 2) summing the vote given by the opposite coach and the vote given by the referee.

The graph shows the overall weighted average evaluations by month received from the coaches who participated in the project cascade training activities and the overall weighted average evaluations by month received from the coaches who did not participate in the training.



The second round of analysis focused on the green card tool. As described in the chapter on the green play methodology, the referee can indeed reward positive actions by showing a green card in order to highlight the good behaviours, such as, for example, helping an opponent in an adverse situation, encouraging repeatedly the partners during the match, helping the referee in a conflictive situation, encouraging the opponent and clap along the adversary's actions regardless of the score, etc (for more details on this see chapter 2).

The following graph shows the weighted average by month of the number of green cards received by the teams whose coach participated in the cascade training and by the teams whose coach did not participate in the project training activities.



As done in the previous analysis exercise, also in this case, the aim was to assess whether the methodology implemented throughout the project allowed for a development and increase of sport values in those who have experienced the activities promoted by the project.

In this way, the app might be the tool to verify changes occurred toward the aim of the project.



## 4 Policy recommendations

The testing of the GreenPlay methodology in various countries (i.e. Spain, Portugal, Italy, Finland) with different capacities and levels of values-based sport and its adaptation to the specific contexts allow us to produce several recommendations for future implementations. The paragraphs below include the main recommendations based on the lessons learnt from the GreenPlay testing.

### 4.1 Build a case for values in sport and disseminate it

Current research emphasises the capacity of sport to teach (social and personal) values, social skills and ethics (Gutierrez, 1995; Fraile 1998; Hellison, 2003; Danish et al. 2005; Walinga, 2012; UNESDOC, 2016; etc). According to UNESDOC, sport has the capacity to promote equity, equality, respect, inclusion, fairness, integrity, responsibility, group cohesion, mutual understanding, tolerance, teamwork, etc. The role of sport in promoting values is acknowledged also in practice by coaches involved in the GreenPlay testing: “*sport is a great tool for teaching children many useful skills, values and good manners for everyday life*” (GreenPlay coach); “*Education in sports must be holistic and all-encompassing. It should cover all the behaviour on and off the field, trainings and competitions and the life in general. It is how to get along with the others, how to respect, fair game, take others into consideration, enjoying the sport, life, friends and moments. It is learning to win and lose, learning disappointments and how to deal with it.*” (GreenPlay coach).



Figure 1 Values in and through sport, UNESDOC, 2016

However, several authors (Eccles et. al., 2003; Scanlan et al., 2005; Delgado et. al., 2011; Walinga, 2012, etc) show that sport can also undermine social development by allowing/enhancing non ethical behaviours (e.g. violence against athletes, coaches, referees, audience,etc) and by focusing more on economic gains than values. Indeed, values in sport should not be taken for granted, as Gutierrez (1995) mentions: “physical activity and sport by themselves aren’t generators of social and personal values; they are excellent grounds for the promotion and the development of those values, but it



would depend on the use made, right or not.” The test of the GreenPlay methodology for promoting values in group and individual sports shows, in fact, that social values are not always an issue at stake in sport. While schools are prone to pay more attention to social values, their promotion seems to be more difficult when it comes to large and international clubs, often characterised by competitive sport models: “In big clubs competition is more important than values; the goal is not fair play but winning” (GreenPlay actor). The challenge of promoting the GreenPlay methodology at system level, in all types of sport organisations and levels is also acknowledged by some of the coaches involved in the project: “(...) the GreenPlay app might work quite well in small children tournaments and games. The challenge would be (and is) how to implement this methodology as part of the system everywhere.” (GreenPlay coach).

**Showing and communicating the individual (athletes, families, coaches, referees, etc), organisational (sport associations, clubs, schools, companies, etc), system (overall sport system) and community (society as a whole) benefits of values in sport are a first step in promoting values-based sport models.**

Several tools can be used to increase awareness on the relevance of values in sport: awareness raising and training workshops/sessions; one to one meeting; spread teams dedicated to the promotion of values; social media and traditional communication campaigns; flashmobs; values ambassadors; specific awards; app (i.e. GreenPlay app). In the GreenPlay project, three tools were considered particularly useful for increasing awareness on and interest in social values in sport:

- Awareness raising and training sessions targeted to athletes and their families, coaches and other sport actors;
- Spread team specifically dedicated to the promotion of values (i.e. in GreenPlay - app for rating values) during competitions;
- GreenPlay app: “the App guides referee’s, coach’s and parent’s thinking ad-hoc towards educational values and goals. I found myself thinking more of these things during and after the games” – GreenPlay coach; “Using the app made me think and reflect my own actions more actively” - GreenPlay coach; “Using the App definitely guided my actions. It made me to observe more about what happens in and around the game. I observed more about other people’s behaviour” - GreenPlay coach.

In addition, a **targeted communication system is necessary to disseminate values-based sport**. The communication messages and tools should be designed taking into consideration all sport actors involved in the programme (including also beneficiaries) and stakeholders.



## 4.2 Create a good governance of GreenPlay

Governance is not important di per sè and in absolute, but for the contribution it can give to the achievement of the objectives of policies and programmes. As pointed out by several scholars (Mayntz, 2003; Tortfing et al., 2012; O'Leary and Vij, 2012, etc), non-hierarchical forms of decision, based on the involvement of all interested actors of a policy, programme or project in all stages of an intervention (i.e. decision-making, implementation and evaluation) can produce better solutions than hierarchical forms of decision. In fact, the inclusion of all parties at stake will allow to include their resources (e.g. knowledge, economic, legal, political) and system of rationality in the respective intervention in order to better understand its features, implications and development and to favour, in this way, its implementation.



According to the European Commission Expert Group Good Governance, good governance in sport is “the framework and culture within which a sports body sets policy, delivers its strategic objectives, engages with stakeholders, monitors performance, evaluates and manages risk and reports to its constituents on its activities and progress including the delivery of effective, sustainable and proportionate sports policy and regulation.” (EC, 2013). Furthermore, the European Commission (2007, 2011, 2013) points out that creating good governance in sport implies applying the principles of democracy, transparency, accountability, integrity and inclusiveness.

Drawing on the EC definition, **creating good governance of GreenPlay means:** i) **engaging and committing all interested actors (from the club/school/association management level to coaches, athletes, their families and other stakeholders)** in GreenPlay since the design phase in order to co-create (i.e. joint definition), co-produce (i.e. joint delivery) and co-evaluate (i.e. participated evaluation) the GreenPlay actions; ii) **ensuring transparency of the GreenPlay decision-making, implementation and evaluation processes;** iii) **communicating internally and externally the GreenPlay actions and their outcomes;** iv) **ensuring integrity of all decisions taken and actions implemented during GreenPlay.** Furthermore, in order to ensure effective good governance, coordination tools and specific engagement strategies should be defined.



The GreenPlay testing pointed out in practice that good governance is a key condition for its effective implementation. Interviews with the project actors showed that the engagement and commitment of the top management of sport organisations and schools is essential for the introduction of the GreenPlay methodology, especially in professional sport organisations. Moreover, according to interviewed actors, the commitment of coaches, referees and athletes' families is also important for applying the methodology both during trainings and competitions.

### 4.3 Ensure a good level of institutional capacity of the implementer

Capacity refers to the capability and potential of an organisation to apply appropriate skills and resources to accomplish its mission and to respond to the needs of its stakeholders.



While the notion of institutional capacity refers in particular to public administrations and their effectiveness, it also arises in the context of the shift from government to governance (Jessop, 1994; Painter & Goodwin, 1995, 1996, Cochrane 1993) and extends to civil society organisations and private ones.

It refers to: the skills and capacities of human resources of an organisation; the systems, structures, tools and processes put in place by the organisation to achieve its goals or the goals of a policy/programme/project; the capacity of the broader social system to partner for finding solutions to specific collective problems.

As shown by the GreenPlay project, the implementation of the GreenPlay individual and team methodology requires a good level of capacity of the the implementer: i.e. **dedicated and skilled human resources; the use of specific tools for enhancing a value based approach in sport (e.g. training, apps, guidelines, etc); the activation of key processes (e.g. capacity to analyse issues at stake and the context; capacity to identify intervention priorities and to define potential solutions; capacity to define of an inclusive governance structure; capacity to monitor implementation, to evaluate outcomes of the intervention and to communicate them to interested stakeholders).** For instance, in the Spanish context, the availability of a specific spread team for dissemination of the methodology during competitions proved particularly useful in actively engaging stakeholders (i.e. audience). On the other hand, in other contexts where such teams were not created the engagement of stakeholders (i.e. audience) was much more difficult to achieve. Therefore, **it is important to assess the level of**



**capacity of the implementer** before the actual implementation of the GreenPlay methodology and to **take specific actions for increasing the insufficient capacities**.

Where an increase in the capacity of the implementer is not possible, it is recommended to break down the programme into specific components adapted to the existing level of capacity.

#### 4.4 Ensure adequate time and financial resources

As sustained by several authors (Decima, 2002; True Sport, 2005; Walinga, 2012), the “professionalization of sport has created an economic focus within sport to the detriment of promoting key values” (Decima, 2002) and brought about “increased instances of cheating, violence, yelling at players, referees or coaches, teasing of other players, forcing children to participate, abuse, harassment, inappropriate parental behaviour and winning at all costs” (Walinga, 2012). The GreenPlay project focuses on changing the way in which sport actors approach sport: from an economic focus of sport to a values-based one. This shift implies a change in the behaviour of actors involved in sport. As pointed out by GreenPlay interviewed actors, changing mentalities, especially of old coaches, take time. Furthermore, GreenPlay interviewed actors point out that GreenPlay needs an inclusive governance system and its creation takes time. In addition to time resources, interviewed actors emphasise that adequate financial resources are needed to sustain the implementation of the GreenPlay over time. Thus, it is **recommended to ensure adequate time and financial resources for the implementation of the GreenPlay team and individual methodology in order to ensure its effectiveness and sustainability over time**.



#### 4.5 Design an evaluation system for measuring changes in behaviour

Evaluation has several purposes:

- Planning/efficiency – i.e. ensuring that there is a justification for a policy/project and that resources are efficiently deployed;





- Accountability – i.e. demonstrating how far a project has achieved its objectives, how well it has used its resources and what has been its impact;
- Implementation – i.e. improving the performance of projects and the effectiveness of how they are delivered and managed;
- Institutional strengthening – i.e. improving and developing capacity among project participants and their networks and institutions;

Learning is an overriding evaluation purpose into which all the other purposes noted above can fit. The evaluation purpose from this perspective is to learn how to better design, implement and deliver a project and its interventions. Thus, evaluation moves from the question “did the programme work, namely did it brought about changes in the problematic situation?” to the questions “for whom did it work, how and why did it work?”.

**In the GreenPlay project, combining attribution evaluations** (i.e. focusing on assessing how much of the impacts of the analysed intervention are linked to the intervention itself) **with contribution ones** (i.e. focusing on causal claims about whether, why and how an intervention has contributed to an impact) **is particularly useful for unveiling changes in behaviour of the actors involved and mechanisms that favour the success of the intervention.**

The **main steps to be taken for the design of an evaluation system** of GreenPlay consist in: i) **define the expected changes** (i.e. behavioural changes, other changes) **together with all actors involved in the programme**; ii) **define the evaluation dimensions** together with all actors involved in the programme; iii) **select specific target groups** to be involved over a specific time period in the use of the team and individual app; iv) **carry out a pre-post assessment** of behavioural aspects tackled by the programme (e.g. fairplay attitude) over a pre-defined period of time (e.g. ½ - 1 year); v) **choose a control group** to compare the fairplay attitude, etc of coaches and athletes with and without GreenPlay training; vi) **gather data in a participatory manner and analyse it**; vii) **design specific moments for the discussion of the results of the pre-post assessment** with all actors involved in the programme and identify corrective actions to be taken (if necessary) jointly with them; viii) **disseminate the evaluation results.**



## 4.6 Design actions targeted to all actors involved in the programme

The testing of the GreenPlay methodology in Finland has shown the importance of extending training on values to athletes for enhancing values-based sport, according to interviews with the testing actors.

It is therefore recommended to **design a set of actions that can reach all actors involved in the programme** (i.e. from the club managers till athletes and their families). This means, for instance: i) extending training on values foreseen for coaches to athletes of the championships targeted by the project; ii) designing engagement activities for parents that go beyond training; iii) creating engagement sytrategies for all club levels; iv) organising exchanges between coaches involved in the programme, etc.



In addition, according to interviewed GreenPlay actors, **the individual and team app should be used in an integrated manner**. Interviews reveal that the individual app is particularly useful for providing immediate information to coaches on athletes' behaviour during trainings. This allows them to improve trainings and take actions to enhance values in sport at individual level.

Furthermore, according to GreenPlay actors **the functions of the GreenPlay team app should be extended so that it can become a daily tool** in trainings, competitions and communication with families. According to them, the daily use of the team app could contribute to increasing its use during competitions, especially by the audience (e.g. families).



## ANNEXES

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**ANNEX 1 - AWARENESS RAISING SESSION EVALUATION QUESTIONNAIRE****TITLE AND DATE OF THE AWARENESS RAISING SESSION****1. PERSONAL DATA****1.1 Sex**

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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**1.2 Age****1.3 Job/role****1 – How satisfied were you with your participation in the awareness session?**

- Very satisfied
- Quite satisfied
- Little satisfied
- Not at all satisfied
- I do not know

**2 – The format and contents of the awareness raising session**

	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied	I do not know
Contents of the session					
Relevance of the session contents for promoting ethical values in sport					
Level of detailing each concept/notion presented during the session					
Use of an easy to understand language					
Clarity of the explanations provided during the session					



Ensuring an active involvement in the discussion of all participants						
Facilitators/Trainers' professionalism						
Facilitators/Trainers' availability to accommodate participants needs						
Quality and presentation of materials						
Timetable and length of the session						

**3 – Do you think that the awareness raising session helped you to gain/increase your knowledge on/understanding of:**

	1 (little)	2	3	4	5	6	7	8	9	10 (a lot)
Values-based education through sports										
Importance of instrumental and ethical values in sport										
Strategies, tools, methodologies, etc to promote ethical values in sport										
Strategies, tools and methodologies to contrast unfair situations during games and/or trainings										
Behaviour to adopt during sport trainings and/or matches to respect ethical values in sport										
Green Play vision and methodology										
Green Play Green cards and voting system										



#### **4. FURTHER REMARKS**

Please indicate 2-3 issues that you find most relevant and beneficial for you during the awareness raising session

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**How do you think you can use knowledge provided during the event?**

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**Any further comments about what you liked best or least about the event, any improvements we might make, or anything else you should like to tell us**

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**THANK YOU FOR YOUR CONTRIBUTION!**



## ANNEX 2 – CASCADE TRAINING EVALUATION QUESTIONNAIRE

### TITLE AND DATE OF THE TRAINING

#### 1. PERSONAL DATA

1.1	Sex	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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1.2	Age	
-----	-----	--

1.3	Job/role	
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Express your opinion on following items putting a cross on the position of the scale between 0 (little) and 10 (much).

#### 2. THE TRAINING: PERSONAL KNOWLEDGE AND COMPETENCES

**2.1 Have you participated before in a Green Play programme and/or training on the promotion of ethical/social values in and/or through sport?**

Yes

No

If you select yes, please indicate the duration of your involvement in the Green play programme/training:

Less than 6 months

6-12 months

12-24 months

More than 24 months

**2.2. How do you assess your knowledge before this training on the the promotion of ethical/social values in and/or through sport?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.3 Do you think that the training you participated increased your knowledge on values-based education through sports?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.4 Do you think that the training you participated increased your awareness on the need to take specific actions for diffusing values through sport?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.5 Do you think that the training you participated improved your understanding of positive values and counterbalances?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.6 Do you think that the training you participated improved your understanding of self-knowledge?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.7 Do you think that the training you participated provided you with tools and methodologies to improve the degree of satisfaction of athletes?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.8 Do you think that the training you participated provided you with tools and methodologies to enhance and work the positive values of sport during training?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.9 Do you think that the training you participated provided you with tools and methodologies to give feedback to athletes?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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## 2. THE TRAINING: CONSISTENCY AND USEFULNESS

**2.10 To what extent do you think the information provided to you by the training are consistent with your work in the sport field?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.11 Which parts of the training do you think are the most consistent with your work in the sport field?**

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**2.12 Which parts of the training do you feel will be most useful back at work (in the sport field)?**

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**2.13 To what extent have you learned specific strategies to work the values within your workouts and/or during the match?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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**2.14 To what extent do you think that the introduction of work in values in your usual training and/or other activities (i.e. match, etc.) forces you to modify them substantially?**

Little	1	2	3	4	5	6	7	8	9	10	Much
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### 3. THE TRAINING: SATISFACTION

**3.1 Overall how satisfied are you with the training session:**

- Very satisfied
- Quite satisfied
- Little satisfied
- Not at all satisfied
- I do not know

**3.2 How satisfied are you with the training session received with regards to the following issues?**

	Very satisfied	Quite satisfied	Little satisfied	Not at all satisfied	I do not know
Contents of the training					
Coherence of the training contents with the general objectives of the Project					
Relevance of the training contents					
Level of detailing each concept/notion presented during the training session					
Use of an easy to understand language					
Clarity of the explanations provided during the training					
Ensuring an active involvement in the training/discussions of all participants					
Trainers' professionalism					
Trainers' availability to accommodate participants needs					
Quality and presentation of training materials					
Timetable of the training session					
Length of the training session					
Favouring positive interactions between all participants in the training					

**3.3 Did the training session received satisfy your expectations?**

- A lot
- Enough
- Little
- Not at all
- I do not know