



Professional and Personal Experience through Lifelong Learning and  
Regular Sport

HEALTH SportEnBook



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## ABSTRACT

The first step to generate the Health SportEnBook-Report was to develop a framework for research and assessment on level of participation in Sport, physical health state, mental health and well-being of target population in partner countries.

For that a survey based on four parts was created: (1) socio demographics, (2) Sport and Physical activity, (3) Quality of life – 15D and (4) International fitness Scale – IFIS.

The total number of surveys carried out was 4,824, maintaining as a criterion of collecting a minimum of 500 questionnaires in the different countries that are part of the consortium (Bulgaria, Croatia, Greece, Italy, Spain and Poland).

Once all data were processed, the main conclusions obtained were:

- All countries have a similar percentage of moderate physical activity, with the exception of Croatia, that it is higher.
- Regarding to high physical activity, Poland is the leader, followed by Italy. Spain, Greece and especially Bulgaria show lower percentage.
- Physical activity category was not affected by education, disability or employment. However individual data by country might be taken in consideration for developing tailored physical activity plans.
- The exception to previous conclusions are Italy (affected by education level) and Spain (affected by employment).
- Physical activity habits are different by countries, but all of them have two points in common: people **do** not practice physical activity because of lack of time and people **do** not engage as volunteer in physical activities.
- The main places to practice physical activities are outdoor or home, and as second option a sport club or fitness center / club.
- The main reason why people practice physical activity is to promote health, to improve physical condition or appearance. Relax or have fun are also important reasons too.



- Living area or local sports clubs are not a limitans to practice physical activity.
- All countries have a similar percentage of moderate physical activity, with the exception of Croatia, that it is higher.
- Regarding to high physical activity, Poland is the leader, followed by Italy. Spain, Greece and especially Bulgaria show lower percentage.
- Physical activity category was not affected by education, disability or employment. However individual data by country might be taken in consideration for developing tailored physical activity plans.
- The exception to previous conclusions are Italy (affected by education level) and Spain (affected by employment).
- Physical activity habits are different by countries, but all of them have two points in common: people does not practice physical activity because of lack of time and people does not engage as volunteer in physical activities.
- The main places to practice physical activities are outdoor or home, and as second option a sport club or fitness center / club.
- The main reason why people practice physical activity is to promote health, to improve physical condition or appearance. Relax or have fun are also important reasons too.
- Living area or local sports clubs are not a limitans to practice physical activity
- The countries with the highest percentage of people with no walking problems are Greece and Italy. The country with the highest percentage of people who cannot walk is Croatia.
- The higher the academic level, the higher the percentage of people who can walk without problems. Conversely, the lower the academic level, the higher the percentage of people who cannot walk.
- As expected, there is a higher percentage of people with disabilities who have trouble walking.
- Among employed people there is a lower percentage of people who have mobility problems compared to those who are non-active.
- In general, 35% of the population has sleeping problems. The country with the highest percentage of people who sleep without problems is Bulgaria. The countries with the highest percentage of people with severe sleep problems are Spain and Poland.

- In general, the higher the educational level, the lower the percentage of people suffering from sleep problems.
- People with disabilities have a higher percentage of problems in order to be able to sleep without problems compared to people without disabilities.
- There is a higher percentage of people with sleep problems in those who are unemployed compared to those who are employed.
- The country where the highest percentage of people can carry out their usual activities is Greece, while Spain is the country with the highest percentage of people who find it impossible to carry out their usual activities.
- As in the case of mobility and sleep, the higher the level of education, the higher the percentage of people who can perform their usual activities without problems.
- There is a higher percentage of people who have problems performing their usual activities among people with disabilities than among people without disabilities.
- There is a higher percentage of people who have problems performing their usual activities among unemployed people than among employed people.
- The country with the highest percentage of people who think clearly and have no memory problems is Greece. The country with the highest percentage of people who have problems thinking clearly and have some memory problems is Bulgaria.
- The higher the level of education, the higher the percentage of people who think clearly and have no memory problems.
- People with disabilities have a higher percentage of memory problems.
- There is a higher percentage of employed people who think clearly and logically and have no memory problems compared to non-employed people.
- In general, around 30 percent of the population presents some level of sadness, melancholy or depression. The country with the lowest percentage of people with such problems is Spain. The country with the highest percentage of people with problems of sadness, melancholy or extreme depression is Italy.
- As for the level of education, it can be observed that the higher the level of education, the lower the percentage of people with extreme feelings of sadness, melancholy or depression.
- People with disabilities are found to have a higher percentage of feelings of sadness, melancholy or depression.

- A higher percentage of people with feelings of sadness, melancholy or depression are found among the unemployed.
- More than 50% of the population suffers from distress. This is a very high percentage. The country with the highest percentage of people who do not have any problems of distress is Bulgaria. In Greece, on the other hand, more than 70% of the people who answered the questionnaire declared that they suffer from distress. These data are extremely high.
- In the case of distress, it seems that those people with secondary education as the highest academic level achieved are those who present a higher percentage of people without distress.
- A higher percentage of people with disabilities appear to feel some level of distress compared to people without disabilities. Some 70% of people with disabilities feel some level of distress.
- A higher percentage of unemployed people do not present distress problems, although a higher percentage of unemployed people also present severe distress compared to employed people.
- Around 20% of the population has physical symptoms or discomfort. The country with the highest percentage of people without physical symptoms and discomfort is Spain.
- The higher the level of education, the higher the percentage of people who do not have physical discomfort.
- More than 50% of people with disabilities have physical problems. There is a much higher percentage of people without disabilities who indicate that they have no physical problems compared to people with disabilities.
- A higher percentage of unemployed people have physical discomfort.
- The country where the highest percentage of people feel healthy and energetic is Spain. The case of Poland stands out, where more than 50% of the respondents feel tired to varying degrees.
- In this question it seems that there is no clear pattern between level of education and feeling healthy and energetic.
- A higher percentage of people without disabilities feel healthy and energetic.
- A higher percentage of people out of work feel healthy and energetic.

According to this, The PROPELLERS project foresees the elaboration of local and national activity plans.

**Partner organizations elaborated country-tailored activity plans at the local and national level based on the country findings with special focus on people that are not in Education, Employment, or Training, and people with disabilities.**

Action plans designed at the country level comprised the following activities:

- 1) Organization and implementation of local events, actions, sport days, info days and workshops in order to promote voluntary activity and increase participation in sport at the level of the population, with a specific focus on the targeted categories (children, Adults, youth, disadvantaged targets). Communicating and disseminating the philosophy and practice of 'Sport for all'.
- 2) Promotion of tools of Education through Sport in educational institutions, associations, youth organizations, institutions offering disability support services with the involvement of volunteers to be carried out with Non-formal Educational methods

## ABSTRACT BULGARIAN

Първата стъпка за генерирането на „Health SportEnBook – Доклад“ бе разработването на рамка за изследване и оценка на нивото на участие в спорта, физическото състояние, психичното здраве и благополучието на целевото население в партньорските държави.

За целта бе създадено проучване от четири части: (1) Социално-демографска, (2) Спорт и физическа активност, (3) Качество на живот – 15D и (4) Международна фитнес скала – МФС.

Общият брой на проведените изследвания е 4824, като бе спазен критерия за събиране на минимум 500 въпросника от всяка страна, която е част от консорциума на проекта (България, Хърватия, Гърция, Италия, Испания и Полша).

След обработката на всички данни, бяха направени следните заключения:

- Всички страни имат сходен процент на умерено интензивна физическа активност, с изключение на Хърватия, където той е по-висок;
- Лидер в нивата на силно интензивна физическа активност е Полша, следвана от Италия. Испания, Гърция и особено България показват по-нисък процент;
- Категорията „физическа активност“ не е засегната от нивата на образование, увреждане или заетост. Въпреки това, индивидуалните данни за всяка държава могат да бъдат взети предвид за разработването на персонализирани планове за физическа активност;
- Изключение от предишната точка са Италия (засегната от нивото на образование) и Испания (засегната от нивото на заетост);
- Навиците за практикуване на физическа активност са различни в страните, но при всички има две общи точки: хората не практикуват физическа активност, поради липса на време и не участват като доброволци по време на физически активности;

- Основните места за практикуване на физическа активност са на открито или у дома, а като втори вариант са спортни клубове или фитнес центрове/клубове;
- Основната причина, поради която хората практикуват физическа активност, е за да укрепят здравето си, за да подобрят физическото си състояние или външния си вид. Почивката и забавлението също са важни причини;
- Жилищната зона и местните спортни клубове не ограничават практикуването на физическа активност;
- Страните с най-висок процент хора, които нямат проблеми с ходенето са Гърция и Италия. Страната с най-висок процент хора, които не могат да вървят е Хърватия;
- Колкото по-високо е академичното ниво, толкова по-висок е процентът на хората, които могат да вървят без проблеми. И обратно, колкото по-ниско е академичното ниво, толкова по-висок е процентът на хората, които не могат да вървят;
- Както се очакваше, процентът на хората с увреждания, които имат проблеми с ходенето е по-висок;
- Процентът на работещите хора, които имат проблеми с мобилността е по-нисък в сравнение с тези, които не работят;
- Като цяло, 35% от населението има проблеми със съня. Държавата с най-висок процент хора, които спят безпроблемно е България. Страните с най-висок процент хора с тежки проблеми със съня са Испания и Полша;
- Като цяло, колкото по-високо е нивото на образование, толкова по-нисък е процентът на хората, страдащи от проблеми със съня;
- Процентът на хората с увреждания, които имат проблеми със съня е по-висок в сравнение с хората без увреждания;
- Процентът на проблемите със съня при безработните хора е по-висок, отколкото при работещите;
- Страната, в която най-висок процент хора могат да извършват обичайните си дейности е Гърция, докато Испания е страната с най-висок процент хора, за които това е невъзможно;
- Както в случая с мобилността и съня, колкото по-високо е нивото на образование, толкова по-висок е процентът на хората, които могат да извършват обичайните си дейности без проблеми;

- Процентът сред хората с увреждания, които изпитват затруднения при извършването на обичайните си дейности е по-висок, отколкото сред хората без увреждания;
- Процентът сред безработните хора, които изпитват затруднения при извършването на обичайните си дейности е по-висок, отколкото сред хората, които работят;
- Страната с най-висок процент хора с ясно мислене и без проблеми с паметта е Гърция. Държавата с най-висок процент хора, които имат проблеми с ясното мислене и паметта е България;
- Колкото по-високо е нивото на образованието, толкова по-висок е и процентът на хората, които имат ясно мислене и нямат проблеми с паметта;
- Процентът на проблемите с паметта е по-висок при хората с увреждания;
- Процентът на хората с ясно и логично мислене и без проблеми с паметта е по-висок при работещите хора, отколкото при безработните;
- Като цяло, при около 30 процента от населението се наблюдава някакво ниво на тъга, меланхолия или депресия. Страната с най-нисък процент хора с подобни проблеми е Испания. Държавата с най-висок процент хора с проблеми, като тъга, меланхолия или тежка депресия е Италия;
- Що се отнася до степента на образование се вижда, че колкото по-високо е нивото на образование, толкова по-нисък е процентът на хората със силно чувство на тъга, меланхолия или депресия;
- Установено е, че процентът на чувствата на тъга, меланхолия или депресия е по-висок при хората с увреждания;
- Процентът на чувствата на тъга, меланхолия или депресия е по-висок при безработните хора;
- Повече от 50% от населението страда от дистрес. Това е много висок процент. Държавата с най-висок процент хора, които нямат проблеми с дистрес е България. От друга страна, в Гърция повече от 70% от хората, участвали в изследването, заявяват, че страдат от дистрес. Тези данни са изключително високи;
- Хората чието най-високо ниво на образование е средно представляват най-висок процент хора без дистрес;

- Изглежда, че по-висок процент от хората с увреждания изпитват някакво ниво на дистрес в сравнение с хората без увреждания. Около 70% от хората с увреждания изпитват някакво ниво на дистрес;
- Повечето от безработните нямат проблеми с дистрес, въпреки че процентът на безработните хора, които изпитват тежък дистрес е по-висок отколкото при работещите;
- Около 20% от населението има физически симптоми или дискомфорт. Страната с най-висок процент хора без физически симптоми и дискомфорт е Испания;
- Колкото по-високо е нивото на образованието, толкова по-висок е процентът на хората, които нямат физически дискомфорт;
- Повече от 50% от хората с увреждания имат физически проблеми. Процентът на хората без увреждания, които нямат физически проблеми е по-висок в сравнение с хората с увреждания;
- По-висок е процентът на безработните хора, които изпитват физически дискомфорт;
- Страната, в която най-висок процент от хората се чувстват здрави и енергични е Испания. Откроява се случаят с Полша, където повече от 50% от анкетирания се чувстват уморени в различна степен;
- При този въпрос изглежда, че няма ясна връзка между нивото на образование и чувството за здраве и енергичност;
- По-висок процент от хората без увреждания се чувстват здрави и енергични;
- По-висок процент от безработните хора се чувстват здрави и енергични.

В съответствие с тези данни, проект PROPELLERS предвижда разработването на планове за действие на местно и национално ниво.

**Партньорските организации са разработили планове за действие на местно и национално ниво, съобразени с всяка страна, въз основа на направените констатации, със специален акцент върху хората, които не участват в системите на образование, заетост или обучение и хората с увреждания.**

Плановете за действие, разработени на национално ниво, включват следните дейности:

- 1) Организиране и провеждане на местни събития, дейности, спортни и информационни дни и уъркшопи, с цел насърчаване на доброволческата дейност и увеличаване на участието в спорта на населението, със специфичен акцент върху целевите категории (деца, възрастни, младежи, хора в неравностойно



положение). Представяне и разпространение на философията и практиката на „Спорт за всички“;

- 2) Популяризиране на инструментите на Обучение чрез Спорт в образователни институции, асоциации, младежки организации и институции, които предлагат услуги в подкрепа на хора с увреждания, с участието на доброволци, които да използват неформалните образователни методи.

## ABSTRACT CROATIAN

Prvi korak u izradi Health SportEnBook-Izvešća bio je razvoj okvira za istraživanje i procjenu razine sudjelovanja u sportu, fizičkog zdravstvenog stanja, mentalnog zdravlja i dobiti ciljane populacije u partnerskim zemljama.

Za to je napravljeno istraživanje temeljeno na četiri dijela: (1) sociodemografija, (2) Sport i tjelesna aktivnost, (3) Kvaliteta života – 15D i (4) Međunarodna ljestvica fitnessa – IFIS.

Ukupan broj provedenih anketa bio je 4.824, a kao kriterij se zadržalo prikupljanje minimalno 500 upitnika u različitim zemljama koje su dio konzorcija (Bugarska, Hrvatska, Grčka, Italija, Španjolska i Poljska).

Nakon što su svi podaci obrađeni, glavni zaključci su:

- Zemlje s najvećim postotkom ljudi bez problema s hodanjem su Grčka i Italija. Država s najvećim postotkom ljudi koji ne mogu hodati je Hrvatska.
- Što je razina obrazovanja viša, to je veći postotak ljudi koji mogu hodati bez problema. S druge strane, što je niža razina obrazovanja, to je veći postotak ljudi koji ne mogu hodati.
- Očekivano, veći je postotak osoba s invaliditetom koji imaju problema s hodanjem.
- Među zaposlenima manji je postotak osoba s poteškoćama u kretanju u odnosu na one koji su neaktivni.
- Općenito, 35% stanovništva ima problema sa spavanjem. Zemlja s najvećim postotkom ljudi koji spavaju bez problema je Bugarska. Zemlje s najvećim postotkom ljudi s teškim problemima spavanja su Španjolska i Poljska.
- Općenito, što je viša obrazovna razina, to je manji postotak ljudi koji pate od problema sa spavanjem.
- Postotak osoba s invaliditetom koji imaju problema pri nesmetanom spavanju, veći je u odnosu na osobe bez invaliditeta.
- Kod nezaposlenih je veći postotak osoba s problemima spavanja u odnosu na one koji su zaposleni.
- Zemlja u kojoj najveći postotak ljudi može obavljati svoje uobičajene aktivnosti je Grčka, dok je Španjolska zemlja s najvećim postotkom ljudi koji ne mogu obavljati svoje uobičajene aktivnosti.
- Kao i u slučaju mobilnosti i spavanja, što je viši stupanj obrazovanja, to je veći postotak ljudi koji mogu bez problema obavljati svoje uobičajene aktivnosti.
- Među osobama s invaliditetom veći je postotak osoba koje imaju problema u obavljanju svojih uobičajenih aktivnosti nego među osobama bez invaliditeta.

- Među nezaposlenima je veći postotak osoba koje imaju problema u obavljanju uobičajenih aktivnosti nego među zaposlenima.
- Zemlja s najvećim postotkom ljudi koji jasno misle i nemaju problema s pamćenjem je Grčka. Zemlja s najvećim postotkom ljudi koji imaju problema s jasnim razmišljanjem i imaju problema s pamćenjem je Bugarska.
- Što je viši stupanj obrazovanja, veći je postotak ljudi koji jasno misle i nemaju problema s pamćenjem.
- Osobe s invaliditetom imaju veći postotak problema s pamćenjem.
- Veći je postotak zaposlenih koji razmišljaju jasno i logično i nemaju problema s pamćenjem u odnosu na nezaposlene.
- Općenito, oko 30 posto stanovništva ima neku razinu tuge, melankolije ili depresije. Država s najmanjim postotkom ljudi s takvim problemima je Španjolska. Zemlja s najvećim postotkom ljudi s problemima tuge, melankolije ili ekstremne depresije je Italija.
- Što se tiče stupnja obrazovanja, može se primijetiti što je viši stupanj obrazovanja, to je manji postotak osoba s izrazitim osjećajem tuge, melankolije ili depresije.

Utvrđeno je da osobe s invaliditetom imaju veći postotak osjećaja tuge, melankolije ili depresije.

- Veći postotak osoba s osjećajem tuge, melankolije ili depresije nalazi se među nezaposlenima.
- Više od 50% stanovništva pati od tjeskobe. Ovo je vrlo visok postotak. Zemlja s najvećim postotkom ljudi koji nemaju problema s tjeskobom je Bugarska. U Grčkoj, s druge strane, više od 70% ljudi koji su odgovorili na upitnik izjavilo je da pati od tjeskoba. Ovi podaci su izuzetno visoki.
- U slučaju tjeskobe, čini se da su osobe s fakultetom kao najvišom postignutom akademskom razinom one koje predstavljaju veći postotak osoba bez tjeskobe.
- Čini se da veći postotak osoba s invaliditetom osjeća neku razinu uznemirenosti u usporedbi s osobama bez invaliditeta. Oko 70% osoba s invaliditetom osjeća neku razinu tjeskobe.
- Veći postotak nezaposlenih ne predstavlja probleme kod tjeskobe, iako veći postotak nezaposlenih također predstavlja tešku uznemirenost u odnosu na zaposlene osobe.
- Oko 20% populacije ima fizičke simptome ili nelagodu. Država s najvećim postotkom ljudi bez tjelesnih simptoma i nelagode je Španjolska.
- Što je viši stupanj obrazovanja, veći je postotak ljudi koji nemaju tjelesnu nelagodu.
- Više od 50% osoba s invaliditetom ima tjelesne probleme. Mnogo je veći postotak osoba bez invaliditeta koji navode da nemaju tjelesnih problema u odnosu na osobe s invaliditetom.
- Veći postotak nezaposlenih osoba ima fizičku nelagodu.
- Zemlja u kojoj se najveći postotak ljudi osjeća zdravo i energično je Španjolska. Ističe se slučaj Poljske, gdje se više od 50% ispitanika osjeća različite stupnjeve umora.

U ovom pitanju čini se da ne postoji jasan obrazac između razine obrazovanja i osjećaja zdravlja i energije.

- Veći postotak osoba bez invaliditeta osjeća se zdravo i energično.

- Veći postotak ljudi bez posla osjeća se zdravo i energično.

Sukladno tome, projekt PROPELLERS predviđa izradu lokalnih i nacionalnih planova aktivnosti.

Partnerske organizacije izradile su planove aktivnosti po mjeri zemlje na lokalnom i nacionalnoj razini na temelju nalaza zemlje s posebnim naglaskom na osobe koje nisu u obrazovanju, zapošljavanju ili osposobljavanju te osobe s invaliditetom.

Akcijski planovi izrađeni na razini zemlje sadržavali su sljedeće aktivnosti:

- 1) Organizacija i provođenje lokalnih događanja, akcija, sportskih dana, info dana i radionica u cilju promicanja volonterstva i povećanja sudjelovanja u sportu na razini stanovništva, s posebnim fokusom na ciljane skupine (djeca, odrasli, mladi, mete u nepovoljnom položaju). Komuniciranje i širenje filozofije i prakse 'Sporta za sve'.
- 2) Promicanje alata obrazovanja kroz sport u obrazovnim ustanovama, udrugama, organizacijama mladih, ustanovama koje nude usluge podrške osobama s invaliditetom uz uključivanje volonterakoje će se provoditi neformalnim obrazovnim metodama.

## ABSTRACT GREEK

Το πρώτο βήμα για την δημιουργία του Health SportEnBook-Report ήταν η ανάπτυξη ενός πλαισίου για την έρευνα και την αξιολόγηση του επιπέδου συμμετοχής στα σπορ, της σωματικής και πνευματικής υγείας, και της ευεξίας συγκεκριμένων πληθυσμών στις χώρες που συμμετείχαν στο πρόγραμμα.

Για τον λόγο αυτό σχεδιάστηκε μια δημοσκόπηση η οποία περιλάμβανε την αξιολόγηση: (1) δημογραφικών στοιχείων και κοινωνικών μεταβλητών, (2) συμμετοχή στα σπορ και σε φυσική δραστηριότητα, (3) ποιότητα ζωής, και (4) φυσική κατάσταση.

Με αρχικό στόχο τη συλλογή τουλάχιστον 500 ερωτηματολογίων σε καθμία από τις χώρες οι οποίες συμμετείχαν στο πρόγραμμα (Βουλγαρία, Κροατία, Ελλάδα, Ιταλία, Ισπανία, και Πολωνία), ο συνολικός αριθμός των συμμετεχόντων στην έρευνα ήταν τελικά 4,824 άτομα.

Μετά την ολοκλήρωση της επεξεργασίας των δεδομένων, συνάχθηκαν τα παρακάτω κύρια συμπεράσματα:

- Οι συμμετέχοντες σε όλες τις χώρες ανέφεραν παρόμοια ποσοστά φυσικής δραστηριότητας μέτριας έντασης, με εξαίρεση τους συμμετέχοντες από την Κροατία οι οποίοι ανέφεραν υψηλότερα ποσοστά.
- Αναφορικά με την φυσική δραστηριότητα υψηλής έντασης, τα υψηλότερα ποσοστά ανέφεραν οι συμμετέχοντες από την Πολωνία και ακολούθως αυτοί από την Ιταλία. Οι συμμετέχοντες από την Ισπανία, την Ελλάδα και ειδικά τη Βουλγαρία ανέφεραν τα χαμηλότερα ποσοστά φυσικής δραστηριότητας υψηλής έντασης.
- Η φυσική δραστηριότητα δεν επηρεάστηκε από το επίπεδο εκπαίδευσης, την αναπηρία, ή εργασιακή κατάσταση. Ωστόσο, για την προετοιμασία των πλάνων για την προαγωγή της φυσικής δραστηριότητας, θα ήταν χρήσιμο να ληφθούν υπόψη τα δεδομένα της κάθε χώρα ξεχωριστά .
- Εξαίρεση στα παραπάνω συμπεράσματα αποτελεί η Ιταλία (το επίπεδο της εκπαίδευσης επηρέασε τη φυσική δραστηριότητα) και η Ισπανία (η εργασιακή κατάσταση επηρέασε τη φυσική δραστηριότητα).
- Οι συνήθειες που είναι σχετικές με την φυσική δραστηριότητα είναι διαφορετικές για τις χώρες αλλά όλες οι χώρες έχουν δυο κοινά σημεία: οι άνθρωποι δεν συμμετέχουν σε φυσικές δραστηριότητες λόγω έλλειψης χρόνου και δεν συμμετέχουν ως εθελοντές σε φυσικές δραστηριότητες.
- Η φυσική δραστηριότητα λαμβάνει χώρα κυρίως στο ύπαιθρο ή στο σπίτι και δευτερευόντως σε αθλητικούς συλλόγους ή σε γυμναστήρια.
- Οι κύριοι λόγοι για τους οποίους οι άνθρωποι συμμετέχουν σε φυσικές δραστηριότητες είναι η βελτίωση της υγείας η βελτίωση της φυσικής κατάστασης ή της εμφάνισης. Ενώ επίσης σημαντικό ρόλο διαδραματίζουν η χαλάρωση και η διασκέδαση.
- Η περιοχή διαβίωσης ή τα τοπικά αθλητικά σωματεία δεν αποτελούν παράγοντες περιορισμού της φυσικής δραστηριότητας.

- Οι συμμετέχοντες από όλες οι χώρες ανέφεραν παρόμοιο ποσοστό φυσικής δραστηριότητας μέτριας έντασης με εξαίρεση την Κροατία στην οποία το ποσοστό είναι μεγαλύτερο. Οι χώρες με το υψηλότερο ποσοστό ανθρώπων χωρίς πρόβλημα στη βάδιση είναι η Ελλάδα και η Ιταλία. Η χώρα και με το υψηλότερο ποσοστό ανθρώπων που δεν μπορούν να περπατήσουν είναι η Κροατία.
- Όσο πιο υψηλό είναι το επίπεδο εκπαίδευσης τόσο πιο υψηλό είναι το ποσοστό των ανθρώπων που μπορούν να περπατήσουν χωρίς προβλήματα. Αντιστρόφως, όσο πιο χαμηλό το ακαδημαϊκό επίπεδο, τόσο πιο υψηλό το ποσοστό των ανθρώπων που δεν μπορούν να περπατήσουν.
- Όπως αναμενόταν, υπάρχει ένα μεγάλο ποσοστό ανθρώπων με αναπηρίες οι οποίοι έχουν πρόβλημα να περπατήσουν.
- Ανάμεσα στους ανθρώπους που εργάζονται, υπάρχει ένα μικρότερο ποσοστό ανθρώπων έχουν προβλήματα κινητικότητας συγκριτικά με αυτούς που δεν εργάζονται.
- Γενικά, 35% του πληθυσμού των χωρών που συμμετείχαν στην έρευνα έχει προβλήματα με τον ύπνο. Η χώρα με το υψηλότερο ποσοστό ανθρώπων που κοιμούνται χωρίς προβλήματα είναι η Βουλγαρία. Οι χώρες με το υψηλότερο ποσοστό ανθρώπων με σοβαρά προβλήματα ύπνου είναι η Ισπανία και η Πολωνία.
- Γενικά όσο υψηλότερο είναι το επίπεδο εκπαίδευσης τόσο χαμηλότερο είναι το ποσοστό των ανθρώπων που υποφέρουν από προβλήματα ύπνου.
- Οι άνθρωποι με αναπηρίες εμφανίζουν δυσκολία ύπνου σε υψηλότερο ποσοστό από ότι οι άνθρωποι χωρίς αναπηρίες.
- Οι άνεργοι εμφανίζουν προβλήματα ύπνου σε μεγαλύτερο ποσοστό από ότι οι εργαζόμενοι.
- Η Ελλάδα είναι η χώρα με το υψηλότερο ποσοστό ανθρώπων που δηλώνουν ικανοί να φέρουν σε πέρας τις συνηθισμένες τους δραστηριότητες, ενώ η Ισπανία είναι η χώρα με το μεγαλύτερο ποσοστό ανθρώπων οι οποίοι βρίσκουν αδύνατο να φέρουν σε πέρας τις συνηθισμένες τους δραστηριότητες.
- Όπως και στην περίπτωση της κινητικότητας και του ύπνου, όσο υψηλότερο είναι το επίπεδο εκπαίδευσης των ανθρώπων, τόσο πιο υψηλό είναι το ποσοστό εκείνων που δηλώνουν ότι μπορούν να φέρουν σε πέρας τις συνηθισμένες δραστηριότητες τους χωρίς προβλήματα.
- Οι άνθρωποι με αναπηρίες έχουν πρόβλημα στο να φέρουν σε πέρας τις συνηθισμένες τους δραστηριότητες σε μεγαλύτερο ποσοστό σε σχέση με αυτούς χωρίς αναπηρίες.
- Οι άνεργοι έχουν πρόβλημα στο να φέρουν σε πέρας τις συνηθισμένες τους δραστηριότητες σε μεγαλύτερο ποσοστό από ότι οι εργαζόμενοι.
- Η Ελλάδα είναι η χώρα με το υψηλότερο ποσοστό ανθρώπων οι οποίοι σκέφτονται με διαύγεια και δεν έχουν προβλήματα μνήμης. Ενώ Βουλγαρία είναι η χώρα με το υψηλότερο ποσοστό ανθρώπων οι οποίοι έχουν πρόβλημα με το να σκέφτονται με διαύγεια και έχουν κάποια προβλήματα μνήμης.
- Όσο πιο υψηλό είναι το επίπεδο εκπαίδευσης των ανθρώπων, τόσο πιο υψηλό είναι το ποσοστό εκείνων που σκέφτονται με διαύγεια και δεν έχουν προβλήματα μνήμης.

- Οι άνθρωποι με αναπηρίες εμφανίζουν σε υψηλότερα ποσοστά προβλήματα μνήμης.
- Το ποσοστό των εργαζόμενων οι οποίοι σκέφτονται με διαύγεια και λογική και δεν έχουν προβλήματα μνήμης είναι μεγαλύτερο σε σύγκριση με αυτό των ανέργων.
- Γενικά, περίπου 30% του πληθυσμού των χωρών που συμμετείχαν στην έρευνα παρουσιάζει κάποιο βαθμό θλίψης, μελαγχολίας ή κατάθλιψης. Η χώρα με το χαμηλότερο ποσοστό τέτοιων προβλημάτων είναι η Ισπανία. Η χώρα με το υψηλότερο ποσοστό ανθρώπων με προβλήματα θλίψης, μελαγχολίας ή βαριάς κατάθλιψης είναι η Ιταλία.
- Σε σχέση με το επίπεδο εκπαίδευσης, παρατηρείται ότι όσο πιο υψηλό το επίπεδο της, τόσο πιο χαμηλό το ποσοστό των ανθρώπων με ακραία αισθήματα θλίψης, μελαγχολίας ή κατάθλιψης.
- Οι άνθρωποι με αναπηρίες εμφανίζουν σε υψηλότερα ποσοστά συναισθήματα θλίψης, μελαγχολίας ή κατάθλιψης.
- Το μεγαλύτερο ποσοστό ανθρώπων με συναισθήματα θλίψης, μελαγχολίας ή κατάθλιψης βρίσκεται ανάμεσα στους άνεργους.
- Περισσότερο από το 50% του πληθυσμού εμφανίζει στρες. Πρόκειται για ένα πολύ μεγάλο ποσοστό. Η χώρα με το μεγαλύτερο ποσοστό ανθρώπων οι οποίοι δεν έχουν στρες ης είναι η Βουλγαρία. Στην Ελλάδα αντιθέτως, περισσότερο από το 70% των ανθρώπων δήλωσαν ότι έχουν στρες. Τα ποσοστά αυτά είναι εξαιρετικά υψηλά.
- Οι άνθρωποι που έχουν τελειώσει μόνο τη δευτεροβάθμια εκπαίδευση είναι αυτοί που σε μεγαλύτερο ποσοστό δεν έχουν στρες.
- Το μεγαλύτερο ποσοστό ανθρώπων με αναπηρίες (περίπου το 70%) φαίνεται να αισθάνεται σε κάποιο βαθμό ότι έχει στρες σε σύγκριση με ανθρώπους χωρίς αναπηρίες.
- Ένα μεγάλο ποσοστό ανέργων δεν έχουν στρες, ωστόσο το ποσοστό ανέργων που παρουσιάζει σοβαρά προβλήματα στρες είναι μεγαλύτερο σε σύγκριση με ανθρώπους που εργάζονται.
- Περίπου 20% του πληθυσμού έχει σωματικά προβλήματα ή συμπτώματα σωματικής δυσφορία. Η χώρα με το μεγαλύτερο ποσοστό ανθρώπων χωρίς σωματικά προβλήματα ή δυσφορία είναι η Ισπανία.
- Όσο πιο υψηλό είναι το επίπεδο εκπαίδευσης τόσο πιο υψηλό είναι το ποσοστό των ανθρώπων που δεν έχουν σωματικά προβλήματα ή δυσφορία.
- Περισσότερο από το 50% των ανθρώπων με αναπηρίες έχουν σωματικά προβλήματα υγείας. Επίσης, μεγαλύτερο ποσοστό ανθρώπων χωρίς αναπηρίες δηλώνει ότι δεν έχει σωματικά προβλήματα υγείας σε σύγκριση με τους ανθρώπους με αναπηρίες.
- Το μεγαλύτερο ποσοστό ανέργων ανθρώπων έχει συμπτώματα σωματικής δυσφορία.
- Η Ισπανία είναι η χώρα οι κάτοικοι της οποίας δηλώνουν σε υψηλότερο ποσοστό ότι αισθάνονται υγιείς και δραστήριοι. Αντίθετα, οι κάτοικοι της Πολωνίας ξεχωρίζουν ως αυτοί όπου το περισσότερο από το 50% των συμμετεχόντων δήλωσε ότι αισθάνεται κόπωση.
- Σχετικά με την κόπωση, φαίνεται ότι δεν υπάρχει ξεκάθαρη σχέση ανάμεσα στο επίπεδο εκπαίδευσης και στο αίσθημα υγείας και ενεργητικότητας.

- Ένα μεγαλύτερο ποσοστό ανθρώπων χωρίς αναπηρίες αισθάνεται υγιείς και δραστήριοι.
- Ένα μεγαλύτερο ποσοστό ανέργων αισθάνεται υγιείς και δραστήριο.

Σύμφωνα με τα παραπάνω, το πρόγραμμα PROPELLERS θα στοχεύσει στην επεξεργασία και ανάπτυξη τοπικών και εθνικών σχεδίων δράσεων.

**Με βάση τα προαναφερθέντα αποτελέσματα, οι συνεργαζόμενοι φορείς εκπόνησαν κατάλληλα σχέδια δράσεων που να ανταποκρίνονται στις ιδιαιτερότητες της κάθε χώρας σε τοπικό και εθνικό επίπεδο δίνοντας ειδική έμφαση σε ανθρώπους οι οποίοι δεν βρίσκονται στην εκπαίδευση, δεν εργάζονται και σε ανθρώπους με αναπηρίες.**

Τα σχέδια δράσης που σχεδιάστηκαν να εφαρμοστούν σε επίπεδο χώρας περιλαμβάνουν τις ακόλουθες δράσεις:

- 3) Την οργάνωση και εκτέλεση τοπικών εκδηλώσεων, δράσεων, ημερίδων αθλητισμού, ημερίδων ενημέρωσης και σεμιναρίων για την προώθηση της εθελοντικής δραστηριότητας και την αύξηση της συμμετοχής στα σπορ στο επίπεδο του πληθυσμού, με έμφαση σε κατηγορίες ανθρώπων που το έχουν ανάγκη (παιδιά, νεαρά άτομα, ηλικιωμένοι, άτομα σε μειονεκτική θέση), επικοινωνώντας και διαδίδοντας την φιλοσοφία και την εξάσκηση του «αθλητισμού για όλους».
- 4) Την προώθηση των εργαλείων της «Εκπαίδευσης μέσα από τον Αθλητισμό» σε εκπαιδευτικά ιδρύματα, οργανισμούς, συλλόγους, οργανισμούς νέων και σε ιδρύματα τα οποία προσφέρουν υπηρεσίες υποστήριξης ατόμων με αναπηρία με τη βοήθεια εθελοντών και εφαρμόζοντας μεθόδους άτυπης εκπαίδευσης.



## ABSTRACT ITALIAN

Il primo passo per produrre il Report “Health Sport EnBook” è stato quello di sviluppare un modello per la ricerca e la valutazione del livello di partecipazione allo sport, dello stato di salute fisica, della salute mentale e del benessere della popolazione target nei paesi partner.

Per raggiungere questo obiettivo è stato creato un questionario basato su quattro parti: (1) socio-demografia, (2) sport e attività fisica, (3) qualità della vita - 15D e (4) International fitness Scale - IFIS.

Il numero totale di risposte al questionario è stato di 4.824, mantenendo come criterio di raccolta un minimo di 500 questionari nei diversi paesi che fanno parte del consorzio (Bulgaria, Croazia, Grecia, Italia, Spagna e Polonia).

Una volta elaborati tutti i dati, le principali conclusioni ottenute sono state:

- Tutti i paesi hanno una percentuale simile di attività fisica moderata, ad eccezione della Croazia, che è più alta.
- Per quanto riguarda l'attività fisica intensa, la Polonia è il leader, seguita dall'Italia. Spagna, Grecia e soprattutto Bulgaria mostrano percentuali più basse.
- La categoria dell'attività fisica non è stata influenzata da istruzione, disabilità o occupazione. Tuttavia i dati individuali per paese potrebbero essere presi in considerazione per sviluppare piani di attività fisica su misura.
- Le eccezioni alle conclusioni precedenti sono l'Italia (influenzata dal livello di istruzione) e la Spagna (influenzata dall'occupazione).
- Le abitudini relative all'attività fisica sono diverse da paese a paese, ma tutti hanno due punti in comune: le persone non praticano attività fisica per mancanza di tempo e non si partecipano come volontari in attività sportive.

- Le attività fisiche vengono praticate principalmente all'aperto o a casa, e come seconda opzione presso un club sportivo o un centro di fitness / palestra.
- La ragione principale per la quale le persone praticano attività fisica è quella di favorire la salute, migliorare la condizione fisica o l'aspetto. Anche rilassarsi o divertirsi sono ragioni importanti.
- La zona di residenza o i club sportivi locali non sono un limite per praticare attività fisica.
- I paesi con la più alta percentuale di persone che non hanno problemi di deambulazione sono la Grecia e l'Italia. Il paese con la più alta percentuale di persone che non riescono a deambulare è la Croazia.
- Più alto è il livello accademico, più alta è la percentuale di persone che riescono a deambulare senza problemi. Al contrario, più basso è il livello accademico, più alta è la percentuale di persone che non riescono a deambulare.
- Come previsto, c'è una percentuale più alta di persone con disabilità che hanno problemi a deambulare.
- Rispetto a chi non è attivo, tra gli occupati c'è una percentuale inferiore di persone che hanno problemi motori.
- In generale, il 35% della popolazione ha problemi di sonno. Il paese con la più alta percentuale di persone che dormono senza problemi è la Bulgaria. I paesi con la più alta percentuale di persone con gravi problemi di sonno sono la Spagna e la Polonia.
- In generale, più alto è il livello d'istruzione, più bassa è la percentuale di persone che soffrono di problemi di sonno.
- Rispetto alle persone non affette da disabilità, le persone con disabilità hanno una percentuale maggiore di problemi per riuscire a dormire senza impedimenti.
- Rispetto a quelli che hanno un lavoro, c'è una percentuale più alta di persone con problemi di sonno in coloro che sono disoccupati.
- Il paese in cui la più alta percentuale di persone può svolgere le proprie attività ordinarie è la Grecia, mentre la Spagna è il paese con la più alta percentuale di persone che trovano impossibile svolgere le proprie attività ordinarie.

- Come nel caso della capacità di movimento e del sonno, più alto è il livello di istruzione, più alta è la percentuale di persone che possono svolgere le loro attività ordinarie senza problemi.
- Rispetto alle persone che non sono affette da disabilità, c'è una percentuale più alta di persone che hanno problemi a svolgere le loro attività ordinarie tra le persone con disabilità.
- C'è una percentuale più alta di persone che hanno problemi a svolgere le loro attività ordinarie tra i disoccupati che tra coloro che hanno un lavoro.
- Il paese con la più alta percentuale di persone che pensano con lucidità e non hanno problemi di memoria è la Grecia. Il paese con la più alta percentuale di persone che hanno problemi a pensare con lucidità e hanno qualche problema di memoria è la Bulgaria.
- Più alto è il livello di istruzione, più alta è la percentuale di persone che pensano con lucidità e non hanno problemi di memoria.
- Le persone con disabilità hanno una percentuale più alta di problemi di memoria.
- Rispetto alle persone disoccupate, c'è una percentuale più alta di persone che hanno un lavoro che pensano in modo lucido e logico e non hanno problemi di memoria.
- In generale, circa il 30% della popolazione presenta un certo livello di tristezza, malinconia o depressione. Il paese con la percentuale più bassa di persone con questi problemi è la Spagna. Il paese con la più alta percentuale di persone con problemi di tristezza, malinconia o depressione estrema è l'Italia.
- Per quanto riguarda il livello d'istruzione, si può osservare che più alto è il livello d'istruzione, più bassa è la percentuale di persone con forti sentimenti di tristezza, malinconia o depressione.
- Le persone con disabilità si trovano ad avere una percentuale più alta di sentimenti di tristezza, malinconia o depressione.
- Un'alta percentuale di persone con sentimenti di tristezza, malinconia o depressione è costituita da disoccupati.
- Più del 50% della popolazione soffre di ansia. Questa è una percentuale molto alta. Il paese con la più alta percentuale di persone che non hanno problemi di

ansia è la Bulgaria. In Grecia, invece, più del 70% delle persone che hanno risposto al questionario hanno dichiarato di soffrire di ansia. Questi dati sono estremamente alti.

- Nel caso dell'ansia, sembra che le persone con istruzione secondaria come massimo livello accademico raggiunto siano quelle che presentano una percentuale maggiore di persone che non soffrono di ansia.
- Rispetto alle persone non affette da disabilità, una percentuale più alta di persone con disabilità sembra sentire un certo livello di ansia: circa il 70% delle persone con disabilità prova un certo livello di ansia.
- Un'alta percentuale di disoccupati non presenta problemi di ansia, anche se, rispetto a coloro che hanno un lavoro, una percentuale più alta di disoccupati presenta problemi di ansia gravi.
- Circa il 20% della popolazione ha sintomi fisici o malessere. Il paese con la più alta percentuale di persone senza sintomi fisici e malessere è la Spagna.
- Più alto è il livello di istruzione, più alta è la percentuale di persone che non hanno malessere fisico.
- Più del 50% delle persone con disabilità hanno problemi fisici. Rispetto alle persone con disabilità, c'è una percentuale molto più alta di persone non affette da disabilità che indicano di non avere problemi fisici.
- Una percentuale più alta di disoccupati ha un malessere fisico.
- Il paese in cui la percentuale più alta di persone si sente sana ed energica è la Spagna. Spicca il caso della Polonia, dove più del 50% degli intervistati si sente più o meno secondo diversi livelli.
- In questa domanda sembra che non ci sia uno schema chiaro tra il livello di istruzione e il sentirsi sani ed energici.
- Una percentuale più alta di persone non affette da disabilità si sente sana ed energica.
- Una percentuale più alta di persone senza lavoro si sente sana ed energica.

In base a quanto sopra, il progetto PROPELLERS prevede l'elaborazione di piani di attività locali e nazionali.

**Le organizzazioni partner hanno elaborato dei piani di attività su misura per a livello locale e nazionale basati sui risultati del proprio paese, con particolare attenzione alle persone che non sono coinvolte nel campo dell'istruzione, dell'occupazione o della formazione, e alle persone con disabilità.**

I piani d'azione progettati a livello nazionale comprendono le seguenti attività:

- 1) Organizzazione e realizzazione di eventi locali, iniziative, giornate dello sport, info day e workshop al fine di promuovere il volontariato e aumentare la partecipazione nello sport da parte della popolazione, con un focus specifico su determinate categorie (bambini, adulti, giovani, target svantaggiati). Comunicare e diffondere la filosofia e la pratica dello "Sport per tutti".
- 2) Promozione di strumenti di Educazione attraverso lo Sport, da realizzarsi con metodi di Educazione Non Formale, presso istituzioni educative, associazioni, organizzazioni giovanili, istituzioni che offrono servizi di supporto alle persone con disabilità, attraverso il coinvolgimento di volontari.

## ABSTRACT SPANISH

El primer paso para generar el Informe Health SportEnBook fue desarrollar un marco de trabajo para investigar y evaluar el nivel de participación en el deporte, el estado de salud física, la salud mental y el bienestar de la población objetivo en los países socios. Para ello se creó una encuesta basada en cuatro apartados: (1) sociodemografía, (2) deporte y actividad física, (3) calidad de vida - 15D y (4) Escala Internacional de fitness - IFIS.

El número total de encuestas realizadas fue de 4.824, manteniendo como criterio mínimo la recogida de al menos 500 cuestionarios en cada uno de los países que forman parte del consorcio (Bulgaria, Croacia, Grecia, Italia, España y Polonia).

Una vez se procesaron todos los datos, las principales conclusiones obtenidas fueron:

- Todos los países tienen un porcentaje similar de actividad física moderada, con la excepción de Croacia, que es más alto.
- En cuanto a actividad física elevada, Polonia es el líder, seguida de Italia. España, Grecia y especialmente Bulgaria muestran un porcentaje menor.
- La categoría de actividad física no se vio afectada por la educación, la discapacidad o el empleo. Sin embargo, los datos individuales por país pueden tenerse en cuenta para desarrollar planes de actividad física personalizados.
- La excepción a las conclusiones anteriores son Italia (afectada por el nivel educativo) y España (afectada por el empleo).
- Los hábitos de actividad física son diferentes según los países, pero todos tienen dos puntos en común: las personas no practican actividad física por falta de tiempo y las personas no se involucran como voluntarias en actividades físicas.
- Los principales lugares para la práctica de actividades físicas son al aire libre o en casa, y como segunda opción un club deportivo o gimnasio / club.
- La principal razón por la que las personas practican la actividad física es promover la salud, mejorar la condición física o la apariencia. Relajarse o divertirse también son razones importantes.

- La zona de estar o los clubes deportivos locales no son limitaciones para la práctica de actividad física.
- Todos los países tienen un porcentaje similar de actividad física moderada, con la excepción de Croacia, que es más alto.
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- Los principales lugares para la práctica de actividades físicas son al aire libre o en casa, y como segunda opción un club deportivo o gimnasio / club.
- La principal razón por la que las personas practican la actividad física es promover la salud, mejorar la condición física o la apariencia. Relajarse o divertirse también son razones importantes.
- • La zona de estar o los clubes deportivos locales no son limitaciones para la práctica de actividad física.
- Los países con mayor porcentaje de personas sin problemas para caminar son Grecia e Italia. El país con el mayor porcentaje de personas con dificultades para caminar es Croacia.
- Cuanto mayor es el nivel académico, mayor es el porcentaje de personas que pueden caminar sin problemas. Por el contrario, cuanto menor es el nivel académico, mayor es el porcentaje de personas con dificultades para caminar.
- Como era de esperar, existe un mayor porcentaje de personas con discapacidad que tienen problemas para caminar.
- Entre las personas ocupadas hay un porcentaje menor de personas que tienen problemas de movilidad en comparación con las que no están activas.

- En general, el 35% de la población tiene problemas para dormir. El país con mayor porcentaje de personas que duermen sin problemas es Bulgaria. Los países con mayor porcentaje de personas con problemas graves de sueño son España y Polonia
- En general, cuanto mayor es el nivel educativo, menor es el porcentaje de personas que padecen problemas de sueño.
- Las personas con discapacidad tienen un mayor porcentaje de problemas para poder dormir sin problemas en comparación con las personas sin discapacidad.
- Existe un mayor porcentaje de personas con problemas de sueño entre los desempleados comparados con los que están ocupados.
- El país donde el mayor porcentaje de personas puede realizar sus actividades cotidianas es Grecia, mientras que España es el país con mayor porcentaje de personas a las que les resulta imposible realizar sus actividades habituales.
- Como en el caso de la movilidad y el sueño, cuanto mayor es el nivel educativo, mayor es el porcentaje de personas que pueden realizar sus actividades cotidianas sin problemas.
- Existe un mayor porcentaje de personas que tienen problemas para realizar sus actividades cotidianas entre las personas con discapacidad que entre las personas sin discapacidad.
- Existe un mayor porcentaje de personas que tienen problemas para realizar sus actividades cotidianas entre los desempleados que entre los ocupados.
- El país con mayor porcentaje de personas que piensan con claridad y no tienen problemas de memoria es Grecia. El país con el mayor porcentaje de personas que tienen problemas para pensar con claridad y algunos problemas de memoria es Bulgaria.
- Cuanto mayor es el nivel educativo, mayor es el porcentaje de personas que piensan con claridad y no tienen problemas de memoria.
- Las personas con discapacidad tienen un mayor porcentaje de problemas de memoria.



- Hay un mayor porcentaje de personas empleadas que piensan con claridad y lógica y no tienen problemas de memoria en comparación con las personas no empleadas.
- En general, alrededor del 30% de la población presenta algún nivel de tristeza, melancolía o depresión. El país con el menor porcentaje de personas con estos problemas es España. El país con el mayor porcentaje de personas con problemas de tristeza, melancolía o depresión extrema es Italia.
- En cuanto al nivel de estudios, se observa que cuanto mayor es el nivel de estudios, menor es el porcentaje de personas con sentimientos extremos de tristeza, melancolía o depresión.
- Se observa que las personas con discapacidad tienen un mayor porcentaje de sentimientos de tristeza, melancolía o depresión.
- Un mayor porcentaje de personas con sentimientos de tristeza, melancolía o depresión se encuentra entre los desempleados.
- Más del 50% de la población sufre angustia. Es un porcentaje muy elevado. El país con el mayor porcentaje de personas que no tienen problemas de angustia es Bulgaria. En Grecia, en cambio, más del 70% de las personas que respondieron al cuestionario declararon sufrir angustia. Estos datos son extremadamente altos.
- En el caso de la angustia, parece que las personas con educación secundaria como máximo nivel académico alcanzado son las que presentan un mayor porcentaje de personas sin angustia.
- Un mayor porcentaje de personas con discapacidad parece sentir algún nivel de angustia en comparación con las personas sin discapacidad. Un 70% de las personas con discapacidades sienten algún nivel de angustia.
- Un mayor porcentaje de desempleados no presenta problemas de angustia, aunque un mayor porcentaje de desempleados también presenta angustia severa en comparación con los empleados.
- Alrededor del 20% de la población presenta síntomas o malestar físico. El país con mayor porcentaje de personas sin síntomas físicos ni malestar es España.

- Cuanto mayor es el nivel de estudios, mayor es el porcentaje de personas que no tienen molestias físicas.
- Más del 50% de las personas con discapacidad tienen problemas físicos. Hay un porcentaje mucho mayor de personas sin discapacidad que indican no tener problemas físicos en comparación con las personas con discapacidad.
- Un mayor porcentaje de personas desempleadas tiene molestias físicas.
- El país en el que el mayor porcentaje de personas se siente sano y con energía es España. Destaca el caso de Polonia, donde más del 50% de los encuestados se sienten cansados en diversos grados.
- Un mayor porcentaje de personas sin discapacidades se siente sano y con energía.
- Un mayor porcentaje de personas sin trabajo se siente sano y con energía.

Según esto, el proyecto PROPELLERS prevé la elaboración de planes de actividad locales y nacionales.

Las organizaciones asociadas elaboraron planes de actividad adaptados a cada país a nivel local y nacionales basados en las conclusiones del país, con especial atención a las personas que no están en el ámbito de la educación, el empleo o la formación, y a las personas con discapacidad.

Los planes de acción diseñados a nivel nacional comprendían las siguientes actividades

- 1) Organización y puesta en marcha de eventos locales, acciones, jornadas deportivas, jornadas informativas y talleres para promover el voluntariado y aumentar la participación en el deporte a nivel de la población, con un enfoque específico en las categorías objetivo (niños, adultos, jóvenes, objetivos desfavorecidos). Comunicar y difundir la filosofía y la práctica del "Deporte para todos".
- 2) Promoción de herramientas de educación a través del deporte en instituciones educativas, asociaciones, organizaciones juveniles, instituciones que ofrecen servicios de apoyo a la discapacidad con la participación de voluntarios que se llevarán a cabo con métodos de educación no formal.

## ABSTRACT POLISH

Pierwszym krokiem do stworzenia Health SportEnBook-Report było opracowanie ram dla badań i oceny poziomu uczestnictwa w sporcie, stanu zdrowia fizycznego, zdrowia psychicznego i dobrego samopoczucia populacji docelowej w krajach partnerskich.

W tym celu stworzono ankietę składającą się z czterech części: (1) Dane socjodemograficzne (2) Sport i aktywność fizyczna, (3) Jakość życia - 15D oraz (4) Międzynarodowa Skala Sprawności Fizycznej - IFIS.

Przeprowadzono łącznie 4 824 ankiet, przy zachowaniu kryterium zebrania minimum 500 kwestionariuszy w poszczególnych krajach wchodzących w skład konsorcjum (Bułgaria, Chorwacja, Grecja, Włochy, Hiszpania i Polska).

Po przetworzeniu wszystkich danych, główne wnioski, jakie uzyskano to:

- Wszystkie kraje wykazują podobny odsetek umiarkowanej aktywności fizycznej, z wyjątkiem Chorwacji, gdzie jest on wyższy.
- Jeśli chodzi o wysoką aktywność fizyczną, Polska jest liderem, a zaraz za nią Włochy. Hiszpania, Grecja, a zwłaszcza Bułgaria wykazują niższy odsetek wysokiej aktywności fizycznej.
- Na kategorię aktywności fizycznej nie miały wpływu wykształcenie, niepełnosprawność czy zatrudnienie. Jednak dane indywidualne dla poszczególnych krajów mogą być brane pod uwagę przy opracowywaniu planów aktywności fizycznej dostosowanych do potrzeb.
- Wyjątkiem są Włochy (gdzie widoczny jest wpływ poziomu wykształcenia) i Hiszpania (wpływ zatrudnienia).

- Zwyczaje związane z aktywnością fizyczną różnią się w poszczególnych krajach, ale wszystkie mają dwie cechy wspólne: ludzie nie podejmują aktywności fizycznej z powodu braku czasu i nie angażują się w nią jako wolontariusze.
- Głównymi miejscami uprawiania aktywności fizycznej są: dom lub świeże powietrze, a w drugiej kolejności klub sportowy lub klub fitness.
- Głównymi powodami, dla których ludzie uprawiają aktywność fizyczną jest promowanie zdrowia, poprawa kondycji fizycznej lub wyglądu. Relaks i dobra zabawa to również ważne powody.
- Miejsce zamieszkania czy dostępność lokalnych klubów sportowych nie są ograniczeniem dla uprawiania aktywności fizycznej.
- Kraje z najwyższym odsetkiem osób nie mających problemów z chodzeniem to Grecja i Włochy. Krajem z najwyższym odsetkiem osób, które nie mogą chodzić jest Chorwacja.
- Im wyższe wykształcenie, tym wyższy odsetek osób, które mogą chodzić bez problemów. I odwrotnie, im niższe wykształcenie, tym wyższy odsetek osób, które nie mogą chodzić.
- Jak można się spodziewać, odsetek osób mających problemy z chodzeniem jest wyższy wśród osób niepełnosprawnych.
- Wśród osób pracujących jest niższy odsetek osób, które mają problemy z poruszaniem się w porównaniu do osób nieaktywnych zawodowo.
- Ogólnie rzecz biorąc, 35% populacji ma problemy ze snem. Krajem z najwyższym odsetkiem osób, które śpią bez problemów jest Bułgaria. Krajami o najwyższym odsetku osób z poważnymi problemami ze snem są Hiszpania i Polska.
- Ogólnie rzecz biorąc, im wyższy poziom wykształcenia, tym niższy odsetek osób cierpiących na problemy ze snem.
- Osoby niepełnosprawne mają większy problem z zasypianiem w porównaniu z osobami pełnosprawnymi.
- Wyższy jest odsetek osób z problemami ze snem wśród osób bezrobotnych w porównaniu z osobami zatrudnionymi.

- Krajem, w którym największy odsetek osób nie ma problemów z wykonywaniem swoich codziennych czynności jest Grecja, podczas gdy Hiszpania jest krajem o największym odsetku osób, które nie mogą wykonywać codziennych czynności.
- Podobnie jak w przypadku mobilności i snu, im wyższy poziom wykształcenia, tym wyższy odsetek osób, które nie mają problemów z wykonywaniem codziennych czynności.
- Wśród osób niepełnosprawnych jest wyższy odsetek osób, które mają problemy z wykonywaniem zwykłych czynności niż wśród osób bez niepełnosprawności.
- Większy odsetek osób mających problemy z wykonywaniem zwykłych czynności jest wśród osób bezrobotnych niż wśród osób aktywnych zawodowo.
- Krajem z najwyższym odsetkiem ludzi, którzy myślą jasno i nie mają problemów z pamięcią jest Grecja. Krajem z najwyższym odsetkiem ludzi, którzy mają problemy z jasnym myśleniem i pewne problemy z pamięcią jest Bułgaria.
- Im wyższy poziom wykształcenia, tym wyższy odsetek osób, które myślą jasno i nie mają problemów z pamięcią.
- Osoby niepełnosprawne mają większe problemy z pamięcią.
- W porównaniu z osobami niezatrudnionymi większy jest odsetek osób zatrudnionych, które myślą jasno i logicznie oraz nie mają problemów z pamięcią.
- Ogólnie rzecz biorąc, około 30 procent populacji wykazuje pewien poziom smutku, melancholii lub depresji. Krajem o najniższym odsetku osób z takimi problemami jest Hiszpania. Krajem z najwyższym odsetkiem osób z problemami smutku, melancholii lub skrajnej depresji są Włochy.
- Jeśli chodzi o poziom wykształcenia, to można zauważyć, że im wyższy poziom wykształcenia, tym niższy odsetek osób ze skrajnym uczuciem smutku, melancholii lub depresji.
- Wśród osób niepełnosprawnych stwierdza się wyższy odsetek osób z uczuciem smutku, melancholii lub depresji.
- Wyższy odsetek osób z uczuciem smutku, melancholii lub depresji występuje wśród osób bezrobotnych.

- Ponad 50% populacji cierpi z powodu przygnębienia. Jest to bardzo wysoki odsetek. Krajem o najwyższym odsetku osób, które nie mają żadnych problemów z przygnębieniem jest Bułgaria. Z kolei w Grecji ponad 70% osób, które odpowiedziały na kwestionariusz, zadeklarowało, że cierpi z powodu przygnębienia. Dane te są niezwykle wysokie.
- Wydaje się, że osoby z wykształceniem średnim stanowią większy odsetek osób nieodczuwających przygnębienia.
- Z badań wynika, że większy odsetek osób niepełnosprawnych (70%) odczuwa pewien poziom przygnębienia w porównaniu z osobami bez niepełnosprawności.
- Większy odsetek osób bezrobotnych nie odczuwa stresu, choć w porównaniu z osobami pracującymi większy odsetek bezrobotnych odczuwa również silny stres.
- Około 20% populacji odczuwa dolegliwości fizyczne lub dyskomfort. Krajem o najwyższym odsetku osób bez objawów fizycznych i dyskomfortu jest Hiszpania.
- Im wyższy poziom wykształcenia, tym wyższy odsetek osób, które nie odczuwają dyskomfortu fizycznego.
- Ponad 50% osób niepełnosprawnych ma problemy fizyczne. Istnieje znacznie wyższy odsetek osób bez niepełnosprawności, które wskazują, że nie mają problemów fizycznych, w porównaniu z osobami niepełnosprawnymi.
- Większy odsetek osób bezrobotnych odczuwa dyskomfort fizyczny.
- Krajem, w którym największy odsetek osób czuje się zdrowo i energicznie jest Hiszpania. Wyróżnia się przypadek Polski, gdzie ponad 50% respondentów czuje się w różnym stopniu zmęczona.
- W tym pytaniu nie ma wyraźnej prawidłowości pomiędzy poziomem wykształcenia a poczuciem zdrowia i energii.
- Większy odsetek osób bez niepełnosprawności czuje się zdrowo i energicznie.
- Większy odsetek osób niepracujących czuje się zdrowo i energicznie.

W oparciu o powyższe dane, projekt PROPELLERS przewiduje opracowanie lokalnych i krajowych planów działania.

**Organizacje partnerskie opracowały dostosowane do potrzeb danego kraju plany działań na poziomie lokalnym i krajowym w oparciu o wyniki badań krajowych, ze szczególnym uwzględnieniem osób nieuczestniczących w kształceniu, lub szkoleniu, osób nieaktywnych zawodowo oraz osób niepełnosprawnych.**

Plany działań opracowane na poziomie krajowym obejmowały następujące działania:

1. Organizowanie i wdrażanie lokalnych wydarzeń, akcji, dni sportu, dni informacyjnych i warsztatów w celu promowania dobrowolnej aktywności i zwiększania uczestnictwa w sporcie na poziomie populacji, ze szczególnym uwzględnieniem grup docelowych (dzieci, dorośli, młodzież, osoby znajdujące się w niekorzystnej sytuacji) oraz przekazywanie i rozpowszechnianie filozofii i praktyki "Sportu dla wszystkich".
2. Promocja narzędzi edukacji poprzez sport w instytucjach edukacyjnych, stowarzyszeniach, organizacjach młodzieżowych, instytucjach oferujących usługi wspierające niepełnosprawnych z udziałem wolontariuszy, które będą prowadzone z wykorzystaniem nieformalnych metod edukacyjnych.

## SOCIO-DEMOGRAPHIC CHARACTERISTICS

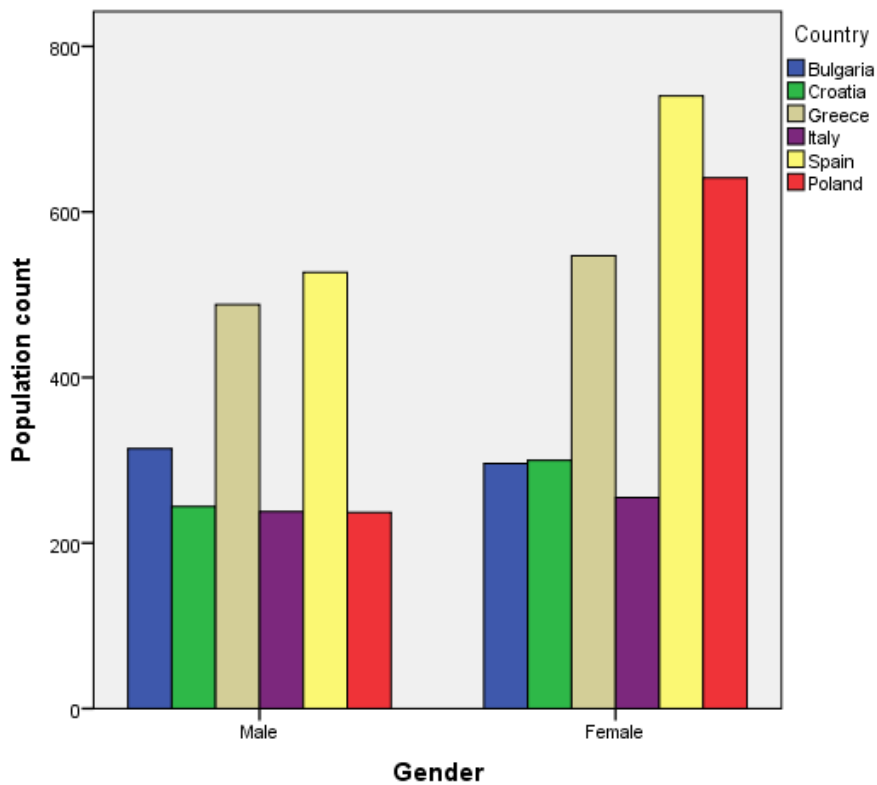
This section will show the most representative socio-demographic characteristics of the subjects who have completed the surveys in the different countries that are part of the consortium (Bulgaria, Croatia, Greece, Italy, Spain and Poland). The total number of surveys carried out was 4,824, maintaining as a criterion that at least all members collect a minimum of 500 questionnaires. Some of the respondents have not answered all the questions, either because they did not realize it or because they did not want to answer, so in some tables the total number of responses to a specific question may be less than the total of questionnaires collected.

Related to the age of participants in the survey, it was found that most of them are adults, with a mean age of  $37.5 \pm 13.9$  years, observing that the age of the participants in the different countries was similar.

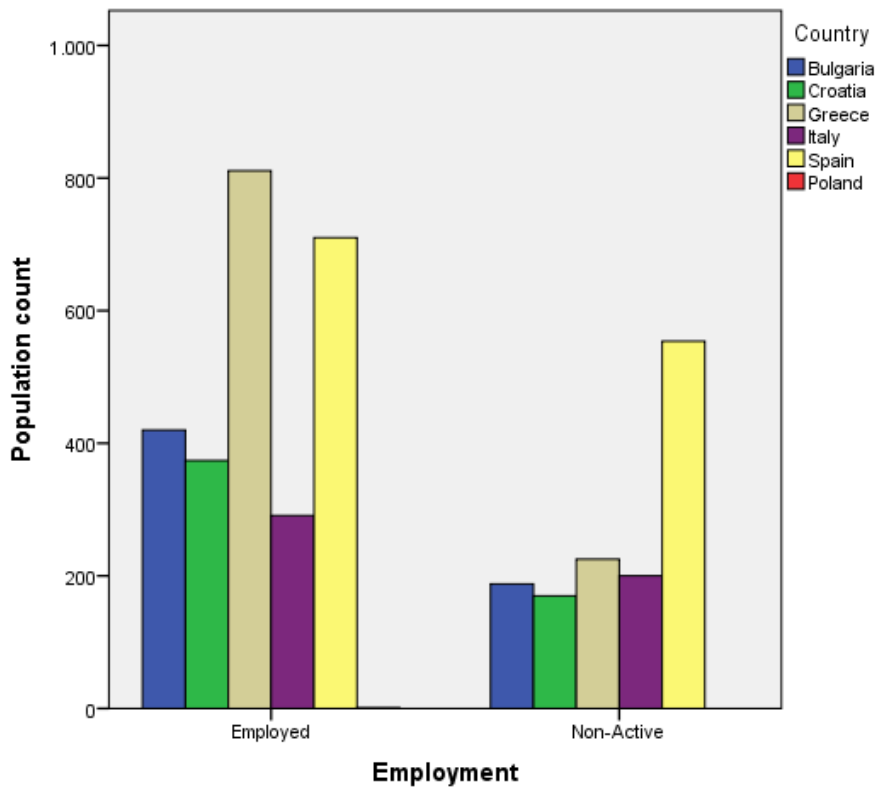
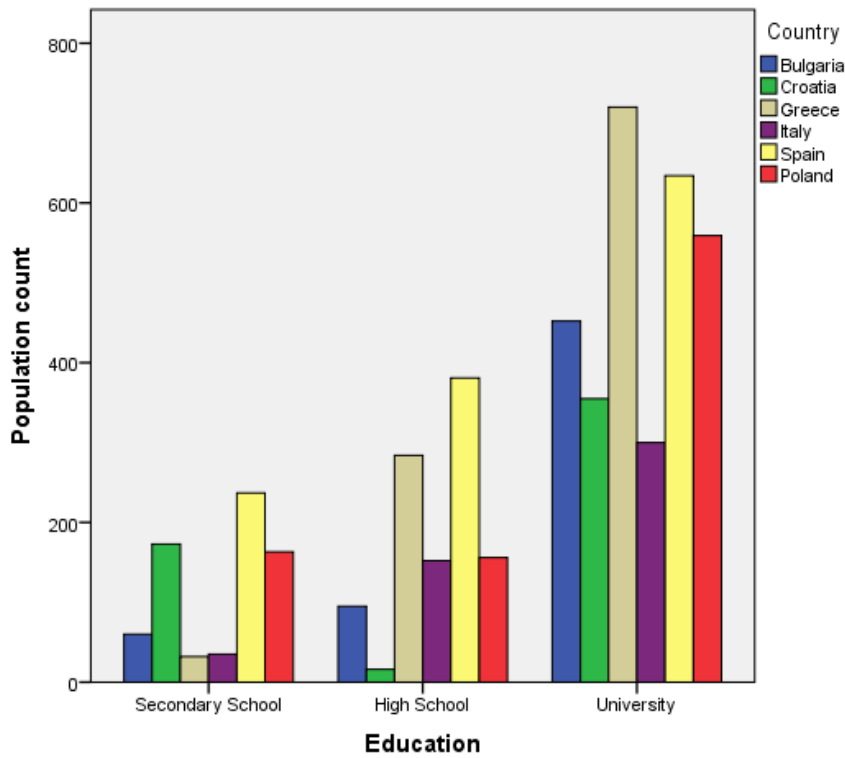
	Age						
	Bulgaria	Croatia	Greece	Italy	Spain	Poland	TOTAL
Participants	608	544	1034	494	1267	877	4824
Years (mean±SD)	34.2±11.5	37.9±1 2.7	38.6±1 1.6	35.5±1 3.9	41.0±1 7.0	34.4±1 2.3	37.5±1 3.9

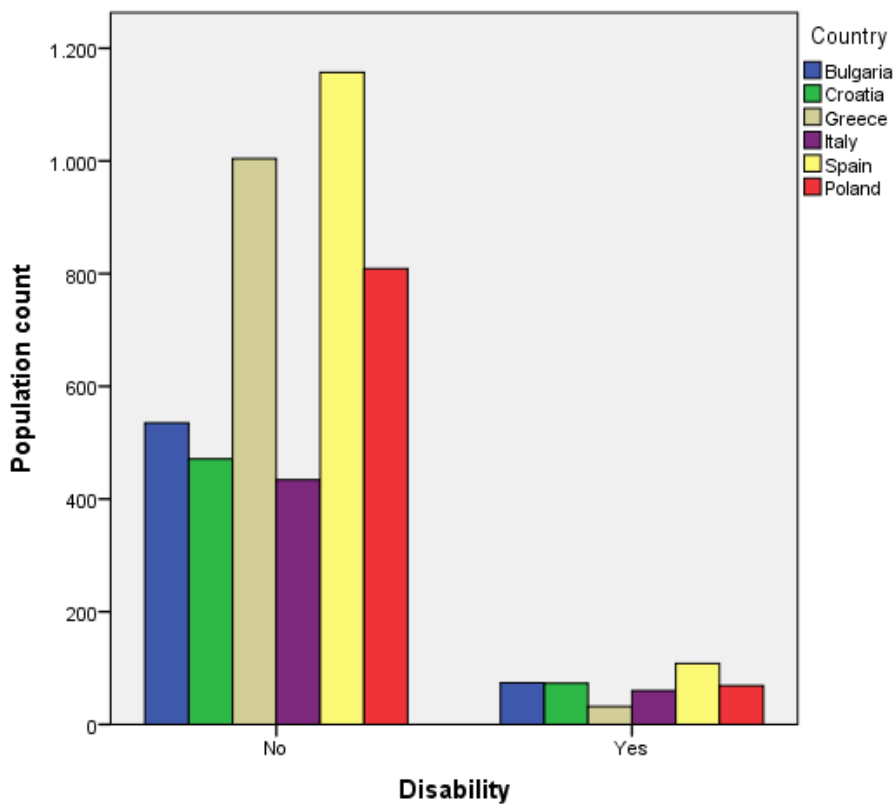
In connection with the sex, the sample was balanced between men and women, although with a slightly higher representation of women (57.6% of total).



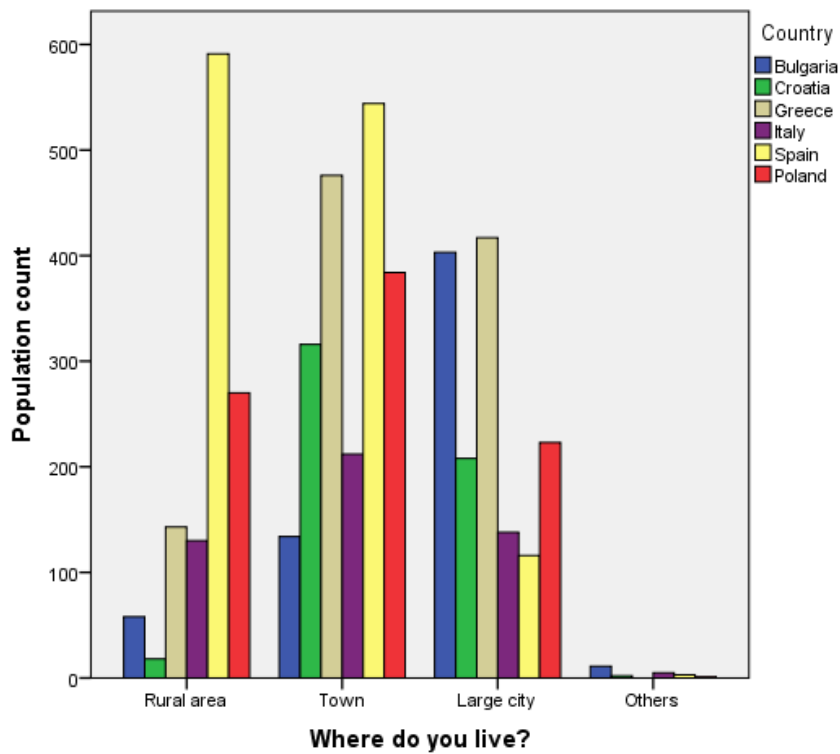


After that, subjects were asked about three factors (*Education, Employment and Disability*), which are considered very relevant within the PROPELLERS project since these variables could play a fundamental role in physical exercise. Focusing on the *Education*, three basic levels were defined based on the highest degree of studies achieved (Secondary School, High School and University (including graduates, postgraduates and doctors in this category)). The *Employment* factor was divided into two levels: Employed (Paid employment, whether employed or self-employed) and Non-active (including students, unemployed and retired). The *Disability* factor was divided into subjects with some recognized disability (physical, sensory, emotional, learning and development) without differentiating between levels of affectation, and subject without disability. The following figures show that the subject profile of the respondents was a person with university studies, without a recognized disability and with a paid job.

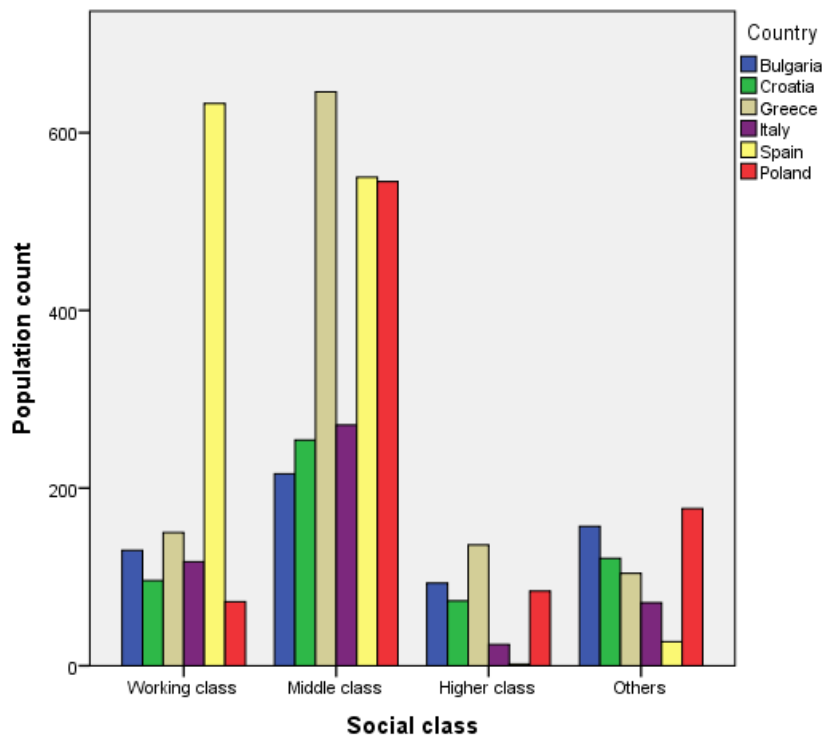
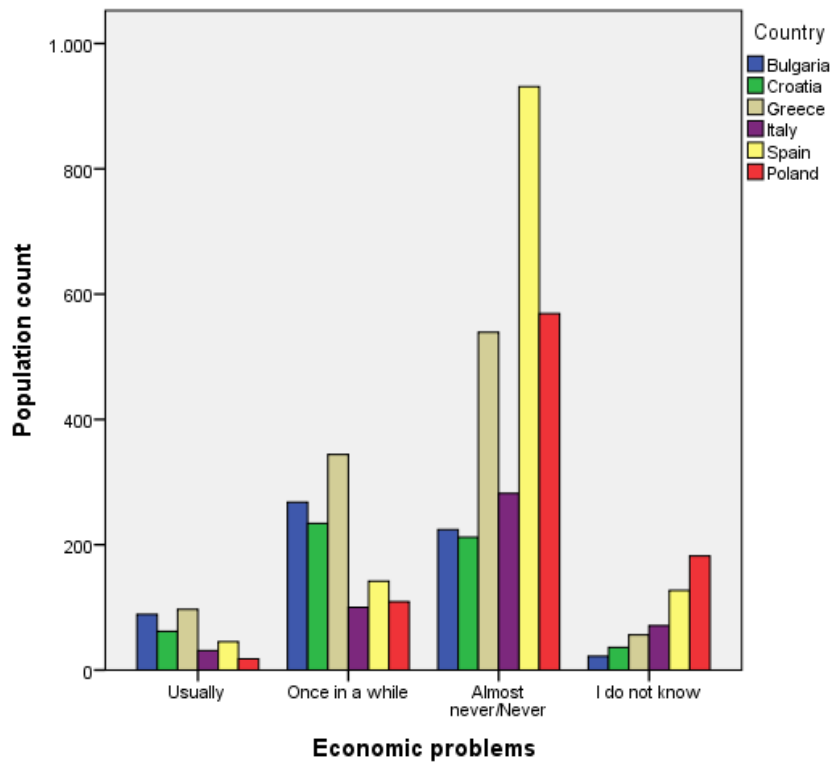




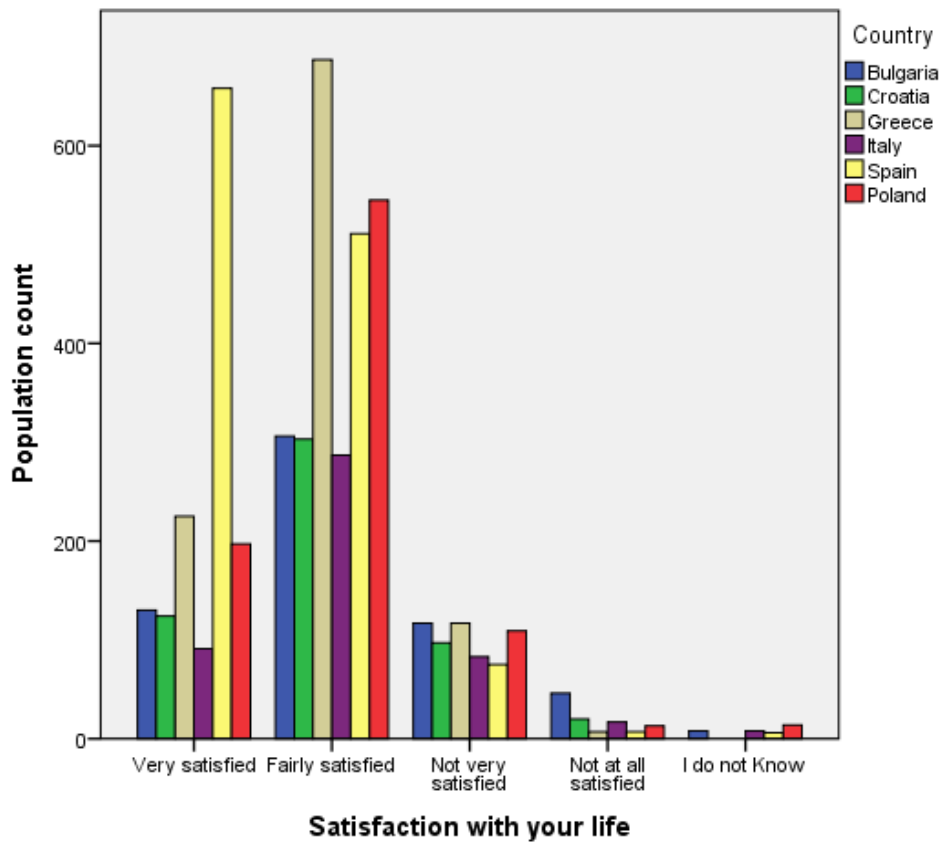
In relation to the place of habitual residence, it was observed that  $\frac{3}{4}$  of the population lived in cities [either in large cities (43%) or towns (31.3%)], compared to  $\frac{1}{4}$  that lived in rural areas or villages (25.2 %). However, it was observed that in Spain; Poland and Italy the percentage of people living in rural areas was higher, 47.1%, 30.8% and 26.8% respectively, compared to 3.3% of respondents in Croatia, 9.6% in Bulgaria or 13.8% in Greece.



Regarding the question of: *“During the last twelve months, would you say you had difficulties to pay your bills at the end of the month?”*, the 57.7% of the total respondents answered that *Never or Almost never*, and 25 % answered that *Once in a while*. Speaking generally, the economic status of the respondents was quite good, and they did not have a lot of economic problems. However, in countries such as Croatia, Bulgaria and Greece, the percentage of people who had financial problems frequently or from time to time at the end of the month was higher than in the others partner country. Interestingly, these three countries are the ones that previously indicated that they lived in larger cities, which are generally more expensive than rural areas. These results are consistent with those obtained in the following question, in which 52.3% of the respondents considered themselves to be a middle-level social class, although highlighting that in Spain (unlike the rest of the countries) the level of those who are considered working class was higher than the average, amounted to 52.2%



Finally, it was asked if the respondents were satisfied with the standard of living they led. Around 85% of the total respondents answered that they were *very* (29.6%) or *fairly satisfied* (54.9%), with no major differences between countries. Although also in a crossover analysis, it was observed that 22% of those who had some disability indicated that they were not *very satisfied*, as well as the 14.2% of non-active people also indicated the same.



## INTERNATIONAL FITNESS SCALE (IFIS)

To evaluate the subjective perception of the general physical fitness of participants, the International Fitness Scale (IFIS) was used. Most of the subjects answered that their physical fitness was *Average* (34.9%) or *good* (38.7%), and higher results were observed in the case of Bulgarians, most of whom answered that their fitness level was *good* (46.5%) or *very good* (34.6%). These results are similar to those obtained when specifically asked about cardiovascular fitness, strength, speed, and flexibility.

		Country						Total
		Bulgaria	Croatia	Greece	Italy	Spain	Poland	
Your general physical fitness is	Very poor	8 1,3%	4 0,7%	31 3,0%	10 2,0%	36 2,9%	26 3,0%	115 2,4%
	Poor	17 2,8%	38 7,0%	39 3,8%	70 14,3%	150 12,0%	105 12,0%	419 8,7%
	Average	90 14,8%	236 43,4%	307 29,7%	207 42,2%	473 37,9%	365 41,6%	1678 34,9%
	Good	282 46,5%	162 29,8%	469 45,4%	164 33,5%	487 39,0%	292 33,3%	1856 38,7%
	Very good	210 34,6%	104 19,1%	188 18,2%	39 8,0%	103 8,2%	90 10,3%	734 15,3%

		Country						Total
		Bulgaria	Croatia	Greece	Italy	Spain	Poland	
Your cardiorespiratory fitness is	Very poor	13 2,1%	9 1,7%	31 3,0%	21 4,3%	122 9,8%	55 6,3%	251 5,2%
	Poor	30 4,9%	57 10,5%	94 9,1%	77 15,8%	235 18,8%	173 19,7%	666 13,9%
	Average	108 17,8%	230 42,3%	345 33,4%	176 36,2%	424 33,9%	305 34,7%	1588 33,1%
	Good	257 42,3%	155 28,5%	385 37,2%	149 30,7%	337 27,0%	256 29,2%	1539 32,1%
	Very good	199 32,8%	93 17,1%	179 17,3%	63 13,0%	131 10,5%	89 10,1%	754 15,7%

		Country						Total
		Bulgaria	Croatia	Greece	Italy	Spain	Poland	
Your muscular strenght is	Very poor	10 1,6%	8 1,5%	18 1,7%	16 3,3%	40 3,2%	26 3,0%	118 2,5%
	Poor	28 4,6%	62 11,4%	49 4,7%	58 11,9%	206 16,4%	109 12,4%	512 10,7%
	Average	122 20,1%	193 35,5%	338 32,7%	226 46,2%	521 41,5%	360 41,0%	1760 36,6%
	Good	236 38,8%	170 31,3%	468 45,3%	149 30,5%	403 32,1%	303 34,5%	1729 36,0%
	Very good	212 34,9%	111 20,4%	161 15,6%	40 8,2%	84 6,7%	80 9,1%	688 14,3%

		Country						Total
		Bulgaria	Croatia	Greece	Italy	Spain	Poland	
Your speed / agility is	Very poor	7 1,2%	6 1,1%	15 1,5%	21 4,3%	43 3,4%	15 1,7%	107 2,2%
	Poor	19 3,1%	47 8,6%	49 4,7%	69 14,1%	204 16,3%	100 11,4%	488 10,2%
	Average	120 19,7%	193 35,5%	304 29,4%	216 44,3%	528 42,1%	351 40,0%	1712 35,6%
	Good	235 38,7%	179 32,9%	488 47,2%	143 29,3%	385 30,7%	323 36,8%	1753 36,5%
	Very good	227 37,3%	119 21,9%	178 17,2%	39 8,0%	95 7,6%	89 10,1%	747 15,5%



		Country					Total	
		Bulgaria	Croatia	Greece	Italy	Spain		Poland
Your flexibility is	Very poor	7 1,1%	11 2,0%	15 1,4%	19 3,9%	77 6,1%	35 4,0%	164 3,4%
	Poor	29 4,8%	62 11,4%	61 5,9%	86 17,5%	315 25,1%	154 17,5%	707 14,7%
	Average	135 22,2%	203 37,3%	307 29,7%	218 44,4%	495 39,4%	341 38,8%	1699 35,3%
	Good	228 37,4%	155 28,5%	478 46,2%	130 26,5%	280 22,3%	272 31,0%	1543 32,1%
	Very good	210 34,5%	113 20,8%	174 16,8%	38 7,7%	90 7,2%	76 8,7%	701 14,6%

Additionally, when a crossover analysis was made with all the data, the physical fitness perception was affected factors such as *Education* (Chi-square=0.001), *Employment* (Chi-square=0.024) and *Disability* (Chi-square=0.001). On the one hand, the subjects with a lower level of education (secondary school) seem to have a worse perception of their level of physical fitness.

On the other hand, employed people show higher fitness levels than non-active people. Finally, in connection with disabilities, the percentage of people who answered that they had a poor physical fitness was greater (21% vs 7.6%) compared to people without disabilities, and the percentage of disabled people with a good physical fitness was relatively low (21.5%)

		Education			Total
		Secondary School	High School	University	
Your general physical fitness is	Very poor	23 3,6%	27 2,6%	61 2,0%	111 2,4%
	Poor	70 11,0%	130 12,3%	210 7,0%	410 8,8%
	Average	276 43,3%	336 31,8%	1030 34,5%	1642 35,1%
	Good	187 29,3%	416 39,3%	1205 40,4%	1808 38,6%
	Very good	82 12,9%	149 14,1%	480 16,1%	711 15,2%
Total		638 100,0%	1058 100,0%	2986 100,0%	4682 100,0%

		Employment		Total
		Employed	Non-Active	
Your general physical fitness is	Very poor	54 2,1%	30 2,3%	84 2,2%
	Poor	191 7,5%	116 9,1%	307 8,0%
	Average	833 32,6%	458 35,8%	1291 33,7%
	Good	1031 40,4%	494 38,6%	1525 39,8%
	Very good	443 17,4%	182 14,2%	625 16,3%
Total		2552 100,0%	1280 100,0%	3832 100,0%

		Disability		Total
		No	Yes	
Your general physical fitness is	Very poor	85 2,0%	26 6,6%	111 2,4%
	Poor	327 7,6%	83 21,0%	410 8,8%
	Average	1467 34,3%	173 43,8%	1640 35,1%
	Good	1721 40,2%	85 21,5%	1806 38,6%
	Very good	682 15,9%	28 7,1%	710 15,2%
	Total	4282 100,0%	395 100,0%	4677 100,0%

In order to analyze more deeply the data, the crossover analysis was also performed independently for each of the countries.

The findings are showed below:

### Bulgaria

Unlike what happens in the other countries, it is surprisingly observed that the subjects with the lowest academic level (secondary school) are the ones who show a higher general physical fitness level. However, if the categories of good and very good are analyzed together, the percentages tend to be similar between secondary, high school and university level. With regard to employment, employed people show a higher percentage of subjects with a very good physical fitness level than non-active people. Similarly, the percentage of people with disabilities who have a good or very good level of physical fitness is significantly lower than that of people without disabilities.

		Education			Total
		Secondary School	High School	University	
Your general physical fitness is	Very poor	1 1,9%	2 2,1%	4 0,9%	7 1,2%
	Poor	3 5,6%	4 4,3%	10 2,2%	17 2,8%
	Average	7 13,0%	12 12,8%	67 14,9%	86 14,4%
	Good	13 24,1%	46 48,9%	219 48,8%	278 46,6%
	Very good	30 55,6%	30 31,9%	149 33,2%	209 35,0%
	Total	54 100,0%	94 100,0%	449 100,0%	597 100,0%

		Employment		Total
		Employed	Non-Active	
Your general physical fitness is	Very poor	1 0,2%	6 3,3%	7 1,2%
	Poor	9 2,2%	8 4,3%	17 2,9%
	Average	55 13,4%	31 16,8%	86 14,5%
	Good	190 46,2%	86 46,7%	276 46,4%
	Very good	156 38,0%	53 28,8%	209 35,1%
	Total	411 100,0%	184 100,0%	595 100,0%

		Disability		Total
		No	Yes	
Your general physical fitness is	Very poor	5 0,9%	2 3,0%	7 1,2%
	Poor	9 1,7%	8 11,9%	17 2,9%
	Average	63 11,9%	22 32,8%	85 14,3%
	Good	254 48,1%	23 34,3%	277 46,6%
	Very good	197 37,3%	12 17,9%	209 35,1%
Total		528 100,0%	67 100,0%	595 100,0%

## Croatia

These results are similar to those obtained with the general analysis carried out jointly with all the data. In Croatia, university students, employed people and without disabilities are the population groups that show the highest levels (*Good / Very good*) of physical fitness.

		Education			Total
		Secondary School	High School	University	
Your general physical fitness is	Very poor	1 0,6%	0 0,0%	3 0,9%	4 0,8%
	Poor	12 7,4%	2 13,3%	23 6,6%	37 7,0%
	Average	87 53,4%	9 60,0%	136 38,9%	232 43,9%
	Good	39 23,9%	3 20,0%	115 32,9%	157 29,7%
	Very good	24 14,7%	1 6,7%	73 20,9%	98 18,6%
Total		163 100,0%	15 100,0%	350 100,0%	528 100,0%

		Employment		Total
		Employed	Non-Active	
Your general physical fitness is	Very poor	2 0,6%	2 1,2%	4 0,8%
	Poor	26 7,2%	11 6,7%	37 7,0%
	Average	148 40,8%	84 50,9%	232 43,9%
	Good	114 31,4%	43 26,1%	157 29,7%
	Very good	73 20,1%	25 15,2%	98 18,6%
Total		363 100,0%	165 100,0%	528 100,0%

		Disability		Total
		No	Yes	
Your general physical fitness is	Very poor	3 0,7%	1 1,4%	4 0,8%
	Poor	26 5,7%	11 15,7%	37 7,0%
	Average	183 40,0%	49 70,0%	232 43,9%
	Good	150 32,8%	7 10,0%	157 29,7%
	Very good	96 21,0%	2 2,9%	98 18,6%
Total		458 100,0%	70 100,0%	528 100,0%

## Greece

It has been observed that university students show a significantly higher percentage of subjects with a *good* level of physical fitness compared to individuals with a lower academic degree. However, in this country the *Employment* and *Disability* factors do not have a crossover effect on the perception of physical fitness.

		Education			Total
		Secondary School	High School	University	
Your general physical fitness is	Very poor	1 7,7%	12 4,3%	18 2,5%	31 3,1%
	Poor	0 0,0%	15 5,3%	24 3,4%	39 3,9%
	Average	4 30,8%	73 26,0%	227 31,7%	304 30,1%
	Good	5 38,5%	115 40,9%	338 47,3%	458 45,4%
	Very good	3 23,1%	66 23,5%	108 15,1%	177 17,5%
Total		13 100,0%	281 100,0%	715 100,0%	1009 100,0%

		Employment		Total
		Employed	Non-Active	
Your general physical fitness is	Very poor	24 3,0%	7 3,3%	31 3,1%
	Poor	32 4,0%	7 3,3%	39 3,9%
	Average	237 29,6%	67 32,1%	304 30,1%
	Good	372 46,5%	86 41,1%	458 45,4%
	Very good	135 16,9%	42 20,1%	177 17,5%
Total		800 100,0%	209 100,0%	1009 100,0%

		Disability		Total
		No	Yes	
Your general physical fitness is	Very poor	30 3,1%	1 3,4%	31 3,1%
	Poor	37 3,8%	2 6,9%	39 3,9%
	Average	296 30,2%	8 27,6%	304 30,1%
	Good	443 45,2%	15 51,7%	458 45,4%
	Very good	174 17,8%	3 10,3%	177 17,5%
Total		980 100,0%	29 100,0%	1009 100,0%



## Italy

The *Education* and *Employment* factors do not significantly influence the physical fitness perception of the interviewed individuals. The *Disability* factor has shown an important crossover effect, observing that 33.3% of the disabled people have a poor physical fitness, compared to 11.6% of those who are not disabled.

		Education			Total
		Secondary School	High School	University	
Your general physical fitness is	Very poor	1 3,7%	2 1,3%	6 2,0%	9 1,9%
	Poor	4 14,8%	28 18,7%	35 11,8%	67 14,2%
	Average	11 40,7%	63 42,0%	127 42,9%	201 42,5%
	Good	9 33,3%	46 30,7%	102 34,5%	157 33,2%
	Very good	2 7,4%	11 7,3%	26 8,8%	39 8,2%
Total		27 100,0%	150 100,0%	296 100,0%	473 100,0%

		Employment		Total
		Employed	Non-Active	
Your general physical fitness is	Very poor	3 1,1%	5 2,7%	8 1,7%
	Poor	45 15,9%	22 11,8%	67 14,3%
	Average	122 43,1%	78 41,9%	200 42,6%
	Good	94 33,2%	62 33,3%	156 33,3%
	Very good	19 6,7%	19 10,2%	38 8,1%
Total		283 100,0%	186 100,0%	469 100,0%

		Disability		Total
		No	Yes	
Your general physical fitness is	Very poor	4 1,0%	5 8,8%	9 1,9%
	Poor	48 11,6%	19 33,3%	67 14,2%
	Average	180 43,4%	20 35,1%	200 42,4%
	Good	145 34,9%	12 21,1%	157 33,3%
	Very good	38 9,2%	1 1,8%	39 8,3%
Total		415 100,0%	57 100,0%	472 100,0%

## Spain

The *Education* is a relevant factor with respect to the physical fitness perception. Individuals with *High School* and *University* have a better physical fitness than those with only *Secondary School*. The *Employment* factor does not seem to have an influence. *Disability* factor certainly influences the perception of physical fitness. The 41.1% of non-disabled compared to 14.4% of disabled people say that their level of physical fitness was *good*. Likewise, 24% of the disabled people report that they have a *poor* physical fitness.

		Education			Total
		Secondary School	High School	University	
Your general physical fitness is	Very poor	11 4,7%	7 1,9%	16 2,6%	34 2,8%
	Poor	35 14,8%	58 15,5%	55 8,8%	148 12,0%
	Average	104 44,1%	124 33,2%	241 38,6%	469 38,0%
	Good	74 31,4%	158 42,2%	248 39,7%	480 38,9%
	Very good	12 5,1%	27 7,2%	64 10,3%	103 8,3%
Total		236 100,0%	374 100,0%	624 100,0%	1234 100,0%

		Employment		Total
		Employed	Non-Active	
Your general physical fitness is	Very poor	24 3,5%	10 1,9%	34 2,8%
	Poor	79 11,4%	68 12,7%	147 12,0%
	Average	270 38,9%	198 36,9%	468 38,0%
	Good	261 37,6%	217 40,5%	478 38,9%
	Very good	60 8,6%	43 8,0%	103 8,4%
Total		694 100,0%	536 100,0%	1230 100,0%

		Disability		Total
		No	Yes	
Your general physical fitness is	Very poor	26 2,3%	8 7,7%	34 2,8%
	Poor	123 10,9%	25 24,0%	148 12,0%
	Average	420 37,2%	49 47,1%	469 38,1%
	Good	464 41,1%	15 14,4%	479 38,9%
	Very good	95 8,4%	7 6,7%	102 8,3%
Total		1128 100,0%	104 100,0%	1232 100,0%

## Poland

The *Employment* factor could not be analyzed due to lack of answers. The *Education* factor does not seem to have an influence on the level of physical fitness in this country. However, the *Disability* factor has and crossover effect on the perception of physical fitness. The 34.3% of non-disabled compared to 19.1% of disabled people report that their level of physical fitness was *good*. In addition, 26.5% of the disabled people inform that they have a *poor* physical fitness.

		Education			Total
		Secondary School	High School	University	
Your general physical fitness is	Very poor	8 5,5%	4 2,8%	14 2,5%	26 3,1%
	Poor	16 11,0%	23 16,0%	63 11,4%	102 12,1%
	Average	63 43,4%	55 38,2%	232 42,0%	350 41,6%
	Good	47 32,4%	48 33,3%	183 33,2%	278 33,1%
	Very good	11 7,6%	14 9,7%	60 10,9%	85 10,1%
Total		145 100,0%	144 100,0%	552 100,0%	841 100,0%

		Disability		Total
		No	Yes	
Your general physical fitness is	Very poor	17 2,2%	9 13,2%	26 3,1%
	Poor	84 10,9%	18 26,5%	102 12,1%
	Average	325 42,0%	25 36,8%	350 41,6%
	Good	265 34,3%	13 19,1%	278 33,1%
	Very good	82 10,6%	3 4,4%	85 10,1%
Total		773 100,0%	68 100,0%	841 100,0%

## CONCLUSIONS

1. Most of the participants answered that their level of physical condition was medium or good, whether referring to general physical condition, such as cardio-respiratory fitness, muscular strength, speed or flexibility.
2. The factors *Education*, *Employment* and *Disability* definitely influence the perception of general physical fitness of individuals
3. In general, subjects with a lower level of education, not-active and with disabilities have a worse perception of their general physical fitness, although some differences are observed between countries

## SPORT AND PHYSICAL ACTIVITY

To evaluate physical activity of participants, the IPAQ short form categorical scoring was used. Results of physical activity are expressed in three categories:

<b>LOW</b>	<b>If not moderate or vigorous.</b>
<b>MODERATE</b>	<b>a) 3 or more days of vigorous-intensity activity of at least 20 minutes per day</b> <b>OR</b> <b>b) 5 or more days of moderate-intensity activity and/or walking of at least 30 minutes per day</b> <b>OR</b> <b>c) 5 or more days of any combination of walking, moderate-intensity or vigorous intensity activities achieving a minimum T=total physical activity of at least 600 MET-minutes/week.</b>
<b>HIGH</b>	<b>a) Vigorous-intensity activity on at least 3 days (20min minimum, achieving a minimum Total physical activity of at least 1500 MET-minutes/week</b> <b>OR</b> <b>b) 7 or more days of any combination of walking, moderate-intensity or vigorous-intensity activities achieving a minimum Total physical activity of at least 3000 MET-minutes/week.</b>

On average, participants are divided proportionally in the three categories. Low (32,4%), Moderate (33,3%) and High (34,3%). Results are different by country. Bulgaria and Greece show the highest percentage of low physical activity while Poland the lowest. All countries have a similar percentage of moderate physical activity, with the exception of Croatia, that it is higher. Regarding to high physical activity, Poland is the leader, followed by Italy. Spain, Greece and especially Bulgaria show lower percentage.





Additionally, when a crossover analysis was made with all the data, the physical activity level was not affected by factors such as Education (Chi-square=0,133), Disability (Chi-square=0,079) and Employment (Chi-square=0,360). In all cases, results are divided proportionally in the three categories.

		Education			
		Secondary School	High School	University	Total
Physical activity category	Low	204	353	971	1528
		31,8%	33,1%	32,3%	32,4%
	Moderate	229	373	965	1567
		35,7%	35,0%	32,1%	33,3%
	High	208	341	1066	1615
		32,4%	32,0%	35,5%	34,3%
Total		641	1067	3002	4710
		100,0%	100,0%	100,0%	100,0%

		Disability		
		No	Yes	Total
Physical activity category	Low	1378	149	1527
		32,0%	37,3%	32,5%
	Moderate	1447	118	1565
		33,6%	29,5%	33,3%
	High	1479	133	1612
		34,4%	33,3%	34,3%
Total		4304	400	4704
		100,0%	100,0%	100,0%

		Employment		
		Employed	Non-active	Total
Physical activity category	Low	920	446	1366
		35,8%	34,5%	35,4%
	Moderate	875	427	1302
		34,1%	33,1%	33,7%
	High	774	418	1192
		30,1%	32,4%	30,9%
Total		2569	1291	3860
		100,0%	100,0%	100,0%

In order to analyze more deeply the data, the crossover analysis was also performed independently for each of the countries. The findings are showed below:

## Bulgaria

Participants from Bulgaria are those with lower physical activity. Although statistical significance was not reached, it seems that in secondary school or university, are education levels where physical activity is lower and during high school physical activity is moderated. Disability does not affect to physical activity levels and employed people trends to practice less physical activity.

		Education			
		Secondary School	High School	University	Total
Physical activity category	Low	24	32	192	248
		42,9%	34,0%	42,7%	41,3%
	Moderate	16	43	135	194
		28,6%	45,7%	30,0%	32,3%
	High	16	19	123	158
		28,6%	20,2%	27,3%	26,3%
Total		56	94	450	600
		100,0%	100,0%	100,0%	100,0%

		Disability		
		No	Yes	Total
Physical activity category	Low	221	26	247
		41,7%	38,2%	41,3%
	Moderate	171	22	193
		32,3%	32,4%	32,3%
	High	138	20	158
		26,0%	29,4%	26,4%
Total		530	68	598
		100,0%	100,0%	100,0%

		Employment		
		Employed	Non-active	Total
Physical activity category	Low	176	70	246
		42,6%	37,8%	41,1%
	Moderate	131	63	194
		31,7%	34,1%	32,4%
	High	106	52	158
		25,7%	28,1%	26,4%
Total		413	185	598
		100,0%	100,0%	100,0%

## Croatia

Participants from Croatia are those with where moderate physical activity is in a higher percentage. Although statistical significance was not reached, it seems that during high school physical activity is low compared with other education levels. Something similar happens with disability people. Employment does not affect to physical activity levels.

		Education			Total
		Secondary School	High School	University	
Physical activity category	Low	51	6	99	156
		31,3%	40,0%	28,3%	29,5%
	Moderate	64	6	133	203
		39,3%	40,0%	38,0%	38,4%
	High	48	3	118	169
		29,4%	20,0%	33,7%	32,0%
Total		163	15	350	528
		100,0%	100,0%	100,0%	100,0%

		Disability		Total
		No	Yes	
Physical activity category	Low	131	25	156
		28,6%	35,7%	29,5%
	Moderate	183	20	203
		40,0%	28,6%	38,4%
	High	144	25	169
		31,4%	35,7%	32,0%
Total		458	70	528
		100,0%	100,0%	100,0%

		Employment		Total
		Employed	Non-active	
Physical activity category	Low	109	47	156
		30,0%	28,5%	29,5%
	Moderate	143	60	203
		39,4%	36,4%	38,4%
	High	111	58	169
		30,6%	35,2%	32,0%
Total		363	165	528
		100,0%	100,0%	100,0%

## Greece

Participants from Greece show lower physical activity compared with other countries. Although statistical significance was not reached, it seems that during secondary school physical activity is low compared with other education levels. Disability might influence to reduce physical activity. Employment affect to high physical activity levels, non-active participants trend to practice moderate physical activity instead of high physical activity, compared with employed people.

		Education			Total
		Secondary School	High School	University	
Physical activity category	Low	8	105	265	378
		61,5%	37,2%	37,0%	37,4%
	Moderate	2	98	230	330
		15,4%	34,8%	32,1%	32,6%
	High	3	79	221	303
		23,1%	28,0%	30,9%	30,0%
Total		13	282	716	1011
		100,0%	100,0%	100,0%	100,0%

		Disability		Total
		No	Yes	
Physical activity category	Low	365	13	378
		37,2%	43,3%	37,4%
	Moderate	319	11	330
		32,5%	36,7%	32,6%
	High	297	6	303
		30,3%	20,0%	30,0%
Total		981	30	1011
		100,0%	100,0%	100,0%

		Employment		Total
		Employed	Non-active	
Physical activity category	Low	295	83	378
		36,8%	39,5%	37,4%
	Moderate	252	78	330
		31,5%	37,1%	32,6%
	High	254	49	303
		31,7%	23,3%	30,0%
Total		801	210	1011
		100,0%	100,0%	100,0%

## Italy

Participants from Italy practice more high physical activity compared with other countries. Although statistical significance was not reached, disability might influence to reduce physical activity levels.

Disability does not affect to physical activity levels and employed people trends to practice less physical activity. Regarding to employment, there are less non-active participants included in low physical activity category.

However, it is important to high light that education impact in physical activity levels (Chi-square=0,002), mainly in high school where participants that show high physical activity are lower.

		Education			Total
		Secondary School	High School	University	
Physical activity category	Low	8	48	85	141
		29,6%	31,8%	28,3%	29,5%
	Moderate	9	53	96	158
		33,3%	35,1%	32,0%	33,1%
	High	10	50	119	179
		37,0%	33,1%	39,7%	37,4%
Total		27	151	300	478
		100,0%	100,0%	100,0%	100,0%

		Disability		Total
		No	Yes	
Physical activity category	Low	113	28	141
		27,0%	48,3%	29,6%
	Moderate	147	11	158
		35,1%	19,0%	33,1%
	High	159	19	178
		37,9%	32,8%	37,3%
Total		419	58	477
		100,0%	100,0%	100,0%

		Employment		Total
		Employed	Non-active	
Physical activity category	Low	91	49	140
		31,7%	26,2%	29,5%
	Moderate	89	66	155
		31,0%	35,3%	32,7%
	High	107	72	179
		37,3%	38,5%	37,8%
Total		287	187	474
		100,0%	100,0%	100,0%

## Spain

Participants from Spain are ones with lower physical activity levels. It seems that education or disability does not affect to physical activity levels, however, employment has a great impact (Chi-square=0,01). Non-active people practice more high physical activity compared with employed people.

		Education			Total
		Secondary School	High School	University	
Physical activity category	Low	86	133	228	447
		36,3%	34,9%	36,0%	35,7%
	Moderate	82	130	209	421
		34,6%	34,1%	33,0%	33,6%
	High	69	118	197	384
		29,1%	31,0%	31,1%	30,7%
Total		237	381	634	1252
		100,0%	100,0%	100,0%	100,0%

		Disability		Total
		No	Yes	
Physical activity category	Low	407	40	447
		35,6%	37,7%	35,8%
	Moderate	387	33	420
		33,9%	31,1%	33,6%
	High	349	33	382
		30,5%	31,1%	30,6%
Total		1143	106	1249
		100,0%	100,0%	100,0%

		Employment		Total
		Employed	Non-active	
Physical activity category	Low	249	197	446
		35,4%	36,2%	35,7%
	Moderate	259	160	419
		36,8%	29,4%	33,6%
	High	196	187	383
		27,8%	34,4%	30,7%
Total		704	544	1248
		100,0%	100,0%	100,0%

## Poland

Participants from Poland are those with higher physical activity levels. Although statistical significance was not reached, it seems that in secondary school participants are less active, with higher percentage in moderate category and lower in high category. Disability participants trends to practice less physical activity in high category.

		Education			Total
		Secondary School	High School	University	
Physical activity category	Low	27	29	102	158
		18,6%	20,1%	18,5%	18,8%
	Moderate	56	43	162	261
		38,6%	29,9%	29,3%	31,0%
	High	62	72	288	422
		42,8%	50,0%	52,2%	50,2%
Total		145	144	552	841
		100,0%	100,0%	100,0%	100,0%

		Disability		Total
		No	Yes	
Physical activity category	Low	141	17	158
		18,2%	25,0%	18,8%
	Moderate	240	21	261
		31,0%	30,9%	31,0%
	High	392	30	422
		50,7%	44,1%	50,2%
Total		773	68	841
		100,0%	100,0%	100,0%



## Physical activity patterns

Regarding to physical activity habits or patterns, some information is described in the following tables.

### Where do you engage in sport or physical activity? (%)

	Bulgary	Croatia	Greece	Italy	Spain	Poland	Total
Fitness center	172	121	191	79	162	81	806
	29,1%	28,1%	21,2%	20,4%	15,3%	9,9%	19,2%
Sport club	165	94	183	36	116	65	659
	27,9%	21,9%	20,3%	9,3%	11,0%	7,9%	15,7%
Sport center	107	71	94	42	208	32	554
	18,1%	16,5%	10,4%	10,8%	19,7%	3,9%	13,2%
School / University	41	24	26	15	51	18	175
	6,9%	5,6%	2,9%	3,9%	4,8%	2,2%	4,2%
Work	40	42	85	13	59	66	305
	6,8%	9,8%	9,4%	3,4%	5,6%	8,0%	7,3%
Home	145	180	303	159	93	455	1335
	24,5%	41,9%	33,7%	41,0%	8,8%	55,5%	31,9%
On the way between home and school, work	69	46	147	45	64	177	548
	11,7%	10,7%	16,3%	11,6%	6,0%	21,6%	13,1%
Outdoor	117	185	419	175	529	363	1788
	19,8%	43,0%	46,6%	45,1%	50,0%	44,3%	42,7%
Other way	32	35	114	36	62	68	347
	5,4%	8,1%	12,7%	9,3%	5,9%	8,3%	8,3%

In general, participants from this study prefer outdoor or home, and as second option a sport club or fitness center / club. Responses by country are different in some cases. It is possible that Covid-19 restrictions may affect results.

As it is possible to practice physical activity in different places (multiple choice question), the sum of percentage is higher than 100%.

### Reasons why physical activity is engaged (%)

	Bulgary	Croatia	Greece	Italy	Spain	Poland	Total
To improve health	321	232	640	277	789	508	2767
	54,1%	55,0%	71,0%	69,9%	72,9%	62,0%	65,6%
To improve physical appearance	242	2	366	177	423	381	1591
	40,8%	0,5%	40,6%	44,7%	39,1%	46,5%	37,7%
To counteract aging effects	140	108	190	84	164	196	882
	23,6%	25,6%	21,1%	21,2%	15,2%	23,9%	20,9%
To have fun	150	216	309	149	456	281	1561
	25,3%	51,2%	34,3%	37,6%	42,1%	34,3%	37,0%
To relax	127	218	505	193	484	409	1936
	21,4%	51,7%	56,0%	48,7%	44,7%	49,9%	45,9%
To stay with friends	60	124	178	87	250	111	810
	10,1%	29,4%	19,7%	22,0%	23,1%	13,5%	19,2%
To make new acquaintances	36	48	46	43	75	26	274
	6,1%	11,4%	5,1%	10,9%	6,9%	3,2%	6,5%
To meet people from different cultures	21	4	33	11	24	12	105
	3,5%	0,9%	3,7%	2,8%	2,2%	1,5%	2,5%
To improve physical conditioning	122	148	571	153	576	377	1947

	20,6%	35,1%	63,3%	38,6%	53,2%	46,0%	46,2%
To manage bodyweight	105	111	418	120	322	305	1381
	17,7%	26,3%	46,3%	30,3%	29,8%	37,2%	32,8%
To improve self – esteem	88	74	191	88	302	172	915
	14,8%	17,5%	21,2%	22,2%	27,9%	21,0%	21,7%
To develop new skills	66	73	130	53	125	86	533
	11,1%	17,3%	14,4%	13,4%	11,6%	10,5%	12,6%
To compete	54	57	78	31	170	53	443
	9,1%	13,5%	8,6%	7,8%	15,7%	6,5%	10,5%
To integrate into society	28	22	35	24	32	25	166
	4,7%	5,2%	3,9%	6,1%	3,0%	3,0%	3,9%
Others	18	0	35	15	43	50	161
	3,0%	0,0%	3,9%	3,8%	4,0%	6,1%	3,8%

In general, the main reason why people practice physical activity is to promote health, followed by improvements in physical condition or, appearance. Relax or have fun are also important reasons why participants practice physical activity. Results by country differed by themselves.

As it is possible to practice physical activity in different places (multiple choice question), the sum of percentage is higher than 100%.

### Reasons why physical activity is not practiced more regularly (%)

	Bulgary	Croatia	Greece	Italy	Spain	Poland	Total
Lack of time	246	156	555	209	619	397	2182
	41,9%	34,1%	55,0%	45,6%	52,8%	47,2%	48,2%
Too expensive	88	81	45	44	46	38	342
	15,0%	17,7%	4,5%	9,6%	3,9%	4,5%	7,6%
Do not like competitive activities	41	18	17	22	41	4	143
	7,0%	3,9%	1,7%	4,8%	3,5%	0,5%	3,2%
No Access to sport facilities	54	82	59	33	47	79	354
	9,2%	17,9%	5,8%	7,2%	4,0%	9,4%	7,8%
Disability or illness	13	45	13	6	62	39	178
	2,2%	9,8%	1,3%	1,3%	5,3%	4,6%	3,9%
No Friends to play sports with	33	48	48	25	14	41	213
	6,3%	10,5%	4,8%	5,5%	1,2%	4,9%	4,7%
Feel discriminated by others	8	21	4	7	1	7	48
	1,4%	4,6%	0,4%	1,5%	0,1%	0,8%	1,1%
Lack of interest	49	96	137	103	167	227	779
	8,3%	21,0%	13,6%	22,5%	14,2%	27,0%	17,2%
Afraid of injuries	27	40	31	21	52	12	183
	4,6%	8,7%	3,1%	4,6%	4,4%	1,4%	4,0%
Practice sport regularly	110	131	256	99	222	132	950
	18,7%	28,6%	25,3%	21,6%	18,9%	15,7%	21,0%
Other reasons	37	0	103	63	112	100	415
	6,3%	0,0%	10,2%	13,8%	9,5%	11,9%	9,2%

In general, the main reason why people does not practice physical activity regularly because of lack of time. Results by country differed by themselves in other reasons with less impact, but all of them coincide with the “lack of time”.

**Membership of any of the following clubs where practicing sport or recreational physical activity? (%)**

	Bulgary	Croatia	Greece	Italy	Spain	Poland	Total
Fitness center	163	141	228	94	179	92	897
	27,5%	26,7%	22,6%	20,3%	14,7%	10,9%	19,3%
Sport club	152	105	274	99	256	53	939
	25,7%	19,9%	27,1%	21,4%	21,1%	6,3%	20,2%
Social club	44	37	62	22	20	12	197
	7,4%	7,0%	6,1%	4,8%	1,6%	1,4%	4,2%
School / University	27	31	52	16	14	36	176
	4,6%	5,9%	5,1%	3,5%	1,2%	4,3%	3,8%
Other	91	1	488	16	59	647	1302
	15,4%	0,2%	48,3%	3,5%	4,9%	76,9%	28,0%
Not a member	141	279	2	238	717	25	1402
	23,8%	52,8%	0,2%	51,5%	59,1%	3,0%	30,2%

In general, 70% of participants have any kind of memberships. The most important are fitness centers or sports clubs. Results by country differed by themselves.

**Living area offers many opportunities to be physically active (%)**

	Bulgary	Croatia	Greece	Italy	Spain	Poland	
Totally agree	153	115	312	103	362	209	1254
	25,5%	21,8%	30,9%	21,6%	29,2%	24,9%	26,7%
Agree	48	75	538	113	238	135	1147
	8,0%	14,2%	53,3%	23,7%	19,2%	16,1%	24,4%
Neither agree / disagree	65	183	138	132	301	222	1041
	10,8%	34,7%	13,7%	27,7%	24,3%	26,4%	22,2%
Disagree	199	77	21	84	204	119	704
	33,2%	14,6%	2,1%	17,6%	16,5%	14,1%	15,0%
Totally disagree	135	78	1	44	133	156	547
	22,5%	14,8%	0,1%	9,2%	10,7%	18,5%	11,7%
Total	600	528	1010	476	1238	841	4693
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

**Local sport clubs and other local providers offer many opportunities to be physically active (%)**

	Bulgary	Croatia	Greece	Italy	Spain	Poland	Total
Totally agree	157	98	201	94	238	187	975
	26,2%	18,6%	19,9%	19,8%	19,4%	22,2%	20,8%
Agree	44	78	584	101	290	157	1254
	7,3%	14,8%	57,8%	21,3%	23,6%	18,7%	26,8%
Neither agree / disagree	63	189	200	146	353	226	1177
	10,5%	35,8%	19,8%	30,7%	28,7%	26,9%	25,1%
Disagree	125	99	25	91	221	123	684
	20,9%	18,8%	2,5%	19,2%	18,0%	14,6%	14,6%
Totally disagree	210	64	0	43	126	148	591
	35,1%	12,1%	0,0%	9,1%	10,3%	17,6%	12,6%
Total	599	528	1010	475	1228	841	4681
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

### Local authority does not do enough for its citizens in relation to physical activities (%)

	Bulgary	Croatia	Greece	Italy	Spain	Poland	Total
Totally agree	165	79	122	57	137	91	651
	27,8%	15,0%	12,1%	12,0%	11,3%	10,8%	14,0%
Agree	57	69	424	105	240	158	1053
	9,6%	13,1%	42,0%	22,1%	19,7%	18,8%	22,6%
Neither agree / disagree	67	233	425	134	394	262	1515
	11,3%	44,1%	42,1%	28,2%	32,4%	31,2%	32,5%
Disagree	172	87	38	106	232	165	800
	29,0%	16,5%	3,8%	22,3%	19,1%	19,6%	17,1%
Totally disagree	133	60	1	73	214	165	646
	22,4%	11,4%	0,1%	15,4%	17,6%	19,6%	13,8%
Total	594	528	1010	475	1217	841	4665
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

In general, living area of participants has a little influence in the opportunities of being physically active. It seems that local sports club or providers offers physical activities services. However, local authorities do not have impact (positive or negative) in relation to practice physical activity. Results by country differed by themselves.



### Voluntary work supporting sports activities (%)

	Bulgary	Croatia	Greece	Italy	Spain	Poland	Total
Yes	196	149	257	109	262	106	1079
	32,8%	28,2%	25,4%	23,2%	21,4%	12,6%	23,1%
No	376	379	753	333	938	700	3479
	62,9%	71,8%	74,6%	71,0%	76,6%	83,2%	74,5%
I do not know	26	0	0	27	24	35	112
	4,3%	0,0%	0,0%	5,8%	2,0%	4,2%	2,4%
Total	598	528	1010	469	1224	841	4670
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

**Time spend on voluntary work in sport? (%)**

	Bulgary	Croatia	Greece	Italy	Spain	Poland	Total
Eventually	157	64	290	99	333	72	1015
	28,2%	41,8%	72,1%	29,8%	38,4%	67,3%	42,0%
1-5 hours per month	23	22	48	32	33	11	169
	4,1%	14,4%	11,9%	9,6%	3,8%	10,3%	7,0%
6-20 hours per month	47	28	38	23	23	10	169
	8,5%	18,3%	9,5%	6,9%	2,6%	9,3%	7,0%
21-40 hours per month	9	20	17	5	7	2	60
	1,6%	13,1%	4,2%	1,5%	0,8%	1,9%	2,5%
> 40 hours per month	5	17	9	7	2	0	40
	0,9%	11,1%	2,2%	2,1%	0,2%	0,0%	1,7%
I do not know	315	2	0	166	470	12	965
	56,7%	1,3%	0,0%	50,0%	54,1%	11,2%	39,9%
Total	556	153	402	332	868	107	2418
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

In general, participants of this study does participate as volunteer in sports activities (74,5%), being very similar in all countries. In case that it happens, it is eventually.

## CONCLUSIONS

- All countries have a similar percentage of moderate physical activity, with the exception of Croatia, that it is higher.
- Regarding to high physical activity, Poland is the leader, followed by Italy. Spain, Greece and especially Bulgaria show lower percentage.
- Physical activity category was not affected by education, disability or employment. However individual data by country might be taken in consideration for developing tailored physical activity plans.
- The exception to previous conclusions are Italy (affected by education level) and Spain (affected by employment).
- Physical activity habits are different by countries, but all of them have two points in common: people does not practice physical activity because of lack of time and people does not engage as volunteer in physical activities.
- The main places to practice physical activities are outdoor or home, and as second option a sport club or fitness center / club.
- The main reason why people practice physical activity is to promote health, to improve physical condition or appearance. Relax or have fun are also important reasons too.
- Living area or local sports clubs are not a limitans to practice physical activity.

## PHYSICAL HEALTH STATE. MENTAL HEALTH AND WELL-BEING

To evaluate physical health state. mental health and well-being 15-D questionnaire was used. Results of health state include 3 questions of 15-D questionnaire:

### PHYSICAL HEALTH

#### STATE QUESTIONS

#### LEVEL OF

#### RESPONSE

#### TEXT OF RESPONSE

MOBILITY	1	I am able to walk normally (without difficulty) indoors. outdoors and on stairs.
	2	I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.
	3	I am able to walk without help indoors (with or without an appliance). but outdoors and/or on stairs only with considerable difficulty or with help from others.
	4	I am able to walk indoors only with help from others.
	5	I am completely bed-ridden and unable to move about.
SLEEPING	1	I am able to sleep normally. i.e. I have no problems with sleeping.
	2	I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.
	3	I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.
	4	I have great problems with sleeping. e.g. having to use sleeping pills often or routinely. or usually waking at night and/or too early in the morning.
	5	I suffer severe sleeplessness. e.g. sleep is almost impossible even with full use of sleeping pills. or staying awake most of the night.
USUAL ACTIVITIES	1	I am able to perform my usual activities (e.g. employment. studying. housework. freetime activities) without difficulty.
	2	I am able to perform my usual activities slightly less effectively or with minor difficulty.
	3	I am able to perform my usual activities much less effectively. with considerable difficulty. or not completely.
	4	I can only manage a small proportion of my previously usual activities.
	5	I am unable to manage any of my previously usual activities.

## Mobility (%)

The countries with the highest percentage of people with no walking problems are Greece and Italy. The country with the highest percentage of people who cannot walk is Croatia.

	Bulgaria	Croatia	Greece	Italy	Spain	Poland	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	538	480	958	448	1157	782	4363
	90.4%	90.9%	94.9%	94.9%	94.0%	93.0%	93.3%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	47	25	49	16	58	45	240
	7.9%	4.7%	4.9%	3.4%	4.7%	5.4%	5.1%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	10	11	3	3	8	7	42
	1.7%	2.1%	0.3%	0.6%	0.6%	0.8%	0.9%
I am able to walk indoors only with help from others.	0	2	0	2	6	1	11
	0.0%	0.4%	0.0%	0.4%	0.5%	0.1%	0.2%
I am completely bed-ridden and unable to move about.	0	10	0	3	2	6	21
	0.0%	1.9%	0.0%	0.6%	0.2%	0.7%	0.4%
Total	595	528	1010	472	1231	841	4677
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The higher the academic level, the higher the percentage of people who can walk without problems. Conversely, the lower the academic level, the higher the percentage of people who cannot walk.

	Secondary School	High School	University	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	561	990	2812	4363
	88.2%	93.8%	94.2%	93.3%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	46	51	143	240
	7.2%	4.8%	4.8%	5.1%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	13	8	21	42
	2.0%	0.8%	0.7%	0.9%
I am able to walk indoors only with help from others.	6	1	4	11
	0.9%	0.1%	0.1%	0.2%
I am completely bed-ridden and unable to move about.	10	6	5	21
	1.6%	0.6%	0.2%	0.4%
Total	636	1056	2985	4677
	100.0%	100.0%	100.0%	100.0%

As expected, there is a higher percentage of people with disabilities who have trouble walking.

	Disability		
	No	Yes	Total
I am able to walk normally (without difficulty) indoors, outdoors and on stairs.	4103 95.8%	255 65.4%	4358 93.3%
I am able to walk without difficulty indoors, but outdoors and/or on stairs I have slight difficulties.	163 3.8%	77 19.7%	240 5.1%
I am able to walk without help indoors, but outdoors and/or on stairs only with considerable difficulty.	13 0.3%	29 7.4%	42 0.9%
I am able to walk indoors only with help from others.	2 0.0%	9 2.3%	11 0.2%
I am completely bed-ridden and unable to move about.	1 0.0%	20 5.1%	21 0.4%
Total	4282 100.0%	390 100.0%	4672 100.0%

Among employed people there is a lower percentage of people who have mobility problems compared to those who are non-active.

	Employment		
	Employed	Non-active	Total
I am able to walk normally (without difficulty) indoors, outdoors and on stairs.	2412 94.4%	1160 91.3%	3572 93.3%
I am able to walk without difficulty indoors, but outdoors and/or on stairs I have slight difficulties.	124 4.9%	71 5.6%	195 5.1%
I am able to walk without help indoors, but outdoors and/or on stairs only with considerable difficulty.	14 0.5%	21 1.7%	35 0.9%
I am able to walk indoors only with help from others.	2 0.1%	8 0.6%	10 0.3%
I am completely bed-ridden and unable to move about.	4 0.2%	11 0.9%	15 0.4%
Total	2556 100.0%	1271 100.0%	3827 100.0%

## Sleeping (n, %)

In general, 35% of the population has sleeping problems. The country with the highest percentage of people who sleep without problems is Bulgaria. The countries with the highest percentage of people with severe sleep problems are Spain and Poland.

	Bulgaria	Croatia	Greece	Italy	Spain	Poland	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	454	379	663	327	719	454	2996
	76.7%	71.8%	65.7%	69.4%	59.0%	54.0%	64.3%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	87	102	281	87	401	243	1201
	14.7%	19.3%	27.8%	18.5%	32.9%	28.9%	25.8%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	40	32	59	40	54	120	345
	6.8%	6.1%	5.8%	8.5%	4.4%	14.3%	7.4%
I have great problems with sleeping.	10	14	4	7	37	18	90
	1.7%	2.7%	0.4%	1.5%	3.0%	2.1%	1.9%
I suffer severe sleeplessness.	1	1	2	10	8	6	28
	0.2%	0.2%	0.2%	2.1%	0.7%	0.7%	0.6%
Total	592	528	1009	471	1219	841	4660
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

In general, the higher the educational level, the lower the percentage of people suffering from sleep problems.

	Secondary School	High School	University	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	401	670	1925	2996
	63.2%	63.5%	64.8%	64.3%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	149	278	774	1201
	23.5%	26.4%	26.1%	25.8%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	44	78	223	345
	6.9%	7.4%	7.5%	7.4%
I have great problems with sleeping.	35	17	38	90
	5.5%	1.6%	1.3%	1.9%
I suffer severe sleeplessness.	5	12	11	28
	0.8%	1.1%	0.4%	0.6%
Total	634	1055	2971	4660
	100.0%	100.0%	100.0%	100.0%

People with disabilities have a higher percentage of problems in order to be able to sleep without problems compared to people without disabilities.

	Disability		
	No	Yes	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	2810	182	2992
	65.8%	47.3%	64.3%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	1100	101	1201
	25.8%	26.2%	25.8%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	293	51	344
	6.9%	13.2%	7.4%
I have great problems with sleeping.	54	36	90
	1.3%	9.4%	1.9%
I suffer severe sleeplessness.	13	15	28
	0.3%	3.9%	0.6%
Total	4270	385	4655
	100.0%	100.0%	100.0%

There is a higher percentage of people with sleep problems in those who are unemployed compared to those who are employed.

	Employment		
	Employed	Non-active	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	1729	806	2535
	68.0%	63.6%	66.5%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	629	328	957
	24.7%	25.9%	25.1%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	138	86	224
	5.4%	6.8%	5.9%
I have great problems with sleeping.	35	37	72
	1.4%	2.9%	1.9%
I suffer severe sleeplessness.	12	10	22
	0.5%	0.8%	0.6%
Total	2543	1267	3810
	100.0%	100.0%	100.0%



## Usual Activities (n. %)

The country where the highest percentage of people can carry out their usual activities is Greece, while Spain is the country with the highest percentage of people who find it impossible to carry out their usual activities.

	Bulgaria	Croatia	Greece	Italy	Spain	Poland	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	541	458	960	435	1148	749	4291
	90.6%	86.7%	95.1%	91.4%	93.2%	89.1%	91.6%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	49	42	41	29	51	79	291
	8.2%	8.0%	4.1%	6.1%	4.1%	9.4%	6.2%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	5	11	6	5	17	6	50
	0.8%	2.1%	0.6%	1.1%	1.4%	0.7%	1.1%
I can only manage a small proportion of my previously usual activities.	1	16	2	5	10	6	40
	0.2%	3.0%	0.2%	1.1%	0.8%	0.7%	0.9%
I am unable to manage any of my previously usual activities.	1	1	0	2	6	1	11
	0.2%	0.2%	0.0%	0.4%	0.5%	0.1%	0.2%
Total	597	528	1009	476	1232	841	4683
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

As in the case of mobility and sleep, the higher the level of education, the higher the percentage of people who can perform their usual activities without problems.

	Secondary School	High School	University	Total
I am able to perform my usual activities without difficulty.	531	961	2799	4291
	83.5%	90.5%	93.8%	91.6%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	65	73	153	291
	10.2%	6.9%	5.1%	6.2%
I am able to perform my usual activities much less effectively with considerable difficulty.	20	12	18	50
	3.1%	1.1%	0.6%	1.1%
I can only manage a small proportion of my previously usual activities.	16	14	10	40
	2.5%	1.3%	0.3%	0.9%
I am unable to manage any of my previously usual activities.	4	2	5	11
	0.6%	0.2%	0.2%	0.2%
Total	636	1062	2985	4683
	100.0%	100.0%	100.0%	100.0%

There is a higher percentage of people who have problems performing their usual activities among people with disabilities than among people without disabilities.

	Disability		
	No	Yes	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	4059	227	4286
	94.7%	57.8%	91.6%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	196	95	291
	4.6%	24.2%	6.2%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	21	29	50
	0.5%	7.4%	1.1%
I can only manage a small proportion of my previously usual activities.	9	31	40
	0.2%	7.9%	0.9%
I am unable to manage any of my previously usual activities.	0	11	11
	0.0%	2.8%	0.2%
Total	4285	393	4678
	100.0%	100.0%	100.0%

There is a higher percentage of people who have problems performing their usual activities among unemployed people than among employed people.

	Employment		
	Employed	Non-active	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	2422	1113	3535
	94.9%	87.0%	92.2%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	104	106	210
	4.1%	8.3%	5.5%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	16	28	44
	0.6%	2.2%	1.1%
I can only manage a small proportion of my previously usual activities.	8	26	34
	0.3%	2.0%	0.9%
I am unable to manage any of my previously usual activities.	3	7	10
	0.1%	0.5%	0.3%
Total	2553	1280	3833
	100.0%	100.0%	100.0%

Results of mental health include 3 questions of 15-D questionnaire:

MENTAL HEALTH QUESTIONS	LEVEL OF RESPONSE	TEXT OF RESPONSE
MENTAL FUNCTION	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>I am able to think clearly and logically. and my memory functions well</p> <p>I have slight difficulties in thinking clearly and logically. or my memory sometimes fails me.</p> <p>I have marked difficulties in thinking clearly and logically. or my memory is somewhat impaired.</p> <p>I have great difficulties in thinking clearly and logically. or my memory is seriously impaired.</p> <p>I am permanently confused and disoriented in place and time.</p>
DEPRESSION	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>I do not feel at all sad. melancholic or depressed.</p> <p>I feel slightly sad. melancholic or depressed.</p> <p>I feel moderately sad. melancholic or depressed.</p> <p>I feel very sad. melancholic or depressed.</p> <p>I feel extremely sad. melancholic or depressed.</p>
DISTRESS	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>I do not feel at all anxious. stressed or nervous.</p> <p>I feel slightly anxious. stressed or nervous.</p> <p>I feel moderately anxious. stressed or nervous.</p> <p>I feel very anxious. stressed or nervous.</p> <p>I feel extremely anxious. stressed or nervous.</p>

## Mental Function (n, %)

The country with the highest percentage of people who think clearly and have no memory problems is Greece. The country with the highest percentage of people who have problems thinking clearly and have some memory problems is Bulgaria.

	Bulgaria	Croatia	Greece	Italy	Spain	Poland	Total
I am able to think clearly and logically, and my memory functions well.	501	482	972	426	1089	706	4176
	84,2%	91,3%	96,3%	89,7%	88,4%	83,9%	89,2%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	82	28	35	40	132	128	445
	13,8%	5,3%	3,5%	8,4%	10,7%	15,2%	9,5%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	8	13	2	7	8	6	44
	1,3%	2,5%	0,2%	1,5%	0,6%	0,7%	0,9%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	4	3	0	2	1	1	11
	0,7%	0,6%	0,0%	0,4%	0,1%	0,1%	0,2%
I am permanently confused and disoriented in place and time.	0	2	0	0	2	0	4
	0,0%	0,4%	0,0%	0,0%	0,2%	0,0%	0,1%
Total	595	528	1009	475	1232	841	4680
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

The higher the level of education, the higher the percentage of people who think clearly and have no memory problems.

	Secondary School	High School	University	Total
I am able to think clearly and logically, and my memory functions well.	522	921	2733	4176
	81,7%	87,1%	91,6%	89,2%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	100	119	226	445
	15,6%	11,2%	7,6%	9,5%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	13	13	18	44
	2,0%	1,2%	0,6%	0,9%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	3	5	3	11
	0,5%	0,5%	0,1%	0,2%
I am permanently confused and disoriented in place and time.	1	0	3	4
	0,2%	0,0%	0,1%	0,1%
Total	639	1058	2983	4680
	100,0%	100,0%	100,0%	100,0%

People with disabilities have a higher percentage of memory problems.

	Disability		
	No	Yes	Total
I am able to think clearly and logically, and my memory functions well.	3913	259	4172
	91,3%	66,6%	89,2%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	354	90	444
	8,3%	23,1%	9,5%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	16	28	44
	0,4%	7,2%	0,9%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	3	8	11
	0,1%	2,1%	0,2%
I am permanently confused and disoriented in place and time.	0	4	4
	0,0%	1,0%	0,1%
Total	4286	389	4675
	100,0%	100,0%	100,0%

There is a higher percentage of employed people who think clearly and logically and have no memory problems compared to non-employed people.

	Employment		
	Employed	Non-active	Total
I am able to think clearly and logically, and my memory functions well.	2352	1112	3464
	92,1%	87,2%	90,4%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	181	133	314
	7,1%	10,4%	8,2%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	19	19	38
	0,7%	1,5%	1,0%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	2	8	10
	0,1%	0,6%	0,3%
I am permanently confused and disoriented in place and time.	1	3	4
	0,0%	0,2%	0,1%
Total	2555	1275	3830
	100,0%	100,0%	100,0%

## Depression (n, %)

In general, around 30 percent of the population presents some level of sadness, melancholy or depression. The country with the lowest percentage of people with such problems is Spain. The country with the highest percentage of people with problems of sadness, melancholy or extreme depression is Italy.

	Bulgaria	Croatia	Greece	Italy	Spain	Poland	Total
I do not feel at all sad, melancholic or depressed.	433	395	725	296	921	506	3276
	72,7%	74,8%	71,9%	63,2%	74,9%	60,2%	70,1%
I feel slightly sad, melancholic or depressed.	116	81	242	125	252	213	1029
	19,5%	15,3%	24,0%	26,7%	20,5%	25,3%	22,0%
I feel moderately sad, melancholic or depressed.	33	31	37	28	41	83	253
	5,5%	5,9%	3,7%	6,0%	3,3%	9,9%	5,4%
I feel very sad, melancholic or depressed.	10	20	5	8	8	29	80
	1,7%	3,8%	0,5%	1,7%	0,7%	3,4%	1,7%
I feel extremely sad, melancholic or depressed.	4	1	0	11	7	10	33
	0,7%	0,2%	0,0%	2,4%	0,6%	1,2%	0,7%
Total	596	528	1009	468	1229	841	4671
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

As for the level of education, it can be observed that the higher the level of education, the lower the percentage of people with extreme feelings of sadness, melancholy or depression.

	Secondary School	High School	University	Total
I do not feel at all sad, melancholic or depressed.	446	725	2105	3276
	69,9%	68,7%	70,7%	70,1%
I feel slightly sad, melancholic or depressed.	129	225	675	1029
	20,2%	21,3%	22,7%	22,0%
I feel moderately sad, melancholic or depressed.	34	74	145	253
	5,3%	7,0%	4,9%	5,4%
I feel very sad, melancholic or depressed.	21	21	38	80
	3,3%	2,0%	1,3%	1,7%
I feel extremely sad, melancholic or depressed.	8	10	15	33
	1,3%	0,9%	0,5%	0,7%
Total	638	1055	2978	4671
	100,0%	100,0%	100,0%	100,0%

People with disabilities are found to have a higher percentage of feelings of sadness, melancholy or depression.

	Disability		
	No	Yes	Total
I do not feel at all sad, melancholic or depressed.	3085	188	3273
	72,1%	48,3%	70,1%
I feel slightly sad, melancholic or depressed.	925	102	1027
	21,6%	26,2%	22,0%
I feel moderately sad, melancholic or depressed.	200	53	253
	4,7%	13,6%	5,4%
I feel very sad, melancholic or depressed.	50	30	80
	1,2%	7,7%	1,7%
I feel extremely sad, melancholic or depressed.	17	16	33
	0,4%	4,1%	0,7%
Total	4277	389	4666
	100,0%	100,0%	100,0%

A higher percentage of people with feelings of sadness, melancholy or depression are found among the unemployed.

	Employment		
	Employed	Non-active	Total
I do not feel at all sad, melancholic or depressed.	1912	855	2767
	75,1%	67,1%	72,4%
I feel slightly sad, melancholic or depressed.	521	291	812
	20,5%	22,8%	21,2%
I feel moderately sad, melancholic or depressed.	92	77	169
	3,6%	6,0%	4,4%
I feel very sad, melancholic or depressed.	14	37	51
	0,5%	2,9%	1,3%
I feel extremely sad, melancholic or depressed.	8	15	23
	0,3%	1,2%	0,6%
Total	2547	1275	3822
	100,0%	100,0%	100,0%

## Distress (n, %)

More than 50% of the population suffers from distress. This is a very high percentage. The country with the highest percentage of people who do not have any problems of distress is Bulgaria. In Greece, on the other hand, more than 70% of the people who answered the questionnaire declared that they suffer from distress. These data are extremely high.

	Bulgaria	Croatia	Greece	Italy	Spain	Poland	Total
I do not feel at all anxious, stressed or nervous	350	342	281	225	599	422	2219
	59,1%	64,8%	27,8%	47,6%	48,7%	50,2%	47,5%
I feel slightly anxious, stressed or nervous.	189	121	534	166	516	284	1810
	31,9%	22,9%	52,9%	35,1%	41,9%	33,8%	38,7%
I feel moderately anxious, stressed or nervous.	44	38	148	47	83	85	445
	7,4%	7,2%	14,7%	9,9%	6,7%	10,1%	9,5%
I feel very anxious, stressed or nervous.	6	24	32	19	29	39	149
	1,0%	4,5%	3,2%	4,0%	2,4%	4,6%	3,2%
I feel extremely anxious, stressed or nervous.	3	3	14	16	4	11	51
	0,5%	0,6%	1,4%	3,4%	0,3%	1,3%	1,1%
Total	592	528	1009	473	1231	841	4674
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

In the case of distress, it seems that those people with secondary education as the highest academic level achieved are those who present a higher percentage of people without distress.

	Secondary School	High School	University	Total
I do not feel at all anxious, stressed or nervous	352	483	1384	2219
	55,5%	45,7%	46,4%	47,5%
I feel slightly anxious, stressed or nervous.	199	408	1203	1810
	31,4%	38,6%	40,3%	38,7%
I feel moderately anxious, stressed or nervous.	49	107	289	445
	7,7%	10,1%	9,7%	9,5%
I feel very anxious, stressed or nervous.	29	39	81	149
	4,6%	3,7%	2,7%	3,2%
I feel extremely anxious, stressed or nervous.	5	20	26	51
	0,8%	1,9%	0,9%	1,1%
Total	634	1057	2983	4674
	100,0%	100,0%	100,0%	100,0%



A higher percentage of people with disabilities appear to feel some level of distress compared to people without disabilities. Some 70% of people with disabilities feel some level of distress.

	Disability		
	No	Yes	Total
I do not feel at all anxious, stressed or nervous	2099	117	2216
	49,1%	29,8%	47,5%
I feel slightly anxious, stressed or nervous.	1641	167	1808
	38,4%	42,6%	38,7%
I feel moderately anxious, stressed or nervous.	394	51	445
	9,2%	13,0%	9,5%
I feel very anxious, stressed or nervous.	109	40	149
	2,5%	10,2%	3,2%
I feel extremely anxious, stressed or nervous.	34	17	51
	0,8%	4,3%	1,1%
Total	4277	392	4669
	100,0%	100,0%	100,0%

A higher percentage of unemployed people do not present distress problems, although a higher percentage of unemployed people also present severe distress compared to employed people.

	Employment		
	Employed	Non-active	Total
I do not feel at all anxious, stressed or nervous	1167	625	1792
	45,8%	49,0%	46,9%
I feel slightly anxious, stressed or nervous.	1075	448	1523
	42,2%	35,1%	39,8%
I feel moderately anxious, stressed or nervous.	236	123	359
	9,3%	9,6%	9,4%
I feel very anxious, stressed or nervous.	57	53	110
	2,2%	4,2%	2,9%
I feel extremely anxious, stressed or nervous.	13	27	40
	0,5%	2,1%	1,0%
Total	2548	1276	3824
	100,0%	100,0%	100,0%

Results of well-being include 2 questions of 15-D questionnaire:

WELL-BEING QUESTIONS	LEVEL OF RESPONSE	TEXT OF RESPONSE
DYSCOMFORT AND SYMPTOMS	1	I have no physical discomfort or symptoms. e.g. pain. ache. nausea. itching etc.
	2	I have mild physical discomfort or symptoms. e.g. pain. ache. nausea. itching etc.
	3	I have marked physical discomfort or symptoms. e.g. pain. ache. nausea. itching etc.
	4	I have severe physical discomfort or symptoms. e.g. pain. ache. nausea. itching etc.
	5	I have unbearable physical discomfort or symptoms. e.g. pain. ache. nausea. itching etc.
VITALITY	1	I feel healthy and energetic.
	2	I feel slightly weary. tired or feeble.
	3	I feel moderately weary. tired or feeble.
	4	I feel very weary. tired or feeble. almost exhausted.
	5	I feel extremely weary. tired or feeble. totally exhausted.

## Dyscomfort and symptoms (n, %)

Around 20% of the population has physical symptoms or discomfort. The country with the highest percentage of people without physical symptoms and discomfort is Spain.

	Bulgaria	Croatia	Greece	Italy	Spain	Poland	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	483 81,2%	416 78,8%	827 82,0%	381 81,2%	1022 83,6%	657 78,1%	3786 81,2%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	97 16,3%	65 12,3%	170 16,8%	63 13,4%	165 13,5%	144 17,1%	704 15,1%
I have marked physical discomfort or symptoms.	12 2,0%	44 8,3%	10 1,0%	15 3,2%	24 2,0%	29 3,4%	134 2,9%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 0,2%	2 0,4%	0 0,0%	7 1,5%	7 0,6%	9 1,1%	26 0,6%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	2 0,3%	1 0,2%	2 0,2%	3 0,6%	5 0,4%	2 0,2%	15 0,3%
Total	595 100,0%	528 100,0%	1009 100,0%	469 100,0%	1223 100,0%	841 100,0%	4665 100,0%

The higher the level of education, the higher the percentage of people who do not have physical discomfort.

	Secondary School	High School	University	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	471 74,6%	862 81,8%	2453 82,3%	3786 81,2%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	96 15,2%	155 14,7%	453 15,2%	704 15,1%
I have marked physical discomfort or symptoms.	50 7,9%	24 2,3%	60 2,0%	134 2,9%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	12 1,9%	6 0,6%	8 0,3%	26 0,6%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	2 0,3%	7 0,7%	6 0,2%	15 0,3%
Total	631 100,0%	1054 100,0%	2980 100,0%	4665 100,0%

More than 50% of people with disabilities have physical problems. There is a much higher percentage of people without disabilities who indicate that they have no physical problems compared to people with disabilities.

	Disability		
	No	Yes	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	3603	181	3784
	84,3%	46,8%	81,2%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	587	114	701
	13,7%	29,5%	15,0%
I have marked physical discomfort or symptoms.	69	65	134
	1,6%	16,8%	2,9%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	10	16	26
	0,2%	4,1%	0,6%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	4	11	15
	0,1%	2,8%	0,3%
Total	4273	387	4660
	100,0%	100,0%	100,0%

A higher percentage of unemployed people have physical discomfort.

	Employment		
	Employed	Non-active	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	2092	1028	3120
	82,3%	80,8%	81,8%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	384	176	560
	15,1%	13,8%	14,7%
I have marked physical discomfort or symptoms.	54	51	105
	2,1%	4,0%	2,8%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	7	10	17
	0,3%	0,8%	0,4%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	6	7	13
	0,2%	0,6%	0,3%
Total	2543	1272	3815
	100,0%	100,0%	100,0%

## Vitality (n, %)

The country where the highest percentage of people feel healthy and energetic is Spain. The case of Poland stands out, where more than 50% of the respondents feel tired to varying degrees.

	Bulgaria	Croatia	Greece	Italy	Spain	Poland	Total
I feel healthy and energetic.	414	350	608	285	926	405	2988
	70,2%	66,3%	60,3%	61,2%	75,2%	48,2%	64,1%
I feel slightly weary, tired or feeble.	143	118	347	135	255	338	1336
	24,2%	22,3%	34,4%	29,0%	20,7%	40,2%	28,6%
I feel moderately weary, tired or feeble.	20	43	44	22	35	61	225
	3,4%	8,1%	4,4%	4,7%	2,8%	7,3%	4,8%
I feel very weary, tired or feeble, almost exhausted.	12	15	8	13	12	31	91
	2,0%	2,8%	0,8%	2,8%	1,0%	3,7%	2,0%
I feel extremely weary, tired or feeble, totally exhausted.	1	2	2	11	3	6	25
	0,2%	0,4%	0,2%	2,4%	0,2%	0,7%	0,5%
Total	590	528	1009	466	1231	841	4665
	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

In this question it seems that there is no clear pattern between level of education and feeling healthy and energetic.

	Secondary School	High School	University	Total
I feel healthy and energetic.	408	687	1893	2988
	64,1%	65,2%	63,7%	64,1%
I feel slightly weary, tired or feeble.	154	286	896	1336
	24,2%	27,1%	30,1%	28,6%
I feel moderately weary, tired or feeble.	46	49	130	225
	7,2%	4,6%	4,4%	4,8%
I feel very weary, tired or feeble, almost exhausted.	26	26	39	91
	4,1%	2,5%	1,3%	2,0%
I feel extremely weary, tired or feeble, totally exhausted.	3	6	16	25
	0,5%	0,6%	0,5%	0,5%
Total	637	1054	2974	4665
	100,0%	100,0%	100,0%	100,0%

A higher percentage of people without disabilities feel healthy and energetic.

	Disability		
	No	Yes	Total
I feel healthy and energetic.	2833	150	2983
	66,3%	38,6%	64,0%
I feel slightly weary, tired or feeble.	1199	137	1336
	28,1%	35,2%	28,7%
I feel moderately weary, tired or feeble.	167	58	225
	3,9%	14,9%	4,8%
I feel very weary, tired or feeble, almost exhausted.	60	31	91
	1,4%	8,0%	2,0%
I feel extremely weary, tired or feeble, totally exhausted.	12	13	25
	0,3%	3,3%	0,5%
Total	4271	389	4660
	100,0%	100,0%	100,0%

A higher percentage of people out of work feel healthy and energetic.

	Employment		
	Employed	Non-active	Total
I feel healthy and energetic.	1711	866	2577
	67,3%	68,1%	67,5%
I feel slightly weary, tired or feeble.	704	292	996
	27,7%	23,0%	26,1%
I feel moderately weary, tired or feeble.	96	68	164
	3,8%	5,4%	4,3%
I feel very weary, tired or feeble, almost exhausted.	24	35	59
	0,9%	2,8%	1,5%
I feel extremely weary, tired or feeble, totally exhausted.	9	10	19
	0,4%	0,8%	0,5%
Total	2544	1271	3815
	100,0%	100,0%	100,0%

# Bulgaria

## PHYSICAL HEALTH STATE QUESTIONS

### Mobility (n,%)

In this country it seems that the level of education at which there is a higher percentage of people who can walk without problems is high school.

	Secondary School	High School	University	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	48 88.9%	88 94.6%	402 89.7%	538 90.4%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	4 7.4%	5 5.4%	38 8.5%	47 7.9%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	2 3.7%	0 0.0%	8 1.8%	10 1.7%
Total	54 100.0%	93 100.0%	448 100.0%	595 100.0%

In terms of people with disabilities, something similar to the overall European population occurs, with a higher percentage of people with disabilities having trouble walking.

	Disability		Total
	No	Yes	
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	497 94.3%	39 59.1%	536 90.4%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	28 5.3%	19 28.8%	47 7.9%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	2 0.4%	8 12.1%	10 1.7%
Total	527 100.0%	66 100.0%	593 100.0%

In terms of employed people, something similar to the overall European population occurs, with a higher percentage of employed people being able to walk without a problem.

	Employment		
	Employed	Non-active	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	380	156	536
	92.5%	85.7%	90.4%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	26	21	47
	6.3%	11.5%	7.9%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	5	5	10
	1.2%	2.7%	1.7%
Total	411	182	593
	100.0%	100.0%	100.0%

#### Sleeping (n, %)

In the case of Bulgaria, the opposite seems to be the case to the rest of the European population, since the lower the level of education, the higher the percentage of people without sleeping problems.

	Secondary	High	Total	
	School	School University		
I am able to sleep normally. i.e. I have no problems with sleeping.	44	76	334	454
	83.0%	80.9%	75.1%	76.7%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	5	13	69	87
	9.4%	13.8%	15.5%	14.7%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	2	4	34	40
	3.8%	4.3%	7.6%	6.8%
I have great problems with sleeping.	2	0	8	10
	3.8%	0.0%	1.8%	1.7%
I suffer severe sleeplessness.	0	1	0	1
	0.0%	1.1%	0.0%	0.2%
Total	53	94	445	592
	100.0%	100.0%	100.0%	100.0%



A higher percentage of people with disabilities have problems sleeping, as in the general European population.

	Disability		
	No	Yes	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	417	35	452
	79.4%	53.8%	76.6%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	70	17	87
	13.3%	26.2%	14.7%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	32	8	40
	6.1%	12.3%	6.8%
I have great problems with sleeping.	6	4	10
	1.1%	6.2%	1.7%
I suffer severe sleeplessness.	0	1	1
	0.0%	1.5%	0.2%
Total	525	65	590
	100.0%	100.0%	100.0%

A higher percentage of unemployed people have trouble sleeping.

	Employment		
	Employed	Non-active	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	318	135	453
	78.3%	73.4%	76.8%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	54	33	87
	13.3%	17.9%	14.7%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	27	12	39
	6.7%	6.5%	6.6%
I have great problems with sleeping.	7	3	10
	1.7%	1.6%	1.7%
I suffer severe sleeplessness.	0	1	1
	0.0%	0.5%	0.2%
Total	406	184	590
	100.0%	100.0%	100.0%

Usual Activities (n, %)

	Secondary School	High School	University	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	46 85.2%	89 94.7%	406 90.4%	541 90.6%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	7 13.0%	5 5.3%	37 8.2%	49 8.2%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	1 1.9%	0 0.0%	4 0.9%	5 0.8%
I can only manage a small proportion of my previously usual activities.	0 0.0%	0 0.0%	1 0.2%	1 0.2%
I am unable to manage any of my previously usual activities.	0 0.0%	0 0.0%	1 0.2%	1 0.2%
Total	54 100.0%	94 100.0%	449 100.0%	597 100.0%

A higher percentage of people with disabilities have problems performing their usual activities.

	Disability		Total
	No	Yes	
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	498 94.1%	41 62.1%	539 90.6%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	29 5.5%	20 30.3%	49 8.2%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	2 0.4%	3 4.5%	5 0.8%
I can only manage a small proportion of my previously usual activities.	0 0.0%	1 1.5%	1 0.2%
I am unable to manage any of my previously usual activities.	0 0.0%	1 1.5%	1 0.2%
Total	529 100.0%	66 100.0%	595 100.0%

A higher percentage of unemployed people have problems carrying out their usual activities.

	Employment		
	Employed	Non-active	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	378 92.2%	161 87.0%	539 90.6%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	27 6.6%	22 11.9%	49 8.2%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	4 1.0%	1 0.5%	5 0.8%
I can only manage a small proportion of my previously usual activities.	0 0.0%	1 0.5%	1 0.2%
I am unable to manage any of my previously usual activities.	1 0.2%	0 0.0%	1 0.2%
Total	410 100.0%	185 100.0%	595 100.0%

#### MENTAL HEALTH QUESTIONS

##### Mental function (n, %)

In the case of Bulgaria, there seems to be a similar percentage of people who do not have problems thinking clearly and logically and do not have memory problems at the educational levels analyzed.

	Secondary	High	Total
	School	School University	
I am able to think clearly and logically, and my memory functions well.	46 83,6%	78 84,8%	377 84,2%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	8 14,5%	12 13,0%	62 13,8%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	1 1,8%	1 1,1%	6 1,3%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	0 0,0%	1 1,1%	3 0,7%
Total	55 100,0%	92 100,0%	448 100,0%

A higher percentage of people with disabilities have problems thinking clearly, logically and have memory problems.

	Disability		
	No	Yes	Total
I am able to think clearly and logically, and my memory functions well.	458	42	500
	86,6%	65,6%	84,3%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	66	15	81
	12,5%	23,4%	13,7%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	4	4	8
	0,8%	6,3%	1,3%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	1	3	4
	0,2%	4,7%	0,7%
Total	529	64	593
	100,0%	100,0%	100,0%

In the case of this country, it seems that being employed or not does not influence the percentage of people who do not have problems with memory and to think clearly and logically.

	Employment		
	Employed	Non-active	Total
I am able to think clearly and logically, and my memory functions well.	346	153	499
	84,2%	84,1%	84,1%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	57	25	82
	13,9%	13,7%	13,8%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	6	2	8
	1,5%	1,1%	1,3%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	2	2	4
	0,5%	1,1%	0,7%
Total	411	182	593
	100,0%	100,0%	100,0%

## Depression (n, %)

It seems that in this country the opposite is the case than in the global sample, since there is a lower percentage of the participants with university studies who state that they do not feel sad, melancholic or depressed.

	Secondary School	High School	University	Total
I do not feel at all sad, melancholic or depressed.	42	72	319	433
	76,4%	76,6%	71,4%	72,7%
I feel slightly sad, melancholic or depressed.	8	10	98	116
	14,5%	10,6%	21,9%	19,5%
I feel moderately sad, melancholic or depressed.	2	9	22	33
	3,6%	9,6%	4,9%	5,5%
I feel very sad, melancholic or depressed.	2	2	6	10
	3,6%	2,1%	1,3%	1,7%
I feel extremely sad, melancholic or depressed.	1	1	2	4
	1,8%	1,1%	0,4%	0,7%
Total	55	94	447	596
	100,0%	100,0%	100,0%	100,0%

A higher percentage of people with disabilities feel sad, melancholic or depressed.

	Disability		
	No	Yes	Total
I do not feel at all sad, melancholic or depressed.	399	33	432
	75,4%	50,8%	72,7%
I feel slightly sad, melancholic or depressed.	96	19	115
	18,1%	29,2%	19,4%
I feel moderately sad, melancholic or depressed.	25	8	33
	4,7%	12,3%	5,6%
I feel very sad, melancholic or depressed.	8	2	10
	1,5%	3,1%	1,7%
I feel extremely sad, melancholic or depressed.	1	3	4
	0,2%	4,6%	0,7%
Total	529	65	594
	100,0%	100,0%	100,0%

There is a higher percentage of employed participants who do not feel sad, melancholy or depressed.

	Employment		Total
	Employed	Non-active	
I do not feel at all sad, melancholic or depressed.	306	127	433
	74,6%	69,0%	72,9%
I feel slightly sad, melancholic or depressed.	82	33	115
	20,0%	17,9%	19,4%
I feel moderately sad, melancholic or depressed.	19	13	32
	4,6%	7,1%	5,4%
I feel very sad, melancholic or depressed.	3	7	10
	0,7%	3,8%	1,7%
I feel extremely sad, melancholic or depressed.	0	4	4
	0,0%	2,2%	0,7%
Total	410	184	594
	100,0%	100,0%	100,0%

Distress (n, %)

There is a higher percentage of anxious, stressed or nervous people in those with university studies.

	Secondary School	High School	University	Total
	I do not feel at all anxious, stressed or nervous	35	69	246
66,0%		74,2%	55,2%	59,1%
I feel slightly anxious, stressed or nervous.	13	16	160	189
	24,5%	17,2%	35,9%	31,9%
I feel moderately anxious, stressed or nervous.	3	7	34	44
	5,7%	7,5%	7,6%	7,4%
I feel very anxious, stressed or nervous.	1	0	5	6
	1,9%	0,0%	1,1%	1,0%
I feel extremely anxious, stressed or nervous.	1	1	1	3
	1,9%	1,1%	0,2%	0,5%
Total	53	93	446	592
	100,0%	100,0%	100,0%	100,0%

A higher percentage of people with disabilities feel anxious, stressed or nervous.

	Disability		
	No	Yes	Total
I do not feel at all anxious, stressed or nervous	326	23	349
	62,2%	34,8%	59,2%
I feel slightly anxious, stressed or nervous.	157	31	188
	30,0%	47,0%	31,9%
I feel moderately anxious, stressed or nervous.	36	8	44
	6,9%	12,1%	7,5%
I feel very anxious, stressed or nervous.	2	4	6
	0,4%	6,1%	1,0%
I feel extremely anxious, stressed or nervous.	3	0	3
	0,6%	0,0%	0,5%
Total	524	66	590
	100,0%	100,0%	100,0%

There is a higher percentage of non-active people who do not feel anxious, stressed or nervous.

	Employment		
	Employed	Non-active	Total
I do not feel at all anxious, stressed or nervous	236	114	350
	58,0%	62,3%	59,3%
I feel slightly anxious, stressed or nervous.	141	47	188
	34,6%	25,7%	31,9%
I feel moderately anxious, stressed or nervous.	28	15	43
	6,9%	8,2%	7,3%
I feel very anxious, stressed or nervous.	2	4	6
	0,5%	2,2%	1,0%
I feel extremely anxious, stressed or nervous.	0	3	3
	0,0%	1,6%	0,5%
Total	407	183	590
	100,0%	100,0%	100,0%

WELL-BEING QUESTIONS

Discomfort and symptoms (n, %)

As has occurred with other variables previously, those participants with a university education have a higher prevalence of physical symptoms or problems.

	Secondary School	High School	University	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	43 81,1%	82 87,2%	358 79,9%	483 81,2%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	6 11,3%	10 10,6%	81 18,1%	97 16,3%
I have marked physical discomfort or symptoms.	3 5,7%	1 1,1%	8 1,8%	12 2,0%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 1,9%	0 0,0%	0 0,0%	1 0,2%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	1 1,1%	1 0,2%	2 0,3%
Total	53 100,0%	94 100,0%	448 100,0%	595 100,0%

A higher percentage of people with disabilities have physical discomfort or symptoms.

	Disability		Total
	No	Yes	
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	448 84,8%	35 53,8%	483 81,5%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	77 14,6%	18 27,7%	95 16,0%
I have marked physical discomfort or symptoms.	3 0,6%	9 13,8%	12 2,0%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	1 1,5%	1 0,2%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	2 3,1%	2 0,3%
Total	528 100,0%	65 100,0%	593 100,0%



As has occurred with other variables previously, those participants without a job have a lower prevalence of physical discomfort or problems.

	Employment		Total
	Employed	Non-active	
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	327 80,0%	154 83,7%	481 81,1%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	72 17,6%	25 13,6%	97 16,4%
I have marked physical discomfort or symptoms.	9 2,2%	3 1,6%	12 2,0%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 0,2%	0 0,0%	1 0,2%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	2 1,1%	2 0,3%
Total	409 100,0%	184 100,0%	593 100,0%

Vitality (n, %)

As has occurred with other variables previously, those participants with a university education have a higher prevalence of tiredness.

	Secondary	High	University	Total
	School	School		
I feel healthy and energetic.	38 70,4%	67 72,8%	309 69,6%	414 70,2%
I feel slightly weary, tired or feeble.	9 16,7%	21 22,8%	113 25,5%	143 24,2%
I feel moderately weary, tired or feeble.	4 7,4%	2 2,2%	14 3,2%	20 3,4%
I feel very weary, tired or feeble, almost exhausted.	3 5,6%	2 2,2%	7 1,6%	12 2,0%
I feel extremely weary, tired or feeble, totally exhausted.	0 0,0%	0 0,0%	1 0,2%	1 0,2%
Total	54 100,0%	92 100,0%	444 100,0%	590 100,0%

A higher percentage of people with disabilities feel tired or feeble.

	Disability		
	No	Yes	Total
I feel healthy and energetic.	377	35	412
	72,1%	53,8%	70,1%
I feel slightly weary, tired or feeble.	124	19	143
	23,7%	29,2%	24,3%
I feel moderately weary, tired or feeble.	15	5	20
	2,9%	7,7%	3,4%
I feel very weary, tired or feeble, almost exhausted.	7	5	12
	1,3%	7,7%	2,0%
I feel extremely weary, tired or feeble, totally exhausted.	0	1	1
	0,0%	1,5%	0,2%
Total	523	65	588
	100,0%	100,0%	100,0%

A higher percentage of people who are employed feel healthier and more energetic.

	Employment		
	Employed	Non-active	Total
I feel healthy and energetic.	288	124	412
	70,9%	68,1%	70,1%
I feel slightly weary, tired or feeble.	96	47	143
	23,6%	25,8%	24,3%
I feel moderately weary, tired or feeble.	16	4	20
	3,9%	2,2%	3,4%
I feel very weary, tired or feeble, almost exhausted.	5	7	12
	1,2%	3,8%	2,0%
I feel extremely weary, tired or feeble, totally exhausted.	1	0	1
	0,2%	0,0%	0,2%
Total	406	182	588
	100,0%	100,0%	100,0%

# Croatia

## PHYSICAL HEALTH STATE QUESTIONS

### Mobility (n, %)

A higher percentage of college-educated people can walk without problems.

	Secondary School	High School	University	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	143 87.7%	11 73.3%	326 93.1%	480 90.9%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	7 4.3%	1 6.7%	17 4.9%	25 4.7%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	6 3.7%	0 0.0%	5 1.4%	11 2.1%
I am able to walk indoors only with help from others.	1 0.6%	0 0.0%	1 0.3%	2 0.4%
I am completely bed-ridden and unable to move about.	6 3.7%	3 20.0%	1 0.3%	10 1.9%
Total	163 100.0%	15 100.0%	350 100.0%	528 100.0%

A higher percentage of people with disabilities have trouble walking or have to be bedridden.

	Disability		Total
	No	Yes	
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	440 96.1%	40 57.1%	480 90.9%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	16 3.5%	9 12.9%	25 4.7%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	2 0.4%	9 12.9%	11 2.1%
I am able to walk indoors only with help from others.	0 0.0%	2 2.9%	2 0.4%
I am completely bed-ridden and unable to move about.	0 0.0%	10 14.3%	10 1.9%
Total	458 100.0%	70 100.0%	528 100.0%

A higher percentage of employed people are able to walk without problems.

	Employment		
	Employed	Non-active	Total
I am able to walk normally (without difficulty) indoors, outdoors and on stairs.	334 92.0%	146 88.5%	480 90.9%
I am able to walk without difficulty indoors, but outdoors and/or on stairs I have slight difficulties.	19 5.2%	6 3.6%	25 4.7%
I am able to walk without help indoors, but outdoors and/or on stairs only with considerable difficulty.	7 1.9%	4 2.4%	11 2.1%
I am able to walk indoors only with help from others.	1 0.3%	1 0.6%	2 0.4%
I am completely bed-ridden and unable to move about.	2 0.6%	8 4.8%	10 1.9%
Total	363 100.0%	165 100.0%	528 100.0%

A higher percentage of college-educated people can sleep without problems.

Sleeping (n, %)

	Secondary	High	University	Total
	School	School		
I am able to sleep normally, i.e. I have no problems with sleeping.	111 68.1%	9 60.0%	259 74.0%	379 71.8%
I have slight problems with sleeping, e.g. difficulty in falling asleep, or sometimes waking at night.	30 18.4%	0 0.0%	72 20.6%	102 19.3%
I have moderate problems with sleeping, e.g. disturbed sleep, or feeling I have not slept enough.	13 8.0%	4 26.7%	15 4.3%	32 6.1%
I have great problems with sleeping.	9 5.5%	2 13.3%	3 0.9%	14 2.7%
I suffer severe sleeplessness.	0 0.0%	0 0.0%	1 0.3%	1 0.2%
Total	163 100.0%	15 100.0%	350 100.0%	528 100.0%

A higher percentage of people with disabilities have problems with sleeping.

	Disability		
	No	Yes	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	348	31	379
	76.0%	44.3%	71.8%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	85	17	102
	18.6%	24.3%	19.3%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	17	15	32
	3.7%	21.4%	6.1%
I have great problems with sleeping.	7	7	14
	1.5%	10.0%	2.7%
I suffer severe sleeplessness.	1	0	1
	0.2%	0.0%	0.2%
Total	458	70	528
	100.0%	100.0%	100.0%

There is no difference in the percentages of people who sleep normally between those who are employed and those who are not.

	Employment		
	Employed	Non-active	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	261	118	379
	71.9%	71.5%	71.8%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	76	26	102
	20.9%	15.8%	19.3%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	18	14	32
	5.0%	8.5%	6.1%
I have great problems with sleeping.	7	7	14
	1.9%	4.2%	2.7%
I suffer severe sleeplessness.	1	0	1
	0.3%	0.0%	0.2%
Total	363	165	528
	100.0%	100.0%	100.0%

Usual Activities (n, %)

A higher percentage of people with university studies can carry out their usual activities without any problem. It is striking that only 40% of people whose highest level of education is high school can carry out their usual activities without any problem.

	Secondary School	High School	University	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	136 83.4%	6 40.0%	316 90.3%	458 86.7%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	14 8.6%	3 20.0%	25 7.1%	42 8.0%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	6 3.7%	1 6.7%	4 1.1%	11 2.1%
I can only manage a small proportion of my previously usual activities.	7 4.3%	5 33.3%	4 1.1%	16 3.0%
I am unable to manage any of my previously usual activities.	0 0.0%	0 0.0%	1 0.3%	1 0.2%
Total	163 100.0%	15 100.0%	350 100.0%	528 100.0%

A higher percentage of people with disabilities have problems performing their usual activities.

	Disability		Total
	No	Yes	
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	438 95.6%	20 28.6%	458 86.7%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	17 3.7%	25 35.7%	42 8.0%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	1 0.2%	10 14.3%	11 2.1%
I can only manage a small proportion of my previously usual activities.	2 0.4%	14 20.0%	16 3.0%
I am unable to manage any of my previously usual activities.	0 0.0%	1 1.4%	1 0.2%
Total	458 100.0%	70 100.0%	528 100.0%

Clearly there is a higher percentage of people with a job who can perform their usual activities without any problem compared to those who are unemployed.

	Employment		
	Employed	Non-active	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	331 91.2%	127 77.0%	458 86.7%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	22 6.1%	20 12.1%	42 8.0%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	6 1.7%	5 3.0%	11 2.1%
I can only manage a small proportion of my previously usual activities.	3 0.8%	13 7.9%	16 3.0%
I am unable to manage any of my previously usual activities.	1 0.3%	0 0.0%	1 0.2%
Total	363 100.0%	165 100.0%	528 100.0%

#### MENTAL HEALTH QUESTIONS

##### Mental function (n, %)

A higher percentage of people with university studies think clearly and logically and have memory functions well. It is striking that only 60% of people whose highest level of education is high school think clearly and logically and have memory functions well.

	Secondary	High	University	Total
	School	School		
I am able to think clearly and logically, and my memory functions well.	147 90,2%	9 60,0%	326 93,1%	482 91,3%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	7 4,3%	2 13,3%	19 5,4%	28 5,3%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	8 4,9%	2 13,3%	3 0,9%	13 2,5%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	1 0,6%	2 13,3%	0 0,0%	3 0,6%
I am permanently confused and disoriented in place and time.	0 0,0%	0 0,0%	2 0,6%	2 0,4%
Total	163 100,0%	15 100,0%	350 100,0%	528 100,0%

A higher percentage of people with disabilities have trouble thinking clearly and logically and have memory problems.

	Disability		
	No	Yes	Total
I am able to think clearly and logically, and my memory functions well.	438	44	482
	95,6%	62,9%	91,3%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	19	9	28
	4,1%	12,9%	5,3%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	0	13	13
	0,0%	18,6%	2,5%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	1	2	3
	0,2%	2,9%	0,6%
I am permanently confused and disoriented in place and time.	0	2	2
	0,0%	2,9%	0,4%
Total	458	70	528
	100,0%	100,0%	100,0%

10% more employed people think clearly and logically and have no memory problems.

	Employment		
	Employed	Non-active	Total
I am able to think clearly and logically, and my memory functions well.	343	139	482
	94,5%	84,2%	91,3%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	16	12	28
	4,4%	7,3%	5,3%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	4	9	13
	1,1%	5,5%	2,5%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	0	3	3
	0,0%	1,8%	0,6%
I am permanently confused and disoriented in place and time.	0	2	2
	0,0%	1,2%	0,4%
Total	363	165	528
	100,0%	100,0%	100,0%



## Depression (n, %)

A higher percentage of people with university studies do not feel at all sad, melancholic or depressed. It is striking that only 33,3 % of people whose highest level of education is high school do not feel at all sad, melancholic or depressed.

	Secondary School	High School	University	Total
I do not feel at all sad, melancholic or depressed.	119	5	271	395
	73,0%	33,3%	77,4%	74,8%
I feel slightly sad, melancholic or depressed.	26	3	52	81
	16,0%	20,0%	14,9%	15,3%
I feel moderately sad, melancholic or depressed.	9	6	16	31
	5,5%	40,0%	4,6%	5,9%
I feel very sad, melancholic or depressed.	8	1	11	20
	4,9%	6,7%	3,1%	3,8%
I feel extremely sad, melancholic or depressed.	1	0	0	1
	0,6%	0,0%	0,0%	0,2%
Total	163	15	350	528
	100,0%	100,0%	100,0%	100,0%

A higher percentage of people with disabilities feel sad, melancholic or depressed.

	Disability		
	No	Yes	
I do not feel at all sad, melancholic or depressed.	372	23	395
	81,2%	32,9%	74,8%
I feel slightly sad, melancholic or depressed.	65	16	81
	14,2%	22,9%	15,3%
I feel moderately sad, melancholic or depressed.	13	18	31
	2,8%	25,7%	5,9%
I feel very sad, melancholic or depressed.	7	13	20
	1,5%	18,6%	3,8%
I feel extremely sad, melancholic or depressed.	1	0	1
	0,2%	0,0%	0,2%
Total	458	70	528
	100,0%	100,0%	100,0%

16% more people with a job do not feel sad, melancholic or depressed.

	Employment		Total
	Employed	Non-active	
I do not feel at all sad, melancholic or depressed.	290	105	395
	79,9%	63,6%	74,8%
I feel slightly sad, melancholic or depressed.	52	29	81
	14,3%	17,6%	15,3%
I feel moderately sad, melancholic or depressed.	16	15	31
	4,4%	9,1%	5,9%
I feel very sad, melancholic or depressed.	5	15	20
	1,4%	9,1%	3,8%
I feel extremely sad, melancholic or depressed.	0	1	1
	0,0%	0,6%	0,2%
Total	363	165	528
	100,0%	100,0%	100,0%

Distress (n, %)

A higher percentage of people with university studies do not feel at all anxious, stressed or nervous. It is striking that only 26,7 % of people whose highest level of education is high school do not feel at all anxious, stressed or nervous.

	Secondary School	High School	University	Total
	I do not feel at all anxious, stressed or nervous	101	4	237
62,0%		26,7%	67,7%	64,8%
I feel slightly anxious, stressed or nervous.	36	3	82	121
	22,1%	20,0%	23,4%	22,9%
I feel moderately anxious, stressed or nervous.	15	5	18	38
	9,2%	33,3%	5,1%	7,2%
I feel very anxious, stressed or nervous.	10	3	11	24
	6,1%	20,0%	3,1%	4,5%
I feel extremely anxious, stressed or nervous.	1	0	2	3
	0,6%	0,0%	0,6%	0,6%
Total	163	15	350	528
	100,0%	100,0%	100,0%	100,0%

A higher percentage of people with disabilities feel anxious, stressed or nervous.

	Disability		
	No	Yes	Total
I do not feel at all anxious, stressed or nervous	326	16	342
	71,2%	22,9%	64,8%
I feel slightly anxious, stressed or nervous.	99	22	121
	21,6%	31,4%	22,9%
I feel moderately anxious, stressed or nervous.	24	14	38
	5,2%	20,0%	7,2%
I feel very anxious, stressed or nervous.	7	17	24
	1,5%	24,3%	4,5%
I feel extremely anxious, stressed or nervous.	2	1	3
	0,4%	1,4%	0,6%
Total	458	70	528
	100,0%	100,0%	100,0%

10% more people with a job do not feel anxious, stressed or nervous.

	Employment		
	Employed	Non-active	Total
I do not feel at all anxious, stressed or nervous	247	95	342
	68,0%	57,6%	64,8%
I feel slightly anxious, stressed or nervous.	90	31	121
	24,8%	18,8%	22,9%
I feel moderately anxious, stressed or nervous.	17	21	38
	4,7%	12,7%	7,2%
I feel very anxious, stressed or nervous.	9	15	24
	2,5%	9,1%	4,5%
I feel extremely anxious, stressed or nervous.	0	3	3
	0,0%	1,8%	0,6%
Total	363	165	528
	100,0%	100,0%	100,0%

## WELL-BEING QUESTIONS

### Discomfort and symptoms (n, %)

A higher percentage of people with university studies have no physical discomfort or symptoms. It is striking that only 33,3 % of people whose highest level of education is high school do not feel at all anxious, stressed or nervous.

	Secondary School	High School	University	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	115 70,6%	5 33,3%	296 84,6%	416 78,8%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	20 12,3%	3 20,0%	42 12,0%	65 12,3%
I have marked physical discomfort or symptoms.	26 16,0%	6 40,0%	12 3,4%	44 8,3%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 0,6%	1 6,7%	0 0,0%	2 0,4%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 0,6%	0 0,0%	0 0,0%	1 0,2%
Total	163 100,0%	15 100,0%	350 100,0%	528 100,0%

A higher percentage of people with disabilities have physical discomfort or symptoms.

	Disability		Total
	No	Yes	
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	398 86,9%	18 25,7%	416 78,8%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	46 10,0%	19 27,1%	65 12,3%
I have marked physical discomfort or symptoms.	13 2,8%	31 44,3%	44 8,3%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 0,2%	1 1,4%	2 0,4%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	1 1,4%	1 0,2%
Total	458 100,0%	70 100,0%	528 100,0%

13% more people with a job have no physical discomfort or symptoms.

	Employment		
	Employed	Non-active	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	301	115	416
	82,9%	69,7%	78,8%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	42	23	65
	11,6%	13,9%	12,3%
I have marked physical discomfort or symptoms.	19	25	44
	5,2%	15,2%	8,3%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1	1	2
	0,3%	0,6%	0,4%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0	1	1
	0,0%	0,6%	0,2%
Total	363	165	528
	100,0%	100,0%	100,0%

Vitality (n, %)

A higher percentage of people with university studies feel healthy and energetic. It is striking that only 40% of people with higher education feel healthy and energetic.

	Secondary	High	University	Total
	School	School		
I feel healthy and energetic.	101	6	243	350
	62,0%	40,0%	69,4%	66,3%
I feel slightly weary, tired or feeble.	34	3	81	118
	20,9%	20,0%	23,1%	22,3%
I feel moderately weary, tired or feeble.	22	3	18	43
	13,5%	20,0%	5,1%	8,1%
I feel very weary, tired or feeble, almost exhausted.	6	3	6	15
	3,7%	20,0%	1,7%	2,8%
I feel extremely weary, tired or feeble, totally exhausted.	0	0	2	2
	0,0%	0,0%	0,6%	0,4%
Total	163	15	350	528
	100,0%	100,0%	100,0%	100,0%

A higher percentage of people with disabilities feel tired or feeble.

	Disability		
	No	Yes	Total
I feel healthy and energetic.	332	18	350
	72,5%	25,7%	66,3%
I feel slightly weary, tired or feeble.	99	19	118
	21,6%	27,1%	22,3%
I feel moderately weary, tired or feeble.	19	24	43
	4,1%	34,3%	8,1%
I feel very weary, tired or feeble, almost exhausted.	6	9	15
	1,3%	12,9%	2,8%
I feel extremely weary, tired or feeble, totally exhausted.	2	0	2
	0,4%	0,0%	0,4%
Total	458	70	528
	100,0%	100,0%	100,0%

7% more people with a job feel healthy and energetic.

	Employment		
	Employed	Non-active	Total
I feel healthy and energetic.	248	102	350
	68,3%	61,8%	66,3%
I feel slightly weary, tired or feeble.	88	30	118
	24,2%	18,2%	22,3%
I feel moderately weary, tired or feeble.	21	22	43
	5,8%	13,3%	8,1%
I feel very weary, tired or feeble, almost exhausted.	4	11	15
	1,1%	6,7%	2,8%
I feel extremely weary, tired or feeble, totally exhausted.	2	0	2
	0,6%	0,0%	0,4%
Total	363	165	528
	100,0%	100,0%	100,0%

## Greece

### PHYSICAL HEALTH STATE QUESTIONS

#### Mobility (n, %)

Possibly due to the small sample it is not possible to appreciate the adjusted percentages in terms of educational level and walking without difficulty (the small sample problem can be extrapolated to all variables). In any case, it can be seen that very few people at each level of education have problems walking.

	Secondary School	High School	University	Total
I am able to walk normally (without difficulty) indoors, outdoors and on stairs.	13 100.0%	269 95.4%	676 94.5%	958 94.9%
I am able to walk without difficulty indoors, but outdoors and/or on stairs I have slight difficulties.	0 0.0%	12 4.3%	37 5.2%	49 4.9%
I am able to walk without help indoors, but outdoors and/or on stairs only with considerable difficulty.	0 0.0%	1 0.4%	2 0.3%	3 0.3%
Total	13 100.0%	282 100.0%	715 100.0%	1010 100.0%

A higher percentage of people with disabilities have trouble walking or have to be bedridden.

	Disability		Total
	No	Yes	
I am able to walk normally (without difficulty) indoors, outdoors and on stairs.	936 95.5%	22 73.3%	958 94.9%
I am able to walk without difficulty indoors, but outdoors and/or on stairs I have slight difficulties.	42 4.3%	7 23.3%	49 4.9%
I am able to walk without help indoors, but outdoors and/or on stairs only with considerable difficulty.	2 0.2%	1 3.3%	3 0.3%
Total	980 100.0%	30 100.0%	1010 100.0%

There is virtually no difference in the percentage of people with no walking problems between those who are unemployed and those who are employed.

	Employment		
	Employed	Non-active	Total
I am able to walk normally (without difficulty) indoors, outdoors and on stairs.	756	202	958
	94.5%	96.2%	94.9%
I am able to walk without difficulty indoors, but outdoors and/or on stairs I have slight difficulties.	43	6	49
	5.4%	2.9%	4.9%
I am able to walk without help indoors, but outdoors and/or on stairs only with considerable difficulty.	1	2	3
	0.1%	1.0%	0.3%
Total	800	210	1010
	100.0%	100.0%	100.0%

#### Sleeping (n, %)

There is practically no difference in the percentage of people who sleep without problems according to educational level.

	Secondary	High	Total	
	School	School University		
I am able to sleep normally, i.e. I have no problems with sleeping.	9	184	470	663
	69.2%	65.5%	65.7%	65.7%
I have slight problems with sleeping, e.g. difficulty in falling asleep, or sometimes waking at night.	3	80	198	281
	23.1%	28.5%	27.7%	27.8%
I have moderate problems with sleeping, e.g. disturbed sleep, or feeling I have not slept enough.	1	16	42	59
	7.7%	5.7%	5.9%	5.8%
I have great problems with sleeping.	0	0	4	4
	0.0%	0.0%	0.6%	0.4%
I suffer severe sleeplessness.	0	1	1	2
	0.0%	0.4%	0.1%	0.2%
Total	13	281	715	1009
	100.0%	100.0%	100.0%	100.0%



A higher percentage of people with disabilities have problems with sleeping.

	Disability		
	No	Yes	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	649	14	663
	66.2%	48.3%	65.7%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	273	8	281
	27.9%	27.6%	27.8%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	54	5	59
	5.5%	17.2%	5.8%
I have great problems with sleeping.	2	2	4
	0.2%	6.9%	0.4%
I suffer severe sleeplessness.	2	0	2
	0.2%	0.0%	0.2%
Total	980	29	1009
	100.0%	100.0%	100.0%

9% more people who are employed sleep well compared to those who are not active.

	Employment		
	Employed	Non-active	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	541	122	663
	67.6%	58.4%	65.7%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	220	61	281
	27.5%	29.2%	27.8%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	34	25	59
	4.3%	12.0%	5.8%
I have great problems with sleeping.	3	1	4
	0.4%	0.5%	0.4%
I suffer severe sleeplessness.	2	0	2
	0.3%	0.0%	0.2%
Total	800	209	1009
	100.0%	100.0%	100.0%

## Usual Activities (n, %)

Possibly due to the small sample it is not possible to appreciate the adjusted percentages in terms of educational level and to perform usual activities. In any case, it can be seen that very few people at each level of education have problems to perform usual activities.

	Secondary School	High School	University	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	13 100.0%	261 92.9%	686 95.9%	960 95.1%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	0 0.0%	16 5.7%	25 3.5%	41 4.1%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	0 0.0%	3 1.1%	3 0.4%	6 0.6%
I can only manage a small proportion of my previously usual activities.	0 0.0%	1 0.4%	1 0.1%	2 0.2%
Total	13 100.0%	281 100.0%	715 100.0%	1009 100.0%

A higher percentage of people with disabilities have problems performing their usual activities.

	Disability		Total
	No	Yes	
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	939 95.8%	21 72.4%	960 95.1%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	35 3.6%	6 20.7%	41 4.1%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	4 0.4%	2 6.9%	6 0.6%
I can only manage a small proportion of my previously usual activities.	2 0.2%	0 0.0%	2 0.2%
Total	980 100.0%	29 100.0%	1009 100.0%

5% more people who are employed can perform their usual activities without any problem compared to those who are non-active.

	Employment		
	Employed	Non-active	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	770 96.3%	190 90.9%	960 95.1%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	26 3.3%	15 7.2%	41 4.1%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	2 0.3%	4 1.9%	6 0.6%
I can only manage a small proportion of my previously usual activities.	2 0.3%	0 0.0%	2 0.2%
Total	800 100.0%	209 100.0%	1009 100.0%

#### MENTAL HEALTH QUESTIONS

#### Mental function (n, %)

there is a higher percentage of university-educated people who think clearly and logically and have a good memory.

	Secondary	High	University	Total
	School	School		
I am able to think clearly and logically, and my memory functions well.	12 92,3%	268 95,4%	692 96,8%	972 96,3%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	1 7,7%	13 4,6%	21 2,9%	35 3,5%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	0 0,0%	0 0,0%	2 0,3%	2 0,2%
Total	13 100,0%	281 100,0%	715 100,0%	1009 100,0%

An additional 5% of non-disabled people have no memory problems.

	Disability		
	No	Yes	Total
I am able to think clearly and logically, and my memory functions well.	945	27	972
	96,4%	93,1%	96,3%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	34	1	35
	3,5%	3,4%	3,5%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	1	1	2
	0,1%	3,4%	0,2%
Total	980	29	1009
	100,0%	100,0%	100,0%

There is no difference between the percentage of people without memory problems as a function of employment status.

	Employment		
	Employed	Non-active	Total
I am able to think clearly and logically, and my memory functions well.	773	199	972
	96,6%	95,2%	96,3%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	25	10	35
	3,1%	4,8%	3,5%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	2	0	2
	0,3%	0,0%	0,2%
Total	800	209	1009
	100,0%	100,0%	100,0%

Depression (n, %)

A higher percentage of college-educated people do not feel sad, melancholic or depressed.

	Secondary School	High School	University	Total
I do not feel at all sad, melancholic or depressed.	9	200	516	725
	69,2%	71,2%	72,2%	71,9%
I feel slightly sad, melancholic or depressed.	2	67	173	242
	15,4%	23,8%	24,2%	24,0%
I feel moderately sad, melancholic or depressed.	2	14	21	37
	15,4%	5,0%	2,9%	3,7%
I feel very sad, melancholic or depressed.	0	0	5	5
	0,0%	0,0%	0,7%	0,5%
Total	13	281	715	1009
	100,0%	100,0%	100,0%	100,0%

There are no differences in the percentage of people who feel sad, melancholic or depressed depending on whether they have a disability or not.

	Disability		
	No	Yes	Total
I do not feel at all sad, melancholic or depressed.	704	21	725
	71,8%	72,4%	71,9%
I feel slightly sad, melancholic or depressed.	239	3	242
	24,4%	10,3%	24,0%
I feel moderately sad, melancholic or depressed.	34	3	37
	3,5%	10,3%	3,7%
I feel very sad, melancholic or depressed.	3	2	5
	0,3%	6,9%	0,5%
Total	980	29	1009
	100,0%	100,0%	100,0%

There are 13% more employed people who do not feel sad, melancholic or depressed compared to non-employed people.

	Employment		
	Employed	Non-active	Total
I do not feel at all sad, melancholic or depressed.	597	128	725
	74,6%	61,2%	71,9%
I feel slightly sad, melancholic or depressed.	177	65	242
	22,1%	31,1%	24,0%
I feel moderately sad, melancholic or depressed.	24	13	37
	3,0%	6,2%	3,7%
I feel very sad, melancholic or depressed.	2	3	5
	0,3%	1,4%	0,5%
Total	800	209	1009
	100,0%	100,0%	100,0%

#### Distress (n, %)

A very high percentage, more than 70% of the participants in the study, feel anxious, stressed or nervous. As mentioned at the beginning, due to the small sample size, it is not convenient to analyse the secondary school data.

	Secondary School	High School	University	Total
I do not feel at all anxious, stressed or nervous	6	82	193	281
	46,2%	29,2%	27,0%	27,8%
I feel slightly anxious, stressed or nervous.	4	149	381	534
	30,8%	53,0%	53,3%	52,9%
I feel moderately anxious, stressed or nervous.	3	35	110	148
	23,1%	12,5%	15,4%	14,7%
I feel very anxious, stressed or nervous.	0	10	22	32
	0,0%	3,6%	3,1%	3,2%
I feel extremely anxious, stressed or nervous.	0	5	9	14
	0,0%	1,8%	1,3%	1,4%
Total	13	281	715	1009
	100,0%	100,0%	100,0%	100,0%

There are 10% of the study participants who do not have a disability who feel anxious, stressed or nervous compared to people with disabilities. As stated at the beginning, these data should be analyzed with caution because of the small sample size.

	Disability		
	No	Yes	Total
I do not feel at all anxious, stressed or nervous	276	5	281
	28,2%	17,2%	27,8%
I feel slightly anxious, stressed or nervous.	513	21	534
	52,3%	72,4%	52,9%
I feel moderately anxious, stressed or nervous.	147	1	148
	15,0%	3,4%	14,7%
I feel very anxious, stressed or nervous.	31	1	32
	3,2%	3,4%	3,2%
I feel extremely anxious, stressed or nervous.	13	1	14
	1,3%	3,4%	1,4%
Total	980	29	1009
	100,0%	100,0%	100,0%

A higher percentage of employees do not feel anxious, stressed or nervous.

	Employment		
	Employed	Non-active	Total
I do not feel at all anxious, stressed or nervous	231	50	281
	28,9%	23,9%	27,8%
I feel slightly anxious, stressed or nervous.	425	109	534
	53,1%	52,2%	52,9%
I feel moderately anxious, stressed or nervous.	113	35	148
	14,1%	16,7%	14,7%
I feel very anxious, stressed or nervous.	23	9	32
	2,9%	4,3%	3,2%
I feel extremely anxious, stressed or nervous.	8	6	14
	1,0%	2,9%	1,4%
Total	800	209	1009
	100,0%	100,0%	100,0%

## WELL-BEING QUESTIONS

### Discomfort and symptoms (n, %)

It appears that the percentage of people who have no physical discomfort or symptoms is similar regardless of educational level.

	Secondary School	High School	University	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	11 84,6%	235 83,6%	581 81,3%	827 82,0%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	2 15,4%	44 15,7%	124 17,3%	170 16,8%
I have marked physical discomfort or symptoms.	0 0,0%	1 0,4%	9 1,3%	10 1,0%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	1 0,4%	1 0,1%	2 0,2%
Total	13 100,0%	281 100,0%	715 100,0%	1009 100,0%

There are 24% more people in the non-disabled group who have no physical discomfort or symptoms.

	Disability		Total
	No	Yes	
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	810 82,7%	17 58,6%	827 82,0%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	161 16,4%	9 31,0%	170 16,8%
I have marked physical discomfort or symptoms.	8 0,8%	2 6,9%	10 1,0%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 0,1%	1 3,4%	2 0,2%
Total	980 100,0%	29 100,0%	1009 100,0%



There is practically no difference in the percentage of people who have no physical discomfort or symptoms between the group of employed and non-active people.

	Employment		
	Employed	Non-active	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	662 82,8%	165 78,9%	827 82,0%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	129 16,1%	41 19,6%	170 16,8%
I have marked physical discomfort or symptoms.	7 0,9%	3 1,4%	10 1,0%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	2 0,3%	0 0,0%	2 0,2%
Total	800 100,0%	209 100,0%	1009 100,0%

#### Vitality (n, %)

There is a higher percentage of people whose highest academic level is high school who feel healthy and energetic compared to those who finished high school or college.

	Secondary	High	University	Total
	School	School		
I feel healthy and energetic.	11 84,6%	182 64,8%	415 58,0%	608 60,3%
I feel slightly weary, tired or feeble.	2 15,4%	83 29,5%	262 36,6%	347 34,4%
I feel moderately weary, tired or feeble.	0 0,0%	12 4,3%	32 4,5%	44 4,4%
I feel very weary, tired or feeble, almost exhausted.	0 0,0%	4 1,4%	4 0,6%	8 0,8%
I feel extremely weary, tired or feeble, totally exhausted.	0 0,0%	0 0,0%	2 0,3%	2 0,2%
Total	13 100,0%	281 100,0%	715 100,0%	1009 100,0%

There is practically no difference in the percentage of people who feel healthy and energetic between the group of people with disability and the group of people without disability.

	Disability		
	No	Yes	Total
I feel healthy and energetic.	591	17	608
	60,3%	58,6%	60,3%
I feel slightly weary, tired or feeble.	338	9	347
	34,5%	31,0%	34,4%
I feel moderately weary, tired or feeble.	43	1	44
	4,4%	3,4%	4,4%
I feel very weary, tired or feeble, almost exhausted.	7	1	8
	0,7%	3,4%	0,8%
I feel extremely weary, tired or feeble, totally exhausted.	1	1	2
	0,1%	3,4%	0,2%
Total	980	29	1009
	100,0%	100,0%	100,0%

There is practically no difference in the percentage of people who feel healthy and energetic between the group of people with employed and the group of people non-active.

	Employment		
	Employed	Non-active	Total
I feel healthy and energetic.	479	129	608
	59,9%	61,7%	60,3%
I feel slightly weary, tired or feeble.	286	61	347
	35,8%	29,2%	34,4%
I feel moderately weary, tired or feeble.	29	15	44
	3,6%	7,2%	4,4%
I feel very weary, tired or feeble, almost exhausted.	5	3	8
	0,6%	1,4%	0,8%
I feel extremely weary, tired or feeble, totally exhausted.	1	1	2
	0,1%	0,5%	0,2%
Total	800	209	1009
	100,0%	100,0%	100,0%

# Italy

## PHYSICAL HEALTH STATE QUESTIONS

### Mobility (n, %)

There is a higher percentage of people who walk without problems among those who have finished university studies.

	Secondary School	High School	University	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	24 88.9%	135 91.2%	289 97.3%	448 94.9%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	2 7.4%	9 6.1%	5 1.7%	16 3.4%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	0 0.0%	2 1.4%	1 0.3%	3 0.6%
I am able to walk indoors only with help from others.	1 3.7%	0 0.0%	1 0.3%	2 0.4%
I am completely bed-ridden and unable to move about.	0 0.0%	2 1.4%	1 0.3%	3 0.6%
Total	27 100.0%	148 100.0%	297 100.0%	472 100.0%

There is a higher percentage of people who walk without problems among those without disabilities than those with disabilities.

	Disability		Total
	No	Yes	
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	407 97.8%	40 72.7%	447 94.9%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	8 1.9%	8 14.5%	16 3.4%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	0 0.0%	3 5.5%	3 0.6%
I am able to walk indoors only with help from others.	1 0.2%	1 1.8%	2 0.4%
I am completely bed-ridden and unable to move about.	0 0.0%	3 5.5%	3 0.6%
Total	416 100.0%	55 100.0%	471 100.0%

There is a similar percentage of people who walk without problems between those who are employed and those who are not active.

	Employment		Total
	Employed	Non-active	
I am able to walk normally (without difficulty) indoors, outdoors and on stairs.	274	170	444
	95.5%	93.9%	94.9%
I am able to walk without difficulty indoors, but outdoors and/or on stairs I have slight difficulties.	10	6	16
	3.5%	3.3%	3.4%
I am able to walk without help indoors, but outdoors and/or on stairs only with considerable difficulty.	1	2	3
	0.3%	1.1%	0.6%
I am able to walk indoors only with help from others.	1	1	2
	0.3%	0.6%	0.4%
I am completely bed-ridden and unable to move about.	1	2	3
	0.3%	1.1%	0.6%
Total	287	181	468
	100.0%	100.0%	100.0%

There is a higher percentage of problem sleepers among those who have completed high school and university studies.

Sleeping (n, %)

	Secondary	High	University	Total
	School	School		
I am able to sleep normally, i.e. I have no problems with sleeping.	15	108	204	327
	57.7%	72.5%	68.9%	69.4%
I have slight problems with sleeping, e.g. difficulty in falling asleep, or sometimes waking at night.	4	27	56	87
	15.4%	18.1%	18.9%	18.5%
I have moderate problems with sleeping, e.g. disturbed sleep, or feeling I have not slept enough.	4	8	28	40
	15.4%	5.4%	9.5%	8.5%
I have great problems with sleeping.	1	3	3	7
	3.8%	2.0%	1.0%	1.5%
I suffer severe sleeplessness.	2	3	5	10
	7.7%	2.0%	1.7%	2.1%
Total	26	149	296	471
	100.0%	100.0%	100.0%	100.0%

There is a higher percentage of problem sleepers among those without a disability compared to those with a disability.

	Disability		
	No	Yes	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	301	26	327
	72.7%	46.4%	69.6%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	74	13	87
	17.9%	23.2%	18.5%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	35	4	39
	8.5%	7.1%	8.3%
I have great problems with sleeping.	3	4	7
	0.7%	7.1%	1.5%
I suffer severe sleeplessness.	1	9	10
	0.2%	16.1%	2.1%
Total	414	56	470
	100.0%	100.0%	100.0%

There are 7% more people who do not have problems sleeping well in employed people, compared to non-active people.

	Employment		
	Employed	Non-active	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	205	119	324
	72.2%	65.0%	69.4%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	50	36	86
	17.6%	19.7%	18.4%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	23	17	40
	8.1%	9.3%	8.6%
I have great problems with sleeping.	2	5	7
	0.7%	2.7%	1.5%
I suffer severe sleeplessness.	4	6	10
	1.4%	3.3%	2.1%
Total	284	183	467
	100.0%	100.0%	100.0%

Usual Activities (n, %)

There is a higher percentage of people who are able to perform their daily activities as the level of education increases.

	Secondary School	High School	University	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	22 81.5%	133 88.1%	280 94.0%	435 91.4%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	3 11.1%	13 8.6%	13 4.4%	29 6.1%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	1 3.7%	1 0.7%	3 1.0%	5 1.1%
I can only manage a small proportion of my previously usual activities.	1 3.7%	3 2.0%	1 0.3%	5 1.1%
I am unable to manage any of my previously usual activities.	0 0.0%	1 0.7%	1 0.3%	2 0.4%
Total	27 100.0%	151 100.0%	298 100.0%	476 100.0%

There is a higher percentage of people who can perform their daily activities among those who do not have a disability.

	Disability		Total
	No	Yes	
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	399 95.5%	35 61.4%	434 91.4%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	18 4.3%	11 19.3%	29 6.1%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	1 0.2%	4 7.0%	5 1.1%
I can only manage a small proportion of my previously usual activities.	0 0.0%	5 8.8%	5 1.1%
I am unable to manage any of my previously usual activities.	0 0.0%	2 3.5%	2 0.4%
Total	418 100.0%	57 100.0%	475 100.0%

There are 8% more people who can perform their daily activities among those employed.

	Employment		
	Employed	Non-active	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	272 94.8%	160 86.5%	432 91.5%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	13 4.5%	15 8.1%	28 5.9%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	2 0.7%	3 1.6%	5 1.1%
I can only manage a small proportion of my previously usual activities.	0 0.0%	5 2.7%	5 1.1%
I am unable to manage any of my previously usual activities.	0 0.0%	2 1.1%	2 0.4%
Total	287 100.0%	185 100.0%	472 100.0%

#### MENTAL HEALTH QUESTIONS

#### Mental function (n, %)

There is a higher percentage of people who have no memory problems and can think clearly and logically, as the level of education increases.

	Secondary	High	University	Total
	School	School		
I am able to think clearly and logically, and my memory functions well.	22 81,5%	129 86,0%	275 92,3%	426 89,7%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	3 11,1%	16 10,7%	21 7,0%	40 8,4%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	1 3,7%	4 2,7%	2 0,7%	7 1,5%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	1 3,7%	1 0,7%	0 0,0%	2 0,4%
Total	27 100,0%	150 100,0%	298 100,0%	475 100,0%

There is a much higher percentage of people who do not have memory problems and can think clearly and logically among those who do not have a disability.

	Disability		
	No	Yes	Total
I am able to think clearly and logically, and my memory functions well.	393	32	425
	94,2%	56,1%	89,7%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	21	19	40
	5,0%	33,3%	8,4%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	2	5	7
	0,5%	8,8%	1,5%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	1	1	2
	0,2%	1,8%	0,4%
Total	417	57	474
	100,0%	100,0%	100,0%

There are 7% more people who have no memory problems and can think clearly and logically among those who are employed.

	Employment		
	Employed	Non-active	Total
I am able to think clearly and logically, and my memory functions well.	265	158	423
	92,7%	85,4%	89,8%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	19	20	39
	6,6%	10,8%	8,3%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	2	5	7
	0,7%	2,7%	1,5%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	0	2	2
	0,0%	1,1%	0,4%
Total	286	185	471
	100,0%	100,0%	100,0%



## Depression (n, %)

It seems that as the level of education increases, there is a higher percentage of participants who feel sad, melancholic or depressed.

	Secondary School	High School	University	Total
I do not feel at all sad, melancholic or depressed.	21	100	175	296
	77,8%	67,6%	59,7%	63,2%
I feel slightly sad, melancholic or depressed.	1	34	90	125
	3,7%	23,0%	30,7%	26,7%
I feel moderately sad, melancholic or depressed.	2	8	18	28
	7,4%	5,4%	6,1%	6,0%
I feel very sad, melancholic or depressed.	1	3	4	8
	3,7%	2,0%	1,4%	1,7%
I feel extremely sad, melancholic or depressed.	2	3	6	11
	7,4%	2,0%	2,0%	2,4%
Total	27	148	293	468
	100,0%	100,0%	100,0%	100,0%

Among people with a disability there is a higher percentage of people who feel sad, melancholic or depressed.

	Disability		
	No	Yes	Total
I do not feel at all sad, melancholic or depressed.	272	24	296
	66,0%	43,6%	63,4%
I feel slightly sad, melancholic or depressed.	110	14	124
	26,7%	25,5%	26,6%
I feel moderately sad, melancholic or depressed.	21	7	28
	5,1%	12,7%	6,0%
I feel very sad, melancholic or depressed.	5	3	8
	1,2%	5,5%	1,7%
I feel extremely sad, melancholic or depressed.	4	7	11
	1,0%	12,7%	2,4%
Total	412	55	467
	100,0%	100,0%	100,0%

Among people with a job there are 10% more people who do not feel sad, melancholic or depressed.

	Employment		
	Employed	Non-active	Total
I do not feel at all sad, melancholic or depressed.	191 67,5%	103 56,6%	294 63,2%
I feel slightly sad, melancholic or depressed.	72 25,4%	52 28,6%	124 26,7%
I feel moderately sad, melancholic or depressed.	16 5,7%	12 6,6%	28 6,0%
I feel very sad, melancholic or depressed.	1 0,4%	7 3,8%	8 1,7%
I feel extremely sad, melancholic or depressed.	3 1,1%	8 4,4%	11 2,4%
Total	283 100,0%	182 100,0%	465 100,0%

Distress (n, %)

As the level of education increases, there is a higher percentage of people who do not feel anxious, stressed or nervous.

	Secondary School	High School	University	Total
	I do not feel at all anxious, stressed or nervous	14 51,9%	83 55,0%	128 43,4%
I feel slightly anxious, stressed or nervous.	8 29,6%	46 30,5%	112 38,0%	166 35,1%
I feel moderately anxious, stressed or nervous.	2 7,4%	12 7,9%	33 11,2%	47 9,9%
I feel very anxious, stressed or nervous.	1 3,7%	3 2,0%	15 5,1%	19 4,0%
I feel extremely anxious, stressed or nervous.	2 7,4%	7 4,6%	7 2,4%	16 3,4%
Total	27 100,0%	151 100,0%	295 100,0%	473 100,0%

More than 70% of people with disabilities feel anxious, stressed or nervous, while in people without disabilities it is only 50%.

	Disability		
	No	Yes	Total
I do not feel at all anxious, stressed or nervous	209	15	224
	50,4%	26,3%	47,5%
I feel slightly anxious, stressed or nervous.	141	25	166
	34,0%	43,9%	35,2%
I feel moderately anxious, stressed or nervous.	43	4	47
	10,4%	7,0%	10,0%
I feel very anxious, stressed or nervous.	15	4	19
	3,6%	7,0%	4,0%
I feel extremely anxious, stressed or nervous.	7	9	16
	1,7%	15,8%	3,4%
Total	415	57	472
	100,0%	100,0%	100,0%

More than 50% of employed and non-active people feel anxious, stressed or nervous.

	Employment		
	Employed	Non-active	Total
I do not feel at all anxious, stressed or nervous	140	82	222
	49,1%	44,6%	47,3%
I feel slightly anxious, stressed or nervous.	102	63	165
	35,8%	34,2%	35,2%
I feel moderately anxious, stressed or nervous.	28	19	47
	9,8%	10,3%	10,0%
I feel very anxious, stressed or nervous.	13	6	19
	4,6%	3,3%	4,1%
I feel extremely anxious, stressed or nervous.	2	14	16
	0,7%	7,6%	3,4%
Total	285	184	469
	100,0%	100,0%	100,0%

WELL-BEING QUESTIONS

Discomfort and symptoms (n, %)

As the level of education increases, there is a higher percentage of people who do not have physical discomfort or symptoms.

	Secondary School	High School	University	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	21 77,8%	117 79,1%	243 82,7%	381 81,2%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	3 11,1%	19 12,8%	41 13,9%	63 13,4%
I have marked physical discomfort or symptoms.	2 7,4%	6 4,1%	7 2,4%	15 3,2%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 3,7%	3 2,0%	3 1,0%	7 1,5%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	3 2,0%	0 0,0%	3 0,6%
Total	27 100,0%	148 100,0%	294 100,0%	469 100,0%

There are more than 40% more people who have no physical discomfort or symptoms among people without disabilities compared to people with disabilities.

	Disability		Total
	No	Yes	
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	358 86,9%	23 41,1%	381 81,4%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	45 10,9%	17 30,4%	62 13,2%
I have marked physical discomfort or symptoms.	6 1,5%	9 16,1%	15 3,2%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	3 0,7%	4 7,1%	7 1,5%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	3 5,4%	3 0,6%
Total	412 100,0%	56 100,0%	468 100,0%

There is a similar percentage of people who have no discomfort or symptoms among those who are employed and those who are not.

	Employment		
	Employed	Non-active	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	228 80,9%	149 81,4%	377 81,1%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	43 15,2%	20 10,9%	63 13,5%
I have marked physical discomfort or symptoms.	8 2,8%	7 3,8%	15 3,2%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	3 1,1%	4 2,2%	7 1,5%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	3 1,6%	3 0,6%
Total	282 100,0%	183 100,0%	465 100,0%

#### Vitality (n, %)

There is a similar percentage of people who feel healthy and energetic at the different levels of study.

	Secondary	High	University	Total
	School	School		
I feel healthy and energetic.	17 63,0%	93 62,4%	175 60,3%	285 61,2%
I feel slightly weary, tired or feeble.	6 22,2%	43 28,9%	86 29,7%	135 29,0%
I feel moderately weary, tired or feeble.	1 3,7%	6 4,0%	15 5,2%	22 4,7%
I feel very weary, tired or feeble, almost exhausted.	1 3,7%	4 2,7%	8 2,8%	13 2,8%
I feel extremely weary, tired or feeble, totally exhausted.	2 7,4%	3 2,0%	6 2,1%	11 2,4%
Total	27 100,0%	149 100,0%	290 100,0%	466 100,0%

There is a higher percentage of people who feel healthy and energetic among those who do not have a disability.

	Disability		
	No	Yes	Total
I feel healthy and energetic.	264	20	284
	64,5%	35,7%	61,1%
I feel slightly weary, tired or feeble.	118	17	135
	28,9%	30,4%	29,0%
I feel moderately weary, tired or feeble.	14	8	22
	3,4%	14,3%	4,7%
I feel very weary, tired or feeble, almost exhausted.	9	4	13
	2,2%	7,1%	2,8%
I feel extremely weary, tired or feeble, totally exhausted.	4	7	11
	1,0%	12,5%	2,4%
Total	409	56	465
	100,0%	100,0%	100,0%

There is a similar percentage of people who feel healthy and energetic at the different status employment.

	Employment		
	Employed	Non-active	Total
I feel healthy and energetic.	176	106	282
	62,6%	58,6%	61,0%
I feel slightly weary, tired or feeble.	82	53	135
	29,2%	29,3%	29,2%
I feel moderately weary, tired or feeble.	13	9	22
	4,6%	5,0%	4,8%
I feel very weary, tired or feeble, almost exhausted.	7	5	12
	2,5%	2,8%	2,6%
I feel extremely weary, tired or feeble, totally exhausted.	3	8	11
	1,1%	4,4%	2,4%
Total	281	181	462
	100,0%	100,0%	100,0%

# Spain

## PHYSICAL HEALTH STATE QUESTIONS

### Mobility (n.%)

There is a higher percentage of people who walk without problems among those who have finished university studies.

	Secondary School	High School	University	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	203 86.8%	355 94.9%	599 96.1%	1157 94.0%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	22 9.4%	15 4.0%	21 3.4%	58 4.7%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	4 1.7%	3 0.8%	1 0.2%	8 0.6%
I am able to walk indoors only with help from others.	4 1.7%	1 0.3%	1 0.2%	6 0.5%
I am completely bed-ridden and unable to move about.	1 0.4%	0 0.0%	1 0.2%	2 0.2%
Total	234 100.0%	374 100.0%	623 100.0%	1231 100.0%

There is a higher percentage of people who can walk without problems among those who do not have a disability.

	Disability		Total
	No	Yes	
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	1090 96.6%	65 64.4%	1155 94.0%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	33 2.9%	25 24.8%	58 4.7%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	4 0.4%	4 4.0%	8 0.7%
I am able to walk indoors only with help from others.	1 0.1%	5 5.0%	6 0.5%
I am completely bed-ridden and unable to move about.	0 0.0%	2 2.0%	2 0.2%
Total	1128 100.0%	101 100.0%	1229 100.0%

There are 5% more people who walk without a problem among those who are employed.

	Employment		
	Employed	Non-active	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	667	486	1153
	96.1%	91.2%	94.0%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	26	32	58
	3.7%	6.0%	4.7%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	0	8	8
	0.0%	1.5%	0.7%
I am able to walk indoors only with help from others.	0	6	6
	0.0%	1.1%	0.5%
I am completely bed-ridden and unable to move about.	1	1	2
	0.1%	0.2%	0.2%
Total	694	533	1227
	100.0%	100.0%	100.0%

#### Sleeping (n, %)

	Secondary	High	University	Total
	School	School		
I am able to sleep normally. i.e. I have no problems with sleeping.	143	231	345	719
	61.1%	62.1%	56.3%	59.0%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	67	110	224	401
	28.6%	29.6%	36.5%	32.9%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	8	18	28	54
	3.4%	4.8%	4.6%	4.4%
I have great problems with sleeping.	14	9	14	37
	6.0%	2.4%	2.3%	3.0%
I suffer severe sleeplessness.	2	4	2	8
	0.9%	1.1%	0.3%	0.7%
Total	234	372	613	1219
	100.0%	100.0%	100.0%	100.0%



There is a higher percentage of people who sleep well among people without disabilities than among people with disabilities.

	Disability		
	No	Yes	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	672	45	717
	60.0%	46.4%	58.9%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	376	25	401
	33.6%	25.8%	32.9%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	46	8	54
	4.1%	8.2%	4.4%
I have great problems with sleeping.	20	17	37
	1.8%	17.5%	3.0%
I suffer severe sleeplessness.	6	2	8
	0.5%	2.1%	0.7%
Total	1120	97	1217
	100.0%	100.0%	100.0%

There seems to be a similar percentage of people who sleep well regardless of whether they are employed or not.

	Employment		
	Employed	Non-active	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	403	312	715
	58.5%	59.3%	58.8%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	229	172	401
	33.2%	32.7%	33.0%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	36	18	54
	5.2%	3.4%	4.4%
I have great problems with sleeping.	16	21	37
	2.3%	4.0%	3.0%
I suffer severe sleeplessness.	5	3	8
	0.7%	0.6%	0.7%
Total	689	526	1215
	100.0%	100.0%	100.0%

Usual Activities (n, %)

The higher the level of education, the higher the percentage of people who can perform their usual activities without problems.

	Secondary School	High School	University	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	194 82.9%	353 93.6%	601 96.8%	1148 93.2%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	21 9.0%	15 4.0%	15 2.4%	51 4.1%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	11 4.7%	4 1.1%	2 0.3%	17 1.4%
I can only manage a small proportion of my previously usual activities.	5 2.1%	4 1.1%	1 0.2%	10 0.8%
I am unable to manage any of my previously usual activities.	3 1.3%	1 0.3%	2 0.3%	6 0.5%
Total	234 100.0%	377 100.0%	621 100.0%	1232 100.0%

A higher percentage of people who do not have a disability are better able to perform their usual activities.

	Disability		Total
	No	Yes	
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	1079 95.7%	67 65.0%	1146 93.2%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	35 3.1%	16 15.5%	51 4.1%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	9 0.8%	8 7.8%	17 1.4%
I can only manage a small proportion of my previously usual activities.	4 0.4%	6 5.8%	10 0.8%
I am unable to manage any of my previously usual activities.	0 0.0%	6 5.8%	6 0.5%
Total	1127 100.0%	103 100.0%	1230 100.0%

There are 8% more employed people who are able to perform their usual activities compared to those who are not active.

	Employment		Total
	Employed	Non-active	
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	670 96.8%	475 88.6%	1145 93.2%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	16 2.3%	34 6.3%	50 4.1%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	2 0.3%	15 2.8%	17 1.4%
I can only manage a small proportion of my previously usual activities.	3 0.4%	7 1.3%	10 0.8%
I am unable to manage any of my previously usual activities.	1 0.1%	5 0.9%	6 0.5%
Total	692 100.0%	536 100.0%	1228 100.0%

#### MENTAL HEALTH QUESTIONS

#### Mental function (n, %)

As the level of education increases, there is a higher percentage of people who can think clearly and logically and have no memory problems.

	Secondary School	High School	University	Total
I am able to think clearly and logically, and my memory functions well.	186 78,8%	328 87,2%	575 92,7%	1089 88,4%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	47 19,9%	45 12,0%	40 6,5%	132 10,7%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	2 0,8%	2 0,5%	4 0,6%	8 0,6%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	0 0,0%	1 0,3%	0 0,0%	1 0,1%
I am permanently confused and disoriented in place and time.	1 0,4%	0 0,0%	1 0,2%	2 0,2%
Total	236 100,0%	376 100,0%	620 100,0%	1232 100,0%

There is a higher percentage of people who can think clearly and logically and have no memory problems among those without disabilities.

	Disability		
	No	Yes	Total
I am able to think clearly and logically, and my memory functions well.	1019	68	1087
	90,3%	67,3%	88,4%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	105	27	132
	9,3%	26,7%	10,7%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	5	3	8
	0,4%	3,0%	0,7%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	0	1	1
	0,0%	1,0%	0,1%
I am permanently confused and disoriented in place and time.	0	2	2
	0,0%	2,0%	0,2%
Total	1129	101	1230
	100,0%	100,0%	100,0%

There is hardly any difference between the percentage of employed and non-active people in terms of memory problems

	Employment		
	Employed	Non-active	Total
I am able to think clearly and logically, and my memory functions well.	624	463	1087
	89,9%	86,7%	88,5%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	64	66	130
	9,2%	12,4%	10,6%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	5	3	8
	0,7%	0,6%	0,7%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	0	1	1
	0,0%	0,2%	0,1%
I am permanently confused and disoriented in place and time.	1	1	2
	0,1%	0,2%	0,2%
Total	694	534	1228
	100,0%	100,0%	100,0%

## Depression (n, %)

There is hardly any difference in the percentage of people who do not have problems of sadness, melancholy or depression depending on the level of education.

	Secondary School	High School	University	Total
I do not feel at all sad, melancholic or depressed.	173	280	468	921
	73,6%	75,1%	75,4%	74,9%
I feel slightly sad, melancholic or depressed.	50	76	126	252
	21,3%	20,4%	20,3%	20,5%
I feel moderately sad, melancholic or depressed.	7	14	20	41
	3,0%	3,8%	3,2%	3,3%
I feel very sad, melancholic or depressed.	3	1	4	8
	1,3%	0,3%	0,6%	0,7%
I feel extremely sad, melancholic or depressed.	2	2	3	7
	0,9%	0,5%	0,5%	0,6%
Total	235	373	621	1229
	100,0%	100,0%	100,0%	100,0%

There is a higher percentage of people with disabilities who have problems of sadness, melancholy or depression.

	Disability		Total
	No	Yes	
I do not feel at all sad, melancholic or depressed.	864	55	919
	76,8%	53,9%	74,9%
I feel slightly sad, melancholic or depressed.	220	32	252
	19,6%	31,4%	20,5%
I feel moderately sad, melancholic or depressed.	33	8	41
	2,9%	7,8%	3,3%
I feel very sad, melancholic or depressed.	5	3	8
	0,4%	2,9%	0,7%
I feel extremely sad, melancholic or depressed.	3	4	7
	0,3%	3,9%	0,6%
Total	1125	102	1227
	100,0%	100,0%	100,0%

There is hardly any difference in the percentage of employed and non-active people who have sadness, melancholy or depression.

	Employment		
	Employed	Non-active	Total
I do not feel at all sad, melancholic or depressed.	527	392	919
	76,4%	73,3%	75,0%
I feel slightly sad, melancholic or depressed.	138	112	250
	20,0%	20,9%	20,4%
I feel moderately sad, melancholic or depressed.	17	24	41
	2,5%	4,5%	3,3%
I feel very sad, melancholic or depressed.	3	5	8
	0,4%	0,9%	0,7%
I feel extremely sad, melancholic or depressed.	5	2	7
	0,7%	0,4%	0,6%
Total	690	535	1225
	100,0%	100,0%	100,0%

Distress (n, %)

The higher the level of education, there seems to be a slight increase in the percentage of people who report having problems with anxiety, stress or nerves.

	Secondary School	High School	University	Total
	I do not feel at all anxious, stressed or nervous	122	188	289
52,4%		50,4%	46,2%	48,7%
I feel slightly anxious, stressed or nervous.	90	150	276	516
	38,6%	40,2%	44,2%	41,9%
I feel moderately anxious, stressed or nervous.	13	26	44	83
	5,6%	7,0%	7,0%	6,7%
I feel very anxious, stressed or nervous.	8	9	12	29
	3,4%	2,4%	1,9%	2,4%
I feel extremely anxious, stressed or nervous.	0	0	4	4
	0,0%	0,0%	0,6%	0,3%
Total	233	373	625	1231
	100,0%	100,0%	100,0%	100,0%

There is a higher percentage of people who are anxious, stressed or depressed among those with a disability.

	Disability		
	No	Yes	Total
I do not feel at all anxious, stressed or nervous	565	33	598
	50,1%	32,4%	48,7%
I feel slightly anxious, stressed or nervous.	467	48	515
	41,4%	47,1%	41,9%
I feel moderately anxious, stressed or nervous.	72	11	83
	6,4%	10,8%	6,8%
I feel very anxious, stressed or nervous.	21	8	29
	1,9%	7,8%	2,4%
I feel extremely anxious, stressed or nervous.	2	2	4
	0,2%	2,0%	0,3%
Total	1127	102	1229
	100,0%	100,0%	100,0%

There are 8% fewer people who say they suffer from anxiety, stress or nerves among those who are employed.

	Employment		
	Employed	Non-active	Total
I do not feel at all anxious, stressed or nervous	313	284	597
	45,2%	53,1%	48,7%
I feel slightly anxious, stressed or nervous.	316	198	514
	45,7%	37,0%	41,9%
I feel moderately anxious, stressed or nervous.	50	33	83
	7,2%	6,2%	6,8%
I feel very anxious, stressed or nervous.	10	19	29
	1,4%	3,6%	2,4%
I feel extremely anxious, stressed or nervous.	3	1	4
	0,4%	0,2%	0,3%
Total	692	535	1227
	100,0%	100,0%	100,0%

WELL-BEING QUESTIONS

Discomfort and symptoms (n, %)

The percentage of people with physical discomfort or symptoms decreases with increasing educational level.

	Secondary School	High School	University	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	173 75,2%	316 84,9%	533 85,8%	1022 83,6%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	40 17,4%	50 13,4%	75 12,1%	165 13,5%
I have marked physical discomfort or symptoms.	12 5,2%	4 1,1%	8 1,3%	24 2,0%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	4 1,7%	1 0,3%	2 0,3%	7 0,6%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 0,4%	1 0,3%	3 0,5%	5 0,4%
Total	230 100,0%	372 100,0%	621 100,0%	1223 100,0%

There is a higher percentage of people who have no discomfort or symptoms among people without any disability.

	Disability		
	No	Yes	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	967 86,2%	53 53,5%	1020 83,5%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	134 11,9%	31 31,3%	165 13,5%
I have marked physical discomfort or symptoms.	16 1,4%	8 8,1%	24 2,0%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	3 0,3%	4 4,0%	7 0,6%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	2 0,2%	3 3,0%	5 0,4%
Total	1122 100,0%	99 100,0%	1221 100,0%



There is a similar percentage of people who have no discomfort or symptoms among employed people and those who are not active.

	Employment		Total
	Employed	Non-active	
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	573 83,3%	445 83,8%	1018 83,5%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	98 14,2%	67 12,6%	165 13,5%
I have marked physical discomfort or symptoms.	11 1,6%	13 2,4%	24 2,0%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	2 0,3%	5 0,9%	7 0,6%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	4 0,6%	1 0,2%	5 0,4%
Total	688 100,0%	531 100,0%	1219 100,0%

#### Vitality (n, %)

There is a higher percentage of people who feel healthy and energetic among those with a high school or college degree.

	Secondary	High	University	Total
	School	School		
I feel healthy and energetic.	167 71,1%	284 76,1%	475 76,2%	926 75,2%
I feel slightly weary, tired or feeble.	54 23,0%	76 20,4%	125 20,1%	255 20,7%
I feel moderately weary, tired or feeble.	7 3,0%	9 2,4%	19 3,0%	35 2,8%
I feel very weary, tired or feeble, almost exhausted.	7 3,0%	3 0,8%	2 0,3%	12 1,0%
I feel extremely weary, tired or feeble, totally exhausted.	0 0,0%	1 0,3%	2 0,3%	3 0,2%
Total	235 100,0%	373 100,0%	623 100,0%	1231 100,0%

there is a higher percentage of people who feel healthy and energetic among those without a disability.

	Disability		
	No	Yes	Total
I feel healthy and energetic.	885	39	924
	78,5%	38,6%	75,2%
I feel slightly weary, tired or feeble.	209	46	255
	18,5%	45,5%	20,7%
I feel moderately weary, tired or feeble.	26	9	35
	2,3%	8,9%	2,8%
I feel very weary, tired or feeble, almost exhausted.	8	4	12
	0,7%	4,0%	1,0%
I feel extremely weary, tired or feeble, totally exhausted.	0	3	3
	0,0%	3,0%	0,2%
Total	1128	101	1229
	100,0%	100,0%	100,0%

There is a similar percentage of people who feel healthy and energetic among those who are employed and those who are non-active.

	Employment		
	Employed	Non-active	Employed
I feel healthy and energetic.	519	405	924
	74,9%	75,8%	75,3%
I feel slightly weary, tired or feeble.	152	101	253
	21,9%	18,9%	20,6%
I feel moderately weary, tired or feeble.	17	18	35
	2,5%	3,4%	2,9%
I feel very weary, tired or feeble, almost exhausted.	3	9	12
	0,4%	1,7%	1,0%
I feel extremely weary, tired or feeble, totally exhausted.	2	1	3
	0,3%	0,2%	0,2%
Total	693	534	1227
	100,0%	100,0%	100,0%

# Poland

## PHYSICAL HEALTH STATE QUESTIONS

### Mobility (n, %)

As the level of education increases, there is a higher percentage of people with no walking problems.

	Secondary School	High School	University	Total
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	130 89.7%	132 91.7%	520 94.2%	782 93.0%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	11 7.6%	9 6.3%	25 4.5%	45 5.4%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	1 0.7%	2 1.4%	4 0.7%	7 0.8%
I am able to walk indoors only with help from others.	0 0.0%	0 0.0%	1 0.2%	1 0.1%
I am completely bed-ridden and unable to move about.	3 2.1%	1 0.7%	2 0.4%	6 0.7%
Total	145 100.0%	144 100.0%	552 100.0%	841 100.0%

There is a higher percentage of people with walking problems among those who have a disability.

	Disability		Total
	No	Yes	
I am able to walk normally (without difficulty) indoors. outdoors and on stairs.	733 94.8%	49 72.1%	782 93.0%
I am able to walk without difficulty indoors. but outdoors and/or on stairs I have slight difficulties.	36 4.7%	9 13.2%	45 5.4%
I am able to walk without help indoors. but outdoors and/or on stairs only with considerable difficulty.	3 0.4%	4 5.9%	7 0.8%
I am able to walk indoors only with help from others.	0 0.0%	1 1.5%	1 0.1%
I am completely bed-ridden and unable to move about.	1 0.1%	5 7.4%	6 0.7%
Total	773 100.0%	68 100.0%	841 100.0%

### Sleeping (n, %)

There is a higher percentage of people with sleeping problems among those whose highest degree is high school.

	Secondary School	High School	University	Total
I am able to sleep normally. i.e. I have no problems with sleeping.	79	62	313	454
	54.5%	43.1%	56.7%	54.0%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	40	48	155	243
	27.6%	33.3%	28.1%	28.9%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	16	28	76	120
	11.0%	19.4%	13.8%	14.3%
I have great problems with sleeping.	9	3	6	18
	6.2%	2.1%	1.1%	2.1%
I suffer severe sleeplessness.	1	3	2	6
	0.7%	2.1%	0.4%	0.7%
Total	145	144	552	841
	100.0%	100.0%	100.0%	100.0%

There is a higher percentage of people with sleep problems among those with a disability.

	Disability		Total
	No	Yes	
I am able to sleep normally. i.e. I have no problems with sleeping.	423	31	454
	54.7%	45.6%	54.0%
I have slight problems with sleeping. e.g. difficulty in falling asleep. or sometimes waking at night.	222	21	243
	28.7%	30.9%	28.9%
I have moderate problems with sleeping. e.g. disturbed sleep. or feeling I have not slept enough.	109	11	120
	14.1%	16.2%	14.3%
I have great problems with sleeping.	16	2	18
	2.1%	2.9%	2.1%
I suffer severe sleeplessness.	3	3	6
	0.4%	4.4%	0.7%
Total	773	68	841
	100.0%	100.0%	100.0%

Usual Activities (n, %)

There is a higher percentage of people with no problems performing their usual tasks among those who have studied at university.

	Secondary School	High School	University	Total
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	120 82.8%	119 82.6%	510 92.4%	749 89.1%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	20 13.8%	21 14.6%	38 6.9%	79 9.4%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	1 0.7%	3 2.1%	2 0.4%	6 0.7%
I can only manage a small proportion of my previously usual activities.	3 2.1%	1 0.7%	2 0.4%	6 0.7%
I am unable to manage any of my previously usual activities.	1 0.7%	0 0.0%	0 0.0%	1 0.1%
Total	145 100.0%	144 100.0%	552 100.0%	841 100.0%

There is a higher percentage of people with no problems performing their usual tasks among those who do not have a disability.

	Disability		Total
	No	Yes	
I am able to perform my usual activities (e.g. employment, studying, housework, freetime activities) without difficulty.	706 91.3%	43 63.2%	749 89.1%
I am able to perform my usual activities slightly less effectively or with minor difficulty.	62 8.0%	17 25.0%	79 9.4%
I am able to perform my usual activities much less effectively, with considerable difficulty, or not completely.	4 0.5%	2 2.9%	6 0.7%
I can only manage a small proportion of my previously usual activities.	1 0.1%	5 7.4%	6 0.7%
I am unable to manage any of my previously usual activities.	0 0.0%	1 1.5%	1 0.1%
Total	773 100.0%	68 100.0%	841 100.0%

MENTAL HEALTH QUESTIONS

Mental function (n, %)

There is a higher percentage of people who think clearly and logically and have no memory problems among those with university studies.

	Secondary School	High School	University	Total
I am able to think clearly and logically, and my memory functions well.	109 75,2%	109 75,7%	488 88,4%	706 83,9%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	34 23,4%	31 21,5%	63 11,4%	128 15,2%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	1 0,7%	4 2,8%	1 0,2%	6 0,7%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	1 0,7%	0 0,0%	0 0,0%	1 0,1%
Total	145 100,0%	144 100,0%	552 100,0%	841 100,0%

There is a higher percentage of people who think clearly and logically and have no memory problems among those who do not have a disability.

	Disability		Total
	No	Yes	
I am able to think clearly and logically, and my memory functions well.	660 85,4%	46 67,6%	706 83,9%
I have slight difficulties in thinking clearly and logically, or my memory sometimes fails me.	109 14,1%	19 27,9%	128 15,2%
I have marked difficulties in thinking clearly and logically, or my memory is somewhat impaired.	4 0,5%	2 2,9%	6 0,7%
I have great difficulties in thinking clearly and logically, or my memory is seriously impaired.	0 0,0%	1 1,5%	1 0,1%
Total	773 100,0%	68 100,0%	841 100,0%

Depression (n, %)

There is a higher percentage of people who do not feel sad, melancholic or depressed among those who do have a college degree.

	Secondary School	High School	University	Total
I do not feel at all sad, melancholic or depressed.	82 56,6%	68 47,2%	356 64,5%	506 60,2%
I feel slightly sad, melancholic or depressed.	42 29,0%	35 24,3%	136 24,6%	213 25,3%
I feel moderately sad, melancholic or depressed.	12 8,3%	23 16,0%	48 8,7%	83 9,9%
I feel very sad, melancholic or depressed.	7 4,8%	14 9,7%	8 1,4%	29 3,4%
I feel extremely sad, melancholic or depressed.	2 1,4%	4 2,8%	4 0,7%	10 1,2%
Total	145 100,0%	144 100,0%	552 100,0%	841 100,0%

There is a higher percentage of people who do not feel sad, melancholic or depressed among those who do not have a disability.

	Disability		
	No	Yes	Total
I do not feel at all sad, melancholic or depressed.	474 61,3%	32 47,1%	506 60,2%
I feel slightly sad, melancholic or depressed.	195 25,2%	18 26,5%	213 25,3%
I feel moderately sad, melancholic or depressed.	74 9,6%	9 13,2%	83 9,9%
I feel very sad, melancholic or depressed.	22 2,8%	7 10,3%	29 3,4%
I feel extremely sad, melancholic or depressed.	8 1,0%	2 2,9%	10 1,2%
Total	773 100,0%	68 100,0%	841 100,0%

Distress (n, %)

There is a higher percentage of people with anxiety, stress or nervousness problems among those whose highest level of education is high school.

	Secondary School	High School	University	Total
I do not feel at all anxious, stressed or nervous	74	57	291	422
	51,0%	39,6%	52,7%	50,2%
I feel slightly anxious, stressed or nervous.	48	44	192	284
	33,1%	30,6%	34,8%	33,8%
I feel moderately anxious, stressed or nervous.	13	22	50	85
	9,0%	15,3%	9,1%	10,1%
I feel very anxious, stressed or nervous.	9	14	16	39
	6,2%	9,7%	2,9%	4,6%
I feel extremely anxious, stressed or nervous.	1	7	3	11
	0,7%	4,9%	0,5%	1,3%
Total	145	144	552	841
	100,0%	100,0%	100,0%	100,0%

There is a higher percentage of people with anxiety, stress or nervousness problems among those who have a disability.

	Disability		
	No	Yes	Total
I do not feel at all anxious, stressed or nervous	397	25	422
	51,4%	36,8%	50,2%
I feel slightly anxious, stressed or nervous.	264	20	284
	34,2%	29,4%	33,8%
I feel moderately anxious, stressed or nervous.	72	13	85
	9,3%	19,1%	10,1%
I feel very anxious, stressed or nervous.	33	6	39
	4,3%	8,8%	4,6%
I feel extremely anxious, stressed or nervous.	7	4	11
	0,9%	5,9%	1,3%
Total	773	68	841
	100,0%	100,0%	100,0%



## WELL-BEING QUESTIONS

### Discomfort and symptoms (n, %)

There is a higher percentage of people with physical discomfort and symptoms among those without a college degree.

	Secondary School	High School	University	Total
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	108 74,5%	107 74,3%	442 80,1%	657 78,1%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	25 17,2%	29 20,1%	90 16,3%	144 17,1%
I have marked physical discomfort or symptoms.	7 4,8%	6 4,2%	16 2,9%	29 3,4%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	5 3,4%	1 0,7%	3 0,5%	9 1,1%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	0 0,0%	1 0,7%	1 0,2%	2 0,2%
Total	145 100,0%	144 100,0%	552 100,0%	841 100,0%

There is a higher percentage of people with physical discomfort and symptoms among those who have a disability.

	Disability		Total
	No	Yes	
I have no physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	622 80,5%	35 51,5%	657 78,1%
I have mild physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	124 16,0%	20 29,4%	144 17,1%
I have marked physical discomfort or symptoms.	23 3,0%	6 8,8%	29 3,4%
I have severe physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	3 0,4%	6 8,8%	9 1,1%
I have unbearable physical discomfort or symptoms, e.g. pain, ache, nausea, itching etc.	1 0,1%	1 1,5%	2 0,2%
Total	773 100,0%	68 100,0%	841 100,0%

Vitality (n, %)

There is a lower percentage of people who feel healthy and energetic among those whose highest degree is high school.

	Secondary School	High School	University	Total
I feel healthy and energetic.	74	55	276	405
	51,0%	38,2%	50,0%	48,2%
I feel slightly weary, tired or feeble.	49	60	229	338
	33,8%	41,7%	41,5%	40,2%
I feel moderately weary, tired or feeble.	12	17	32	61
	8,3%	11,8%	5,8%	7,3%
I feel very weary, tired or feeble, almost exhausted.	9	10	12	31
	6,2%	6,9%	2,2%	3,7%
I feel extremely weary, tired or feeble, totally exhausted.	1	2	3	6
	0,7%	1,4%	0,5%	0,7%
Total	145	144	552	841
	100,0%	100,0%	100,0%	100,0%

There is a lower percentage of people who feel healthy and energetic among those who do not have a disability.

	Disability		
	No	Yes	Total
I feel healthy and energetic.	384	21	405
	49,7%	30,9%	48,2%
I feel slightly weary, tired or feeble.	311	27	338
	40,2%	39,7%	40,2%
I feel moderately weary, tired or feeble.	50	11	61
	6,5%	16,2%	7,3%
I feel very weary, tired or feeble, almost exhausted.	23	8	31
	3,0%	11,8%	3,7%
I feel extremely weary, tired or feeble, totally exhausted.	5	1	6
	0,6%	1,5%	0,7%
Total	773	68	841
	100,0%	100,0%	100,0%

## CONCLUSIONS

- The countries with the highest percentage of people with no walking problems are Greece and Italy. The country with the highest percentage of people who cannot walk is Croatia.
- The higher the academic level, the higher the percentage of people who can walk without problems. Conversely, the lower the academic level, the higher the percentage of people who cannot walk.
- As expected, there is a higher percentage of people with disabilities who have trouble walking.
- Among employed people there is a lower percentage of people who have mobility problems compared to those who are non-active.
- In general, 35% of the population has sleeping problems. The country with the highest percentage of people who sleep without problems is Bulgaria. The countries with the highest percentage of people with severe sleep problems are Spain and Poland.
- In general, the higher the educational level, the lower the percentage of people suffering from sleep problems.
- People with disabilities have a higher percentage of problems in order to be able to sleep without problems compared to people without disabilities.
- There is a higher percentage of people with sleep problems in those who are unemployed compared to those who are employed.
- The country where the highest percentage of people can carry out their usual activities is Greece, while Spain is the country with the highest percentage of people who find it impossible to carry out their usual activities.
- As in the case of mobility and sleep, the higher the level of education, the higher the percentage of people who can perform their usual activities without problems.
- There is a higher percentage of people who have problems performing their usual activities among people with disabilities than among people without disabilities.

- There is a higher percentage of people who have problems performing their usual activities among unemployed people than among employed people.
- The country with the highest percentage of people who think clearly and have no memory problems is Greece. The country with the highest percentage of people who have problems thinking clearly and have some memory problems is Bulgaria.
- The higher the level of education, the higher the percentage of people who think clearly and have no memory problems.
- People with disabilities have a higher percentage of memory problems.
- There is a higher percentage of employed people who think clearly and logically and have no memory problems compared to non-employed people.
- In general, around 30 percent of the population presents some level of sadness, melancholy or depression. The country with the lowest percentage of people with such problems is Spain. The country with the highest percentage of people with problems of sadness, melancholy or extreme depression is Italy.
- As for the level of education, it can be observed that the higher the level of education, the lower the percentage of people with extreme feelings of sadness, melancholy or depression.
- People with disabilities are found to have a higher percentage of feelings of sadness, melancholy or depression.
- A higher percentage of people with feelings of sadness, melancholy or depression are found among the unemployed.
- More than 50% of the population suffers from distress. This is a very high percentage. The country with the highest percentage of people who do not have any problems of distress is Bulgaria. In Greece, on the other hand, more than 70% of the people who answered the questionnaire declared that they suffer from distress. These data are extremely high.
- In the case of distress, it seems that those people with secondary education as the highest academic level achieved are those who present a higher percentage of people without distress.

- A higher percentage of people with disabilities appear to feel some level of distress compared to people without disabilities. Some 70% of people with disabilities feel some level of distress.
- A higher percentage of unemployed people do not present distress problems, although a higher percentage of unemployed people also present severe distress compared to employed people.
- Around 20% of the population has physical symptoms or discomfort. The country with the highest percentage of people without physical symptoms and discomfort is Spain.
- The higher the level of education, the higher the percentage of people who do not have physical discomfort.
- More than 50% of people with disabilities have physical problems. There is a much higher percentage of people without disabilities who indicate that they have no physical problems compared to people with disabilities.
- A higher percentage of unemployed people have physical discomfort.
- The country where the highest percentage of people feel healthy and energetic is Spain. The case of Poland stands out, where more than 50% of the respondents feel tired to varying degrees.
- In this question it seems that there is no clear pattern between level of education and feeling healthy and energetic.
- A higher percentage of people without disabilities feel healthy and energetic.
- A higher percentage of people out of work feel healthy and energetic.

## NATIONAL ACTIVITY PLANS

The PROPELLERS project foresees the elaboration of local and national activity plans as part of the Intellectual Output 1.

**Partner organizations will elaborate country-tailored activity plans at the local and national level based on the country findings with special focus on people that are not in Education, Employment, or Training, and people with disabilities.**

**Task of each partner is to prepare an Action Plan with ideas of actions that could be implemented in the national and local level in order to respond to problems – findings of the research. It does not mean that we are going to implement those activities – we are going to create a model, set of recommendations that will contribute to the final version of the outcome:**

**“Partner organizations will process the county-findings and activity plans developed into a comprehensive Report outlining the mapping of state-of-the-art in the field of Sport participation, physical health state, mental health and well-being in partner countries”**

Action plans at the country level will comprise the following activities:

- 5) Organization and implementation of local events, actions, sport days, info days and workshops in order to promote voluntary activity and increase participation in sport at the level of the population, with a specific focus on the targeted categories (children, Adults, youth, disadvantaged targets). Communicating and disseminating the philosophy and practice of ‘Sport for all’.
- 6) Promotion of tools of Education through Sport in educational institutions, associations, youth organizations, institutions offering disability support services with the involvement of volunteers to be carried out with Non-formal Educational methods

**Key – findings of the research. Please consults the full research outcomes.**

1. Most of the participants answered that their level of physical condition was medium or good, whether referring to general physical condition, such as cardio-respiratory fitness, muscular strength, speed or flexibility.
2. The factors *Education, Employment* and *Disability* definitely influence the perception of general physical fitness of individuals
3. In general, subjects with a lower level of education, not-active and with disabilities have a worse perception of their general physical fitness, although some differences are observed between countries
4. All countries have a similar percentage of moderate physical activity, with the exception of Croatia, that it is higher.
5. Regarding to high physical activity, Poland is the leader, followed by Italy. Spain, Greece and especially Bulgaria show lower percentage.
6. Physical activity category was not affected by education, disability or employment. However individual data by country might be taken in consideration for developing tailored physical activity plans.
7. The exception to previous conclusions are Italy (affected by education level) and Spain (affected by employment).
8. Physical activity habits are different by countries, but all of them have two points in common: people does not practice physical activity because of lack of time and people does not engage as volunteer in physical activities.
9. The main places to practice physical activities are outdoor or home, and as second option a sport club or fitness center / club.
10. The main reason why people practice physical activity is to promote health, to improve physical condition or appearance. Relax or have fun are also important reasons too.
11. Living area or local sports clubs are not a limitans to practice physical activity.

National Activity Plans have been designed according to findings in each country.

## **ACTION PLAN AREA 1**

**Organization and implementation of local events, actions, sport days, info days and workshops in order to promote voluntary activity and increase participation in sport at the level of the population, with a specific focus on the targeted categories (children, Adults, youth, disadvantaged targets). Communicating and disseminating the philosophy and practice of ‘Sport for all’.**

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

The biggest challenge in Bulgaria is to ensure a sustainable model that would REACH, ENGAGE and KEEP young people into Volunteering activities. Young people are mostly influenced by their parents, who associate Volunteering with the Governmental concept of it during the Communist times – the government would send “voluntarily someone to work in a city outside his hometown”. Thus, currently is exceptionally difficult to encourage the youth to recognize volunteering as an exceptional learning opportunity. Thus, we focus to tackle this social stigma and to encourage volunteering as a lifetime value.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

1. Street workout – we will encourage volunteering in “free of charge and free-access” activities, which are attractive to young people.
2. Sport for young people with physical disability, especially wheelchair basketball activities.
3. Workshops at school
4. Carrying out evaluations on the process and the results obtained

### **LOGISTIC**

The activities would take place in rural areas of Bulgaria, especially the most disadvantaged area with lowest GDP rates – North-Eastern Bulgaria, where we also notice a high number of minority groups such as Roma community. This is also the location where Champions Factory is organizing it’s youth and volunteering activities in numerous branches. Aim would be to engage not only youth as direct target group, but also teachers and youth workers, who would learn how to transfer the values of volunteering in sports. We will focus as well on the visibility and dissemination of the activities.



## **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

For the implementation of the activities, we will aim to create them in interactive way, through which minimum materials will be needed. But, in case we would focus on theoretical workshops, the following material will be needed:

- Materials for presentations and organization of activities: Tablet, computers, audiovisual material, projector.
- Materials for event days: sports equipment for different sports and physical activities
- Advertising and dissemination material: Brochures, roll-ups, posters

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

*Materials and equipment will be provided by Champions Factory own reserves. When at schools, the school will provide these.*

## **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

The participation in event days activities will be voluntary. The enrollment of the participants will be through a registration form and phone calls. Those registered will receive prior information about the event, and in case they are under 18 years old, permission will be requested from their legal tutors. All participants will sign on an attendant list with minimum personal information in order to respect the GDPR Regulations.

Once activities are finished, the attendees will fill out a constructive evaluation questionnaire about the program and organization of the event, where they can express their satisfaction with it and provide suggestions for improvement.

## **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

The promotion and dissemination for event day will be carried out by Champions Factory, in cooperation with local partners Institute Perspectives, as well as Universities, school and Street Workout Bulgaria. Social media, will be the main way to recruit participants, but also posters at schools.

Expected number of participants – 120.

In the different events, everybody will be invited to attend. In case there are restrictions due to COVID, the number of attendees will be adjusted to-sanitary protocols and recommendation. In case of need, the selection criteria will be in order of registration.

### **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

Communication will be done through website, social media and via email. Communication with the physical education on the street participants will take place in the weeks prior to the event in person and face-to-face by the teacher from schools and with social media.

During activities, communication with participants will be face to face as well as with social media.

Finally, and after the event, attendees will send an evaluation questionnaire via email, or through google forms tools, addressed to the consortium staff.

### **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

Communication with the media and skate holders will be done prior to the activities.

It will be done by e-mail and social media mainly, and it will be necessary, by phone.

In all information brochures and events, mention will be made of the Erasmus + Sport program as the body responsible for funding

## **EVALUATION**

### Evidence Of Success

- *How will you know that you are making progress? What are your benchmarks?*
- Number of entries / likes in social networks and links related to the event
- Increasing in number of participants registered for the event

### Evaluation Process

- *How will you determine that your goal has been reached? What are your measures?*

The following items will be analyzed for evaluation:

- Number of attendees to events
- User satisfaction after the events, evaluated with a questionnaire.

## **ACTION PLAN AREA 2**

Promotion of tools of Education through Sport in educational institutions, associations, youth organizations, institutions offering disability support services with the involvement of volunteers to be carried out with Non-formal Educational methods

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

Champions Factory is going to focus on the promotion of the ETS Methodology in educational institutions, associations, youth organizations and youth centers, voluntary bodies as well as sport clubs that work with youth with physical and mental disabilities. The objectives will be:

- To raise awareness on the Education through Sport methodology within educational institutions
- To develop new skills, knowledge and attitudes of youth workers on how to use the sport in order to promote positive values
- To raise awareness of EU funded projects as an opportunity for innovation within the educational systems
- Etc.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

- Promotion of the project outcomes
- Lead presentations to educational institutions staff members
- Lead a general Info-day with local stakeholders invited
- Implementation of Education through Sport open workshops

### **LOGISTIC**

The activities would take place in rural areas of Bulgaria, especially the most disadvantaged area with lowest GDP rates – North-Eastern Bulgaria, where we also notice a high number of minority groups such as Roma community. This is also the location where Champions Factory is organizing it's youth and volunteering activities in numerous branches. Aim would be to engage not only youth as direct target group, but also teachers and youth workers, who would learn how to transfer the values of volunteering in sports. We will focus as well on the visibility and dissemination of the activities.

### **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

The following material will be needed:

- Materials for workshops and reflection periods: Paper, photocopies, pens
- Materials for presentations / talks: Laptops, computers, audiovisual material, projector.
- Materials for workshops: Sports equipment of different sports
- Advertising and dissemination material: Brochures, pendrive with learning content

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

*Materials will be property of Champions Factory.*

### **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

The participation in activities (Infoday and workshops) will be voluntary. The enrollment of the students to the workshop will be carried out by the associations and educational centers involved, respecting the privacy and protection of personal data. Those registered will receive prior information about the event, and in case they are under 18 years old, permission will be requested from their legal tutors. All participants will sign on an attendant list. If necessary, personal accident insurance will be contracted for the workshops.

Once activities are finished, the attendees will fill out a short evaluation questionnaire about the program and organization of the event, where they can express their satisfaction with it and provide suggestions for improvement

### **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

We will promote the opportunity to the educational institutions, which would spread among the students and Class Leaders would be responsible for the recruitment of the participants.

### **COMMUNICATION WITH PARTICIPANTS**

- *Please define the tools and procedures related to communication with participants before, during and after the activities*

Communication with the participants for the Infoday will be done through website, social networks and via email. Communication with the workshop participants will take place in the weeks prior to the event in person and face-to-face by the teacher / student monitor in their usual lessons. Likewise, the event will be promoted through the website of the organizations and social networks. Finally, and after the event, attendees will send an evaluation questionnaire via email, or through google forms tools, addressed to the consortium staff.

### **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

- *Please define and describe the tools and procedures related to communication with stakeholders and media*

Communication with the media and stakeholders will be done prior to the activities and workshops. It will be made by phone and/or via email, where you can attach a brochure with the information about the project and the highlights of the workshops. In all information brochures and events, mention will be made of the Erasmus + Sport program as the body responsible for funding

### **EVALUATION**

Evidence Of Success

- *How will you know that you are making progress? What are your benchmarks?*
- Number of attendees to events
- Number of entries / likes in social networks and links related to the event

Evaluation Process

- *How will you determine that your goal has been reached? What are your measures?*

- User satisfaction after the events, evaluated with a questionnaire.
- Motivation and involvement of the participants, evaluated with a checklist.
- Acquisition of knowledge / skills about ETS, comparing initial / final levels

## **ACTION PLAN AREA 1**

**Organization and implementation of local events, actions, sport days, info days and workshops in order to promote voluntary activity and increase participation in sport at the level of the population, with a specific focus on the targeted categories (children, Adults, youth, disadvantaged targets). Communicating and disseminating the philosophy and practice of 'Sport for all'.**

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

**1. Empower local communities**

The basic principle here is to empower local people through a bottom up approach. Listen to what local people want, use outreach to cascade training and help people help themselves. It's vital to create local capacity – promote and support volunteering by residents but expect turnover of volunteers and plan and manage for this.

By working with local communities you can make it last, and build a culture of sustainability and self-help. This means putting community level interventions and programmes into place, investing in interventions and programmes that identify and build on strengths and weaknesses of individuals and communities which helps build goodwill and generates a climate of trust.

**2. Marketing campaigns**

Many sports, fitness and activity marketing campaigns have been focussed on showing people the health benefits of getting active. However most people know that activity is good for them, and many believe that they already do enough activity. The marketing campaigns which work best are focussed on driving people to do a specific activity rather than just talking about activity generically.

Ensure marketing and communications are tailored to target groups – many will immediately switch off with references to sport;

- a) Deliver policies, interventions and programmes tailored to change specific, health-related behaviours, including marketing campaigns
- b) Focus on body image and self-confidence

**3. Taster sessions and classes**

One reason this works so well for increasing participation is because it makes it easier for people to get started. People feel comfortable knowing that they won't be the only beginner there. There are 3 main things to focus on when running taster sessions and classes – making them fun, free and friendly. However, if you simply make the classes free then some people will stop coming once they have to start paying. If you instead offer people a voucher which gets them the free session then they assign value to the classes and are more likely to keep coming.

4. Engagement with partners

Sport has to work closely not only with other sport bodies but also with non-sports organisations and departments. The more partnerships and the more diverse the partnerships the better – have ‘a foot in both camps’ by working closely with people from a number of different organisations.

The most important factor in driving up participation in sport and active recreation is being able to consult and then connect with non-participants in the general population – the more partners you have, the more access you have to local residents, and the more opportunities there are to access sources of funding.

5. Coaches and professionals

Take coaches and professionals into a less formal environment to help get people started in sport or activity, instead of just catering to those who are already active.

6. Peer-to-peer

The idea here is that if you use regular people to help others get started in activity then it will have more of an impact than if a health professional tries to get them involved.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

#### **1. SCHOOL AND PRESCHOOL SPORTS PROGRAM**

It is necessary to create habits in children from an early age that will guide them in the future to a healthy and quality lifestyle. Therefore, raising awareness, especially among parents, is about importance physical activity of preschool children, extremely significant, the more so because preschool children ages have a natural need to move. In this process, kindergartens have an important task in systematic organization of appropriate exercise programs, and it is necessary to systematically connect preschool sports with sports in primary schools to encourage children to physical activity and later directed them towards a particular sport, according to their preferences.

School sports are practised by a large number of students who are involved in the work of school sports associations. Most students involved in school sports clubs generally play sports as part of the training processes of sports clubs. Particular emphasis should be placed on those students who are not active in sports outside of school. Involving as many students as possible in various school sports activities (sports competitions, active nature trips, outdoor recreation), as well as the more active involvement of students with disabilities in the school sports system, are also priorities for school sports development.



The backbone of professional work in school sports societies is made up of physical education and health professors culture and external collaborators. The work of teachers of physical education and health in school sports society is treated as part of their work obligations and is an essential prerequisite for the development of the school sports system.

#### **EVENTS:**

##### **„Igram do sporta“**

In the five kindergartens of the Kindergarten Rijeka, the “Igram do sporta” Program is being implemented, which includes 266 girls and boys out of a total of 3,250 children in kindergartens in Rijeka. Sports halls activities exist in ten of the 31 facilities. Sports program “Igram do sporta” (With play to sport) is carried out four days a week during the pedagogical year under the guidance of an educator and two kinesiologists and is funded by the parents of the children included in the program. With a program in the hall, visits to sports fields, excursions and guest appearances of athletes are included.

##### **Kindergarten Olympic Festival**

The Croatian Olympic Committee holds a sports competition for kindergartens called the Olympic Festival of Kindergartens of the Republic of Croatia, which is preceded by local competitions. Thus, the Olympic Festival of Kindergartens is organized in Rijeka at the city level. The organizers of this sporting event are Kindergartens "More", Kindergarten "Rijeka" and Kindergarten "Sušak" and the Association of Sports Associations of the City of Rijeka "Rijeka Sports Association" with the support and patronage of the City of Rijeka.

Through this project, the Croatian Olympic Committee promotes the Olympic ideals such as respect for rules, respect for other competitors, the respect of officials in charge of implementing the rules, fair play, self-discipline, teamwork, self-esteem and rejection of violence. The project aims to promote Olympism, raise children through sports and encourage the harmonious development of intellectual, mental and physical virtues of the child.

This action is also supported by the Club of Rijeka Olympians, whose members hung out with the children and tried to convey a part of the Olympic spirit to them. The Kindergarten Olympics is held with the financial assistance of sponsors and donors - the Association of Football Referees, Athletic Referees and the City of Rijeka.

##### **Children's sports festival**

A sports festival is held for all children in kindergartens in the city of Rijeka, where they get acquainted with all sports groups and all projects contained in the Ri-Move project of the Rijeka Sports Association. The festival is held in the December, when children are given presents, with the inevitable Santa Claus.

##### **Rijeka Pliva**

The City of Rijeka and the Swimming Club "Primorje - Croatia osiguranje" have jointly launched the project "Rijeka pliva" (Rijeka Swims) in which students of other grades of Rijeka primary schools join the swimming school free of charge.

Swimming is considered as a comprehensive sport that can significantly affect the optimal growth and development. Thanks to the newly built swimming pools on Kantrida, Rijeka's students were given first-class conditions for practising this sport. The City of Rijeka and the Swimming Club "Primorje Croatia osiguranje" provide second-grade primary school students of Rijeka with quality education and swimming training through this exciting project that has been implemented since 2008.

### **Universal sports school**

Universal Sports School is intended for students from the first to the fourth grade of primary school. The goal of the universal sports school program is to include as many of the youngest students as possible in sports activities, i.e. to create the habit of daily physical exercise. Children under the professional supervision of kinesiologists, playing in an exciting and pedagogically and kinesiological appropriate way for their age, learn the primary forms of movement, as well as the essential elements of many sports. The universal sports school program is conducted twice a week for 45 minutes, throughout the school year.

### **Eco-corner**

The agreement between the Institute of Public Health, HNK "Rijeka" and the Rijeka Sports Federation, is intended to raise awareness of ecology and environmental protection. Through concrete examples of waste collection and sorting, children get to know the possibility that, for example, it is possible to make one football jersey out of 15 plastic bottles, in addition to socializing with players and famous athletes.

### **Rijeka pleše**

In collaboration with the Rijeka's famous dancer Elio Bašan, primary school children learn the basics of dance.

### **Aqua Ri-Move**

The program, which is implemented with kinesiologists and the association of kinesiologists, is intended for the education of children in water sports which is organized by Association of Sports Associations of the City of Rijeka "Rijeka Sports Association".

### **Ri Move Sports School Project**

In cooperation with the City of Rijeka, the Rijeka Sports Association and Rijeka primary schools, the Ri Move project was launched in May 2017. It is a project that promotes sports, healthy living and engaging in activities among the youngest, involving children in sports, increasing their psychophysical abilities and acquiring essential knowledge and skills about sports.

The project applies to primary school students from first to fourth grade. The program itself is held in school halls, as part of an extended stay, i.e. as an extracurricular activity. The sports currently covered by the program are athletics, gymnastics and

judo as primary Olympic sports, as well as table tennis, kendo, volleyball, football, handball and basketball.

The programs are led by professional coaches, Rijeka athletes, but also psychologists and sociologists who monitor, monitor and analyze the progress of children in activities, i.e. the impact of engaging in sports activities on children. In each class, three coaches train students in the skills of the three mentioned sports, and the project also includes introducing students to the basics of healthy living with a particular emphasis on healthy eating.

Sports activities are held twice a week throughout the school year, and at the end of the cycle, children receive diplomas with which they will be able to join the clubs, partners of this project, on more favourable terms. The decision on which sport to play in the future is made by them, but with the suggestion of experts, which is the product of kinesiological testing and monitoring of the child's motor skills.

Children are also provided with learning the basic rules of sports games and skills, as well as visits to clubs and sports facilities, as well as free admission to matches and competitions of partner clubs.

## **2. UNIVERSITY SPORTS PROGRAM IN THE CITY OF RIJEKA**

The Rijeka University Sports Association is the umbrella organization for the promotion, improvement and organized development of sports at the University of Rijeka.

Every year, the Rijeka University Sports Association organizes the Unisport League in which participants are members of all student sports societies from the University and the Polytechnic of Rijeka. Every year, the Unisport League has an increasing number of participants and includes more and more sports, both team and individual. The goals of the organization of the Unisport League are the promotion of the City of Rijeka. Their determinants are to ensure optimal conditions for a healthy life and the development of academic abilities outside the academic activities of its students. Also, the Unisport League is promoted among the primary, secondary and student population of the City of Rijeka active sports and healthy living. In addition to all the above, the tourist effect of the League is expressed in arrivals of students from other Croatian universities to qualification tournaments in Rijeka.

Within the Unisport League, a total of 15 sports in 30 sports disciplines is organized for students of the University of Rijeka.

Athletes have the opportunity to compete in: chess, table tennis, badminton, squash, futsal, handball, cage ball, darts, basketball, swimming - 50 m freestyle, 50 m backstroke, 50 m breaststroke, tennis, volleyball, and beach volleyball, basketball 3v3. The Unisport League competition system is a cup system.

## **3. RECREATION FOR THE ELDERLY - HEALTH AND RECREATIONAL PROGRAMS FOR THE ELDERLY AND PENSIONERS SUPPORTED BY THE CITY OF RIJEKA**

**Exercise to improve psychophysical health in middle-aged and elderly people**

The exercise project aimed to improve the psychophysical health of middle-aged and older adults was launched with the fundamental goal of maintaining body flexibility and joint mobility, maintaining body weight, preventing bone loss, preventing muscle wasting, and improving the functions of all organ systems and preventing falls and fractures.

Organized exercises take place at six locations, for residents of the western part of the city training is organized in the Sports and Recreation Center Zamet, for residents of the eastern part of the city in the Youth Hall, and exercises take place in the Sports and Recreation Center Susak and local committees Kantrida, Kozala and Sv. Kuzam. The program is implemented throughout the year except for July and August.

The program has been implemented since 2007. in the realization of the Practice for Physical Medicine and Rehabilitation, Mile Batinić, dr. med., with the support of the City of Rijeka.

### **Let's practise "Yoga in everyday life" for a healthy city 50+**

Association "Yoga in Everyday Life" with the support of the City of Rijeka, through the project Rijeka - Healthy City, since 2014 holds free yoga exercises for people over fifty years old at two locations, in the rooms of the Cultural Hall "Yoga in Everyday Life" and in the Zamet Center. Yoga exercises are comprehensive exercises that include physical exercises, relaxation exercises, breathing exercises and meditation, and have a beneficial effect on muscles, joints, breathing, circulation, nervous and lymphatic systems, and general psychophysical health.

### **Retirement sports recreation at the Kantrida Pools**

In order to improve the quality of life of the elderly, the City of Rijeka, Rijeka sport d.o.o and Association "Matica umirovljenika grada Rijeke" allow members to use the Kantrida Pool for recreational programs for the elderly, three times a week, without paying a fee for use.

Once a week, Matica members can participate in organized sports recreation conducted by the Rijeka Sports Association and the Teaching Institute for Public Health at the Kantrida Pools. Organized recreation includes blood pressure measurement, various thematic lectures and physiotherapist services. Also, members of Matica are enabled to use the pool with expert guidance and other recreational programs that include learning various knowledge and skills (the art of falling, movement, etc.), as well as free time at the pool.

### **Exercise and proper diet to treat diabetes and osteoporosis 50 +**

Chronic degenerative diseases are among the most common diseases of today's population in the world. Among these diseases, osteoporosis and diabetes are the most common, and the consequences of these diseases are high disability and mortality. It has been proven that movement, exercise and physical activity, in general, are significant in preventing the occurrence, but also worsening or progression of these diseases. For this purpose, the Medical Faculty in Rijeka, with the

support of the City of Rijeka, organizes exercise under professional guidance for women over 50 who suffer from osteoporosis, osteopenia or diabetes in the local committees Bulevard, Podvežica, Sveti Nikola and Kantrida.

The main activities of the project are filling in the questionnaire on nutrition and quality of life, anthropometric measurements, determination of blood sugar and vitamin D, testing of bone density, blood pressure measurement, pulse meter testing, exercise. Women exercise in an organized manner under the expert guidance of a therapist in the premises of certain local committees (warm-up and cooling, aerobic exercise, dumbbell exercises) and walk fast.

#### **Organized exercise for seniors 65 +**

The Department of Social Medicine and Epidemiology of the Faculty of Medicine in Rijeka organizes exercises for the elderly in cooperation with the Faculty of Health Studies and with the support of the City of Rijeka. The groups of trainees are led by undergraduate students of Physiotherapy who have undergone training on conducting exercises with the elderly. A customized exercise program has a beneficial effect on the joints and spine, heart and circulatory system, circulation, digestion, hormonal and nervous systems, and eliminates fatigue and bad mood. The program also monitors the progress and effectiveness of the exercise. Exercise is free for people over 65 in the local boards of Škurinje, Potok and Mlaka and at the Faculty of Health Studies.

#### **"Rijeka on the move" campaign**

The campaign, which is intended for all categories of citizens, has been implemented continuously since 2010. The goal is to promote a healthy lifestyle as a way to prevent many serious diseases today. Particular emphasis is given to movement, i.e. physical activity in general and a healthy diet.

As part of the campaign, various activities are being carried out, of which "Art molo longo" and "In sneakers to work" are already recognizable.

The campaign of the City of Rijeka "Rijeka in motion" aims to raise and strengthen the awareness of the citizens of Rijeka and the surrounding area about the importance of movement for the health of the individual.

The project is aimed at all age groups, and the basic message it promotes is that everyone can do something to improve their health through physical activity, concrete movement and walking, simply, efficiently and effectively!

#### **4. SPORTS EVENTS**

##### **Sports and recreation festival - street race Homo si teć**

The Festival of Sports and Recreation is already a formal event, which gathers thousands of participants every year. It includes the most massive street race in Croatia, Homo si teć, accompanied by races for the youngest and people with disabilities, as well as the Rijeka Half Marathon and the Rijeka Breakwater and Trsat

Stairs. In addition to sports, there is a unique entertainment program and various accompanying events in the city centre from where the race starts.

The 1998 small charity race has grown in two decades into a multi-day event that brings together 15,000 people, promotes multiculturalism and a big heart, and could soon have the status of the "most musical" race in the world.

When, as far back as 1998, a few hundred people ran the first city race in the centre of Rijeka, *Homo si teć*, probably only a small number of Rijeka residents could imagine that an event was born in their city that would be known as the most massive street race two decades later. Generally it is the most massive sports and recreational event in the country. *Homo si teć* (lets all run ) is a saying that may sound utterly incomprehensible to someone who is not familiar with the distinctive Chakavian Rijeka dialect. The people of Rijeka, of course, do not need to be specifically explained what *Homo si teć* means.

The initiative of Orlando Rivetti, which had the strong support of the employees of Novi list and the City of Rijeka, and whose primary purpose in 1998 was the popularization of sports with a humanitarian character, today has grown into a dozen separate races of various levels of difficulty, lasting three weekends together over 17 thousand people.

Exclusive sports clubs, associations, families, groups of friends and many citizens take part in the races and dare to take their first "fast kilometres" on the Korzo in city centre.

The Festival of Sports and Recreation has had a humanitarian note from the very beginning. Each year, part of the funds raised from the sale of official T-shirts and bracelets is donated to a specific project, association or initiative.

### **539 jump - Race on the Trsat stairs**

The Trsat stairs lead from the Rijeka Delta to the church of "Gospa Trsatska" and are the shortest way from the centre of Rijeka to Trsat. In 1531, the captain of Klis, Petar Kružić, had 128 stairs built as a vow, on the steepest part of the trail. Other stairs were built later, but today the total number is 561. The event "539 jump" is seeking the most enduring and fastest on the 539 stairs run - starting from the chapel at the Tito Square to the terraces on the promenade of Joakim Rakovac.

### **Molo longo race - Race on the Rijeka breakwater**

The Rijeka breakwater Molo Longo was built in 1888. During the 20th century, it was extended, and ultimately its length is 1707m. Molo Longo has long been in operation only for customs and port activities, and only in 2009 was it open to the public. Today, Molo Longo is a favourite city promenade with a passenger terminal and additional entertainment and recreational facilities, and the race shows that this is one of the best places to run in Rijeka. Two laps are run along the Molo Longo, and the total length of the route is 6 kilometres.

### **Marathon - Rijeka marathon**

The fifth Rijeka marathon starts on Korzo, leads through Pećine to Kostrena, back through the city centre to Preluk and ends on Korzo. The trail passes through the cultural and industrial heritage of the city of Rijeka, the natural beauties of the municipality of Kostrena, the promenade Žurkovo by the sea, surrounded by music and good fun. Due to its elevations and colourful route, the Rijeka Marathon is not the easiest, but it is the most impressive.

### **Milka Milinković Memorial - Race for people with disabilities and visually impaired people**

The Milka Milinković Memorial Race is run by people with disabilities and visually impaired people, whose strength of will and motivation delight us from year to year and show that anything we intend and want is possible. The race marks a car-free day and a day when sports and recreation rule the city of Rijeka.

### **Croatian Olympic Day**

HOD (Hrvatski Olimpijski Dan – Croatian Olympic Day) is the name for the national sports event, which is celebrated on September 10, the day of the founding of the Croatian Olympic Committee. The project aims to encourage citizens of all ages, especially children and young people, to take an active part in sports.

The celebration of the Croatian Olympic Day, which in Rijeka in recent years includes a demonstration of Olympic and other sports, takes place at the beginning of the school year, at a time when children, with the support of parents, decide which sport to enrol in.

From the very beginning, more precisely since 2007, the City of Rijeka has been involved in the celebration of the Croatian Olympic Day in cooperation with the Rijeka Sports Association and the Sports Association of the Primorje-Gorski Kotar County (PGC).

### **International Junior Tournament "Božić"**

The international junior tournament "Božić" is a traditional competition organized by the Bocce Association of the City of Rijeka and the Bocce Association of PGC, and it is usually held every year in December.

It is a tournament that concludes the year and in which the best European bocce players in the junior category participate. The best because they arrive in Rijeka and the bocce centre Podvežica after they have performed at the World Junior Championships. That is why it is possible to see the winners of world medals competing with the best Croatian juniors. The national team of Slovenia, Italy, France, Monaco, Serbia, as well as the Croatian national team, the best juniors selected from Croatian counties who are improving their quality, are participating in the tournament.

## **5. Dissemination sessions within other numerous Rijeka Sports Association's**

## EU projects

### **LOGISTIC**

*These programs and events are already standard practice in our city - they are known and networked, so we do not have to work on the logistics of participants because each of the events in this regard is special and different.*

*Our goal is to increase their volume every year, i.e. the number of children, young people, the elderly and all age groups - to participate.*

*The advantage of logistics is that all events take place in the city center in easily accessible places, and specific ones like school events take place in schools and kindergartens where children are located.*

### **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

*Materials and equipment for holding these events and programs are various and larger - but we repeat, as these events are already a standard part of the practice, we do not have to worry about the procurement of basic materials - but additional. Most programs require basic materials such as mats, balls, nets, and mats.*

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

*Materials and equipment were provided by the organizers - the City of Rijeka, Rijeka Sports Association, Bocce Association of the City of Rijeka and the Bocce Association of PGC, Sports Association of the Primorje-Gorski Kotar County, The Rijeka University Sports Association and primary schools.*

### **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

*The attendance to the activities will be free and voluntary. The recruitment of participants will be held by the support of our partners (Schools, Sport Clubs and NGOs), respecting all the procedures (data protection, privacy).*

*By registering for the activities, participants declare that they are in good health and take responsibility for any possible consequences.*



### **RECRUITING OF PARTICIPANTS**

- Please describe how will you promote the call for participants and how will you select the participants

*A coordinated communication/promotional program among all our partners will be set from the beginning.*

*Tools to promote the activities:*

- Website,
- Newsletter,
- Social Media
- Leaflets

*Events to promote the activities:*

- ordinary activity of the Associations;
- already organized initiatives

### **COMMUNICATION WITH PARTICIPANTS**

- Please define the tools and procedures related to communication with participants before, during and after the activities

*BEFORE THE ACTIVITY: we'll try to gain the email of the (possible) participants in order to send regular email, approaching the event. The aim of this communication will be not only to provide organization/logistic information, but also to invite the participants to become "ambassador" of the events and invite other people.*

*DURING THE ACTIVITY: communication will be:*

- face to face
- Online (social media)

*AFTER THE ACTIVITY: the communication will be Online to send certificates and questionnaires about the initiatives.*

### **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

- Please define and describe the tools and procedures related to communication with stakeholders and media

*This system takes 4 stages of an effective sports activity marketing campaign*

1. Know
2. Link
3. Try
4. Repeat

### *Know*

*The Know stage is about catching someone's attention. You can't communicate with someone if they don't know you exist. We use this attention to capture their contact details (e.g. email address, phone number, address or getting them to follow us on Facebook)*

### *Link*

*Now that we have collected people's contact details we are able to stay in touch with people and link them with where to do the sport or activity of their choice. This list of people who are signed up to receive communication from you is known as your marketing list. And building a marketing list is one of the simplest and most effective things that you can do in your marketing.*

### *Try*

*The try stage is based around a low barrier to entry opportunity for someone to try the activity in a taster session.*

### *Repeat*

*The repeat stage is your regular activity. Most people reading this are much more accomplished at putting on regular, high-quality activities that people will enjoy than I will ever be, so I won't say much about this. The main thing to focus on from a campaign perspective here is that people will drop out, and they're your best market for getting back into activity.*

## **EVALUATION**

### Evidence Of Success

- *How will you know that you are making progress? What are your benchmarks?*

### Evaluation Process

- *How will you determine that your goal has been reached? What are your measures?*

- *Number of events organized;*
- *Numbers of participants in total;*
- *Numbers of articles, posts published on the different channels;*
- *The participants questionnaires*

## **ACTION PLAN AREA 2**

Promotion of tools of Education through Sport in educational institutions, associations, youth organizations, institutions offering disability support services with the involvement of volunteers to be carried out with Non-formal Educational methods

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

#### **1. Empower local communities**

The basic principle here is to empower local people through a bottom up approach. Listen to what local people want, use outreach to cascade training and help people help themselves. It's vital to create local capacity – promote and support volunteering by residents but expect turnover of volunteers and plan and manage for this.

By working with local communities you can make it last, and build a culture of sustainability and self-help. This means putting community level interventions and programmes into place, investing in interventions and programmes that identify and build on strengths and weaknesses of individuals and communities which helps build goodwill and generates a climate of trust.

#### **2. Marketing campaigns**

Many sports, fitness and activity marketing campaigns have been focussed on showing people the health benefits of getting active. However most people know that activity is good for them, and many believe that they already do enough activity. The marketing campaigns which work best are focussed on driving people to do a specific activity rather than just talking about activity generically.

Ensure marketing and communications are tailored to target groups – many will immediately switch off with references to sport;

- a) Deliver policies, interventions and programmes tailored to change specific, health-related behaviours, including marketing campaigns
- b) Focus on body image and self-confidence

#### **3. Taster sessions and classes**

One reason this works so well for increasing participation is because it makes it easier for people to get started. People feel comfortable knowing that they won't be the only beginner there. There are 3 main things to focus on when running taster sessions and classes – making them fun, free and friendly. However, if you simply make the classes free then some people will stop coming once they have to start paying. If you instead offer people a voucher which gets them the free session then they assign value to the classes and are more likely to keep coming.

#### **4. Engagement with partners**

Sport has to work closely not only with other sport bodies but also with non-sports organisations and departments. The more partnerships and the more diverse the partnerships the better – have ‘a foot in both camps’ by working closely with people from a number of different organisations.

The most important factor in driving up participation in sport and active recreation is being able to consult and then connect with non-participants in the general population – the more partners you have, the more access you have to local residents, and the more opportunities there are to access sources of funding.

#### 5. Coaches and professionals

It’s probably no surprise that coaches and professionals are on this list. What might be surprising is that they’re only at number 5. I think this might be because providing high-quality coaching is something that this country is already quite good at, so there are other things which are now more important to get right.

I’ve identified some good examples of where coaches and professionals have been taken into a less formal environment to help get people started in sport or activity, instead of just catering to those who are already active.

#### 6. Peer-to-peer

The idea here is that if you use regular people to help others get started in activity then it will have more of an impact than if a health professional tries to get them involved.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

#### **SPORTS NON FORMAL EDUCATION**

The Rijeka Sports Association has started with targeted education of professional staff in sports. Seminars for martial arts and basketball were held, led by the authorities for the mentioned sports. Several seminars in sports psychology were also held.

Due to the crisis caused by COVID-19, the Rijeka Sports Association had to transfer all seminars to the online platform and also continued with seminars for coaches. A total of two seminars were held, one in sports psychology and one in sports prevention.

By returning to normal functioning, the seminars for the following sports will certainly continue:

1. Volleyball
2. Handball
3. Water sports
4. Football
5. Table tennis
6. Sailing

7. Tennis
8. Fitness preparation

### **LOGISTIC**

*Lectures are held in the hall, in the premises of the City of Rijeka. The City of Rijeka has provided free use of the hall. The hall is located in the city center, close to all amenities.*

### **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

*The necessary materials are a presentation screen, a projector and a computer - but all this is provided by the City of Rijeka in their hall.*

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

*They are given by the City of Rijeka for use.*

### **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

*The attendance to the activities will be free and voluntary. The recruitment of participants will be held by the support of our partners (Schools, Sport Clubs and NGOs), respecting all the procedures (data protection, privacy).*

*By registering for the activities, participants declare that they are in good health and take responsibility for any possible consequences.*

### **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

*A coordinated communication/promotional program among all our partners will be set from the beginning.*

*Tools to promote the activities:*

- *Website,*
- *Newsletter,*
- *Social Media*
- *Leaflets*

*Events to promote the activities:*

- *ordinary activity of the Associations;*
- *already organized initiatives*

## **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

This system takes 4 stages of an effective sports activity campaign

1. Know
2. Link
3. Try
4. Repeat

Know

The Know stage is about catching someone's attention. You can't communicate with someone if they don't know you exist. We use this attention to capture their contact details (e.g. email address, phone number, address or getting them to follow us on Facebook)

Link

Now that we have collected people's contact details we are able to stay in touch with people and link them with where to do the sport or activity of their choice. This list of people who are signed up to receive communication from you is known as your marketing list. And building a marketing list is one of the simplest and most effective things that you can do in your marketing.

Try

The try stage is based around a low barrier to entry opportunity for someone to try the activity in a taster session.

Repeat

The repeat stage is your regular activity. Most people reading this are much more accomplished at putting on regular, high-quality activities that people will enjoy than I will ever be, so I won't say much about this. The main thing to focus on from a campaign perspective here is that people will drop out, and they're your best market for getting back into activity.

## **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

BEFORE THE ACTIVITY: we'll try to gain the email of the (possible) participants in order to send regular email, approaching the event. The aim of this communication will be not only to provide organization/logistic information, but also to invite the participants to become "ambassador" of the events and invite other people.

DURING THE ACTIVITY: communication will be:

- face to face
- Online (social media)

AFTER THE ACTIVITY: the communication will be Online to send certificates and questionnaires about the initiatives.

## **EVALUATION**

Evidence Of Success

*- How will you know that you are making progress? What are your benchmarks?*

Evaluation Process

*- How will you determine that your goal has been reached? What are your measures?*

- *Number of lectures organized;*
- *Numbers of participants in total;*
- *Numbers of articles, posts published on the different social media channels;*
- *The participants questionnaires*

## **ACTION PLAN AREA 1**

**Organization and implementation of local events, actions, sport days, info days and workshops in order to promote voluntary activity and increase participation in sport at the level of the population, with a specific focus on the targeted categories (children, Adults, youth, disadvantaged targets). Communicating and disseminating the philosophy and practice of ‘Sport for all’.**

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

- To increase overall participation levels in sport and physical activity.
- To enable low-participation groups and disadvantaged populations (e.g. people with disabilities, refugees) to partake in sport and physical activity.
- To foster the development of lifelong activities for women.
- To empower communities to provide opportunities for participation in a variety of local programmes and events.
- To promote linkage between university (Sport Department), municipal and local community.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

1. Pilates open program for women
2. Activities within the “European Week of Sport”
3. Program for children with disabilities in collaboration with mental health centre
4. Events for increasing participation in physical activity
5. Football for the girls - promoting equal participation in sport

### **LOGISTIC**

1. Pilates for women.  
*Pilates program for women organized by University of Thessaly, in collaboration with municipality of Trikala city that will provide the facilities for the implementation of the program and invite women to participate.*
2. Activities within the “European Week of Sport”  
*An array of activities aimed at increasing students’ awareness of the importance of physical activity and healthy lifestyle will take place during European Week of Sport with the collaboration of schools located in the city of Trikala and the University of Thessaly. Specifically, presentation and implementation of activities/sports not included in the school curriculum (e.g. yoga, hip hop dance) will take part.*



3. Program for people with disabilities.  
*The program is designed to help people with disabilities to be involved in physical activities in their daily routine. The program will run in collaboration with a local centre that will provide the facilities and motivate participation of inhabitants.*
4. Organization and implementation of events (e.g., city-walks, city-run, city-bike) to promote participation in physical activities in collaboration with the municipality – development of social networks to initiate and motivate participation.
5. Football for the girls - promoting equal participation in sport.  
An initiative to attract young girls in football in collaboration with the local female football club, which will provide their facilities and girls from the team to motivate participants.

### **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

- Material for the activities: Five Pilates reformer beds, MP4 and speaker, sport equipment.
- Materials for presentations: Laptop and projector.
- Communication and dissemination material: Brochures, roll-ups, posters.

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

- The sport equipment (Pilates reformer beds) and the presentation material (laptop and projector) will be provided by the University of Thessaly (Sport Department).
- Access to the municipal gyms will be obtained from the municipal authorities and access to schools will be obtained from the schools' directors.

### **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

- The participation in aforementioned activities will be voluntary and free. The recruitment of participants will be held by the support of the municipal, and schools' directors respecting all the procedures (data protection, privacy).
- By registering for the activities, participants declare that they are in good health and take responsibility for any possible consequences.

### **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

- The promotion and dissemination for the program will be carried out by the Municipal and the University of Thessaly.
- Official websites (Municipal and University), social media, local newspapers (press release), and newsletters will be used to recruit participants.
- Participating in the above activities can be people of any age who present signed consent forms.

### **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

- Before the program: The communication will be done through website, email, and social media. The communication tools will include information for the benefits of physical activities in health and for the events and activities that will be organized.
- During the program: The communication will be face to face.
- After the program: The communication will be online to send questionnaires about the initiatives.

### **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

- University of Thessaly has a list of local stakeholder and media where regularly send materials and information regarding our activities and programs.
- University of Thessaly has an established cooperation with the municipality of Trikala for several years, where have been working together on effectively implementing projects.
- Communication with the local stakeholders and media will be done prior to the program. Additionally, reports will be sent after the program.

### **EVALUATION**

Evidence of Success

*- How will you know that you are making progress? What are your benchmarks?*

- Number of entries / likes in social networks and links related to the event.
- Increasing in number of participants registered for the event.

Evaluation Process

*- How will you determine that your goal has been reached? What are your measures?*

- Numbers of articles, posts published on the different channels.
- The participants' questionnaires (quantitative and qualitative analysis).

## **ACTION PLAN AREA 2**

**Promotion of tools of Education through Sport in educational institutions, associations, youth organizations, institutions offering disability support services with the involvement of volunteers to be carried out with Non-formal Educational methods**

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

- Raising awareness for the multidimensional role of sport
- Educating on the principles of sport as a tool for positive youth development
- Developing skills and strategies for education through sport

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

1. Seminars to PE teachers
2. Workshops to PE and sport science students
3. Workshops to sport coaches

### **LOGISTIC**

1. Seminars to PE teachers  
*PE teachers will receive seminars according to the Education Though Sports material prepared by the consortium.*
2. Workshops to PE and sport science students  
*An array of actions aimed at increasing PE and students' awareness of the importance of physical activity and healthy lifestyle will take place during the workshops.*
3. Workshops to sport coaches  
*An array of actions aimed at increasing coaches' awareness of the importance of physical activity and healthy lifestyle will take place during the workshops.*

### **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

- Material for the seminars: Laptop and projector.
- Materials for the workshops: Sports equipment, photocopies, pens.
- Communication and dissemination material: Brochures, posters.

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

- All the necessary equipment and the presentation material will be provided by the University of Thessaly (Sport Department).

#### **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

- The participation in aforementioned activities will be voluntary and free. The recruitment of participants will be held by the support of the schools' directors and sport community of Trikala city, respecting all the procedures (data protection, privacy).
- By registering for the workshops, participants declare that they are in good health and take responsibility for any possible consequences.

#### **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

- The promotion and dissemination for the program will be carried out by the University of Thessaly.
- Official websites, social media, local newspapers (press release), and newsletters will be used to recruit participants.
- Participating in the above activities can be people of any age who present signed consent forms.

#### **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

- Before the program: The communication will be done through website, email, and social media. The communication tools will include information for the benefits of physical activities in health and for the seminars and workshops that will be organized.
- During the program: The communication will be face to face.
- After the program: The communication will be online to send questionnaires about the initiatives.

## **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

- University of Thessaly has a list of local stakeholder and media where regularly send materials and information regarding our activities and programs.
- University of Thessaly has an established cooperation with the school community of Trikala for several years, where have been working together on effectively implementing projects.
- Communication with the local stakeholders and media will be done prior to the seminars/workshops. Additionally, reports will be sent after the program.

## **EVALUATION**

Evidence of Success

*- How will you know that you are making progress? What are your benchmarks?*

- Number of entries / likes in social networks and links related to the event.
- Increasing in number of participants registered for the seminars/workshops.

Evaluation Process

*- How will you determine that your goal has been reached? What are your measures?*

- Numbers of articles, posts published on the different channels.
- The participants' questionnaires (quantitative and qualitative analysis).

## **ACTION PLAN AREA 1**

Organization and implementation of local events, actions, sport days, info days and workshops in order to promote **voluntary activity** and **increase participation in sport** at the level of the population, with a specific focus on the targeted categories (children, Adults, youth, disadvantaged targets). Communicating and disseminating the philosophy and practice of 'Sport for all'.

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

The importance of physical activity and healthy lifestyle for all people.  
The importance of "Sport for all" activity to promote the idea that "sport" is not only the professional or competitive one.  
The importance of Sport as a tool for social inclusion.  
The value of volunteering in sport as a personal (and professional) enriching experience.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

1. Activities into the secondary schools;
2. Events within the "European Week of Sport";
3. Promotional activities into our Youth Center "Sennori";
4. Workshops with PE Teachers (if possible);
5. Dissemination sessions within other EU projects (Youth Exchange, Training Courses etc..).

### **LOGISTIC**

1. Activities into the secondary schools  
*Secondary schools of Sassari (Sardinia)*
2. Events within the "European Week of Sport"  
*With the collaboration of some Local Sport Club (Softball Nuoro, Sassari Torres Femminile) we are going to deliver some educational/promotional initiatives.*

3. Promotional activities into our Youth Center "Sennori"

*Within the usual training program of the Youth Center, we are going to deliver some activities to promote voluntary participation in sport activities to foster social inclusion.*

4. Workshops with PE Teachers (if possible)

*If possible, with one of our member organization in Milan, we are including some modules on Sport and Social inclusion in our ordinary workshops to PE Teachers.*

5. Dissemination sessions within other EU projects (Youth Exchange, Training Courses etc..)

*As part of the dissemination of our international projects, we are including specific sessions to promote the results of this project as well as to attract new volunteers in the sport field.*

### **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

For the organization of the initiatives, we will need:

- ✓ Material for the activities: sport equipment;
- ✓ Material for presentations: laptop, projector;
- ✓ Communication and dissemination material: Brochures, roll-ups, posters.

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

Our organization already has all the required materials, coming from previous projects.

### **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

The attendance to the activities will be free and voluntary. The recruitment of participants will be held by the support of our partners (Schools, Sport Clubs and NGOs), respecting all the procedures (data protection, privacy etc..)

By registering for the activities, participants declare that they are in good health and take responsibility for any possible consequences.

### **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

A coordinated communication/promotional program among all our partners will be set from the beginning.

Tools to promote the activities:

- Website,
- Newsletter,
- Social Media (FB ads)
- Leaflets

Events to promote the activities:

- ordinary activity of the Associations;
- already organized initiatives (meeting, board meeting etc..) .

### **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

**BEFORE THE ACTIVITY:** we'll try to gain the email of the (possible) participants in order to send regular email, approaching the event. The aim of this communication will be not only to provide organization/logistic information, but also to invite the participants to become "ambassador" of the events and invite other people.

**DURING THE ACTIVITY:** communication will be:

- face to face
- Online (social media)

**AFTER THE ACTIVITY:** the communication will be Online to send certificates and questionnaires about the initiatives.



## **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

Our organization has a list, built in the last 10 years, of Local Stakeholder and Media. We regularly send materials and information regarding our activities. In this case we are going to inform them before (inviting them to be present), but also AFTER the activity sending picture, photos and reports.

## **EVALUATION**

Evidence Of Success

*- How will you know that you are making progress? What are your benchmarks?*

Evaluation Process

*- How will you determine that your goal has been reached? What are your measures?*

We are going to evaluate the activities through the analysis of:

- Number of events organized (and co-organized);
- Numbers of participants in total;
- Numbers of articles, posts published on the different channels;
- The participants questionnaires (quantitative and qualitative analysis).

## **ACTION PLAN AREA 2**

Promotion of tools of **Education through Sport** in educational institutions, associations, youth organizations, institutions offering disability support services with the involvement of volunteers to be carried out with Non-formal Educational methods

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

Raise awareness about the value of Education Through Sport.  
Raise awareness about the possible implementation of ETS (Schools, Sport Clubs, Youth Centers etc..).  
Promote the importance of ETS for transversal skills development.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

1. Workshops and educational activities in local sport clubs;
2. Promotional Activities into Secondary Schools;
3. Specific sessions during the workshops for teachers (not only PE teachers).

### **LOGISTIC**

1. Workshops and educational activities in local sport clubs  
*In the sport facilities of the different sport clubs*
2. Promotional Activities into Secondary Schools  
*In the gym hall of the schools.*
3. Specific sessions during the workshops for teachers (not only PE teachers)  
*In the gym hall of the schools interested in these initiatives.*

## **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

For the organization of the initiatives, we will need:

- ✓ Material for the activities: sport equipment;
- ✓ Material for presentations: laptop, projector;
- ✓ Communication and dissemination material: Brochures, roll-ups, posters, gadgets.

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

Our organization already has all the required materials, coming from previous projects.

## **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

The attendance to the activities will be free and voluntary. The recruitment of participants will be held by the support of our partners (Schools, Sport Clubs and NGOs), respecting all the procedures (data protection, privacy etc..).

By registering for the activities, participants declare that they are in good health and take responsibility for any possible consequences.

## **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

A coordinated communication/promotional program among all our partners will be set from the beginning.

Tools to promote the activities:

- Website,
- Newsletter,
- Social Media (FB ads)
- Leaflets

Events to promote the activities:

- ordinary activity of the Associations
- already organized initiatives (meeting, board meeting etc..)

*For the activities within the Schools we are going to involve the Local Department of the Ministry of Education, responsible of communicating to all the teachers in our Region.*

## **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

BEFORE THE ACTIVITY: we'll try to gain the email of the (possible) participants in order to send regular email, approaching the event. The aim of this communication will be not only to provide organization/logistic information, but also to invite the participants to become "ambassador" of the events and invite other people.

DURING THE ACTIVITY: communication will be:

- face to face
- Online (social media)

AFTER THE ACTIVITY: the communication will be Online to send certificates and questionnaires about the initiatives.

## **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

Our organization has a list, built in the last 10 years, of Local Stakeholder and Media. We regularly send materials and information regarding our activities. In this case we are going to inform them before (inviting them to be present), but also AFTER the activity sending picture, photos and reports.

## **EVALUATION**

Evidence Of Success

*- How will you know that you are making progress? What are your benchmarks?*

Evaluation Process

*- How will you determine that your goal has been reached? What are your measures?*

We are going to evaluate the activities through the analysis of:

- Number of events organized (and co-organized);
- Numbers of participants in total;
- Numbers of articles, posts published on the different channels;
- Number of follow-up activities requested;
- The participants questionnaires (quantitative and qualitative analysis).

## **ACTION PLAN AREA 1**

**Organization and implementation of local events, actions, sport days, info days and workshops in order to promote voluntary activity and increase participation in sport at the level of the population, with a specific focus on the targeted categories (children, Adults, youth, disadvantaged targets). Communicating and disseminating the philosophy and practice of 'Sport for all'.**

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

- To promote voluntary participation in sports activities from an inclusive point of view.
- To promote voluntary participation of students (school, high school and university) in sports activities
- To show the importance of physical activity and physical education
- To disseminate the benefits of physical activity as a tool for improving health and wellness.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

5. Sport for all: Gymnast day
6. Sport for students: Racquet day
7. Physical education on the street
8. Carrying out evaluations on the process and the results obtained

### **LOGISTIC**

The activities will take place in the region of Extremadura (Spain), since it is the area where our organization (University of Extremadura) is located.

Sport for all activity will be done in cooperation with a gymnastic organization (AMIGEX) based on its agreement with the University of Extremadura.

Sport for students activity will be done in cooperation with physical activity service from the University of Extremadura.

Physical education on the street will be done in cooperation with the Professional College of Physical Education teachers of Extremadura. Also it will involve several school and high schools from the region.

To disseminate material prepared by the consortium and other information, social media and mailing will be used.

## **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

For the implementation of the activities, the following material will be needed:

- Materials for presentations and organization of activities: Tablet, computers, audiovisual material, projector.
- Materials for event days: sports equipment for different sports and physical activities
- Advertising and dissemination material: Brochures, roll-ups, posters

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

Part of the equipment and material will be provided by the Faculty of Sports Sciences of the University of Extremadura. However, it will be necessary to buy some material for the implementation of event days activities according with the number of attendees.

## **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

The participation in event days activities will be voluntary. The enrollment of the participants will be through to associations (AMIGEX) and University of Extremadura for Gimnast day and through Schools and High Schools involved, respecting the privacy and protection of personal data. Those registered will receive prior information about the event, and in case they are under 18 years old, permission will be requested from their legal tutors. All participants will sign on an attendant list.

Once activities are finished, the attendees will fill out a short evaluation questionnaire about the program and organization of the event, where they can express their satisfaction with it and provide suggestions for improvement

### **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

The promotion and dissemination for event day will be carried out by University of Extremadura, the Professional College of Physical Education teachers of Extremadura and school / high school involved. Social media, will be the main way to recruit participants

There will be no attendance requirements. We expected 4000 participants between all events.

In the different events, everybody will be invited to attend. In case there are restrictions due to COVID, the number of attendees will be adjusted to-sanitary protocols and recommendation. In case of need, the selection criteria will be in order of registration.

### **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

Communication with the gymnast day participants will be done through website, social media and via email. Communication with the physical education on the street participants will take place in the weeks prior to the event in person and face-to-face by the teacher from schools and with social media.

During activities, communication with participants will be face to face as well as with social media.

Finally, and after the event, attendees will send an evaluation questionnaire via email, or through google forms tools, addressed to the consortium staff.



## **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

- *Please define and describe the tools and procedures related to communication with stakeholders and media*

Communication with the media and stakeholders will be done prior to the activities.

It will be done by e-mail and social media mainly, and if it will be necessary, by phone.

All information of events will be disseminated mainly by the UEX international relations service (as the main responsible in charge of the project). They will facilitate contact with stakeholders and will also collaborate in the dissemination / promotion of photos / videos in the media, both written and digital. In all information brochures and events, mention will be made of the Erasmus + Sport program as the body responsible for funding

## **EVALUATION**

Evidence Of Success

- *How will you know that you are making progress? What are your benchmarks?*

- Number of entries / likes in social networks and links related to the event
- Increasing in number of participants registered for the event

Evaluation Process

- *How will you determine that your goal has been reached? What are your measures?*

The following items will be analyzed for evaluation:

- Number of attendees to events
- User satisfaction after the events, evaluated with a questionnaire.

## **ACTION PLAN AREA 2**

Promotion of tools of Education through Sport in educational institutions, associations, youth organizations, institutions offering disability support services with the involvement of volunteers to be carried out with Non-formal Educational methods

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

- To promote voluntary participation in sports activities seeking long-term adherence.
- To promote the maintenance and development of health through physical activity
- To train sports teachers and coaches in methodologies based on Education through Sports (ETS)
- To raise awareness among different population groups about the importance of physical activity and health
- To disseminate the knowledge accumulated in the consortium and raise awareness among politicians and stakeholders about the benefits of ETS as a tool for improving health.

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

1. Making a research on materials and tools related to STD
2. Designing presentations to show in meetings with students, associations and stakeholders
3. Holding an Infoday with regional and local politicians, as well as associations that work with volunteers and young people, to present the consortium's proposals and the ETS methodology
4. Implementing workshops on physical exercise and health in different schools, institutes and associations, using the ETS methodology
5. Carrying out evaluations on the process and the results obtained

### **LOGISTIC**

The activities will take place in the region of Extremadura (Spain), since it is the area where our organization (University of Extremadura) is located. The research for tools and materials on ETS will be carried out through the internet ((Unesco Toolkit; previous Erasmus + projects, proposals designed by the consortium).

The Management of Sports Office of the Regional Government of Extremadura will be contacted to organize an Infoday at their facilities. The dissemination of the event will be made through social networks and via email.

On the other hand, several public schools and institutes will be contacted personally (via phone or email) to disseminate the ETS material prepared by the consortium, and workshops will be organized in these institutions. The Professional College of Physical Education teachers of Extremadura will help to implement the workshops. Sometimes, it will be necessary to travel to other cities in order to develop the workshops

### **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

For the implementation of the workshops and the Infoday, the following material will be needed:

- Materials for workshops and reflection periods: Paper, photocopies, pens
- Materials for presentations / talks: Laptops, computers, audiovisual material, projector.
- Materials for workshops: Sports equipment of different sports
- Advertising and dissemination material: Brochures, pendrive with learning content

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

Part of the equipment and material will be provided by the Faculty of Sports Sciences of the University of Extremadura. However, it will be necessary to buy some material for the implementation of the workshops and Infoday, according with the number of attendees

### **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

The participation in activities (Infoday and workshops) will be voluntary. The enrollment of the students to the workshop will be carried out by the associations and educational centers involved, respecting the privacy and protection of personal data. Those registered will receive prior information about the event, and in case they are under 18 years old, permission will be requested from their legal tutors. All participants will sign on an attendant list. If necessary, personal accident insurance will be contracted for the workshops.

Once activities are finished, the attendees will fill out a short evaluation questionnaire about the program and organization of the event, where they can express their satisfaction with it and provide suggestions for improvement

### **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

The promotion and dissemination of the Infoday will be carried out by Management of Sports Office of the Regional Government of Extremadura among interested youth organizations and associations. There will be no attendance requirements. The promotion and dissemination of the workshops will be carried out by the monitors / teachers of physical and sports education from the different organizations. In the different events, everybody will be invited to attend. However, as a result of the restrictions due to COVID, the number of attendees will be adjusted to the capacity of the room and hygienic-sanitary measures will be respected. In case of need, the selection criteria will be in order of registration

### **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

Communication with the participants for the Infoday will be done through website, social networks and via email. Communication with the workshop participants will take place in the weeks prior to the event in person and face-to-face by the teacher / student monitor in their usual lessons. Likewise, the event will be promoted through the website of the organizations and social networks. Finally, and after the event, attendees will send an evaluation questionnaire via email, or through google forms tools, addressed to the consortium staff.

### **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

Communication with the media and stakeholders will be done prior to the activities and workshops. It will be made by phone and/or via email, where you can attach a brochure with the information about the project and the highlights of the workshops. In this task, the UEX international relations service (as the main responsible in charge of the project) will facilitate contact with stakeholders and will also collaborate in the dissemination / promotion of photos / videos in the media, both written and digital. In all information brochures and events, mention will be made of the Erasmus + Sport program as the body responsible for funding

## EVALUATION

### Evidence Of Success

- *How will you know that you are making progress? What are your benchmarks?*

### Evaluation Process

- *How will you determine that your goal has been reached? What are your measures?*

Different procedures will be used to evaluate the process and the results obtained with the activity plan. The following will be analyzed:

- Number of attendees to events
- Number of entries / likes in social networks and links related to the event
- User satisfaction after the events, evaluated with a questionnaire.
- Motivation and involvement of the participants, evaluated with a checklist.
- Acquisition of knowledge / skills about ETS, comparing initial / final levels

## ACTION PLAN AREA 1

Organization and implementation of local events, actions, sport days, info days and workshops in order to promote voluntary activity and increase participation in sport at the level of the population, with a specific focus on the targeted categories (children, Adults, youth, disadvantaged targets). Communicating and disseminating the philosophy and practice of 'Sport for all'.

### OBJECTIVES OF THE ACTION PLAN

*- Please describe what exactly are you going to focus on, what are you going to tackle*

- to increase participation in voluntary activities and sport
- to develop awareness of the volunteering in sport as a gaining wide benefits and experience in personal as well as professional field
- to share the best practices in inclusion sport in the daily routine
- to build up competences of all target group in practising healthy habits in their lifestyle
- to enable the participants of activities to get knowledge about sport influence on wellbeing, mental and physical health, social inclusion

### ACTIVITIES FORSEEN BY THE ACTION PLAN

*- Please list activities that you are seeing as ones to be implement*

#### 1. Secondary schools

##### **Sport day - April as a sport month**

National Sport Day is celebrated every year in Poland. Next one will be held on 6th of April 2022. During April, May and July with the collaboration of schools located in our region we would prepare a sports day in every school. The event will be divided into 2 modules: workshops for children and specific seasons for all teachers. Children will take part in the activities and workshops to see the positive values of participating in sport.

##### **E-sport - Mediateka**

Workshops for children and youth to raise awareness of attending in e-sport as a voluntary activity

#### 2. High schools

##### **Adventure education**

One day event for groups of high schools classes with teachers to promote sport and voluntary activities as a tool to enrich personal experience and social inclusion. The activity will take place in the forest. It will contain "map game" prepared by youth worker during Adventure Seminar, take part in canoes activity, bonfire.

### **Wellbeing - workshop**

The workshop will be organized in high schools or our Youth Center. Target group will be pupils aged 16-19 years old. Referring to our strong partnership with schools, dormitories for migrants, rehabilitation centers we would like to involve their charges. Participants will get to know how they can take care of their psychophysical health and develop it.

### 3. Events

#### **Special sessions for all target groups: youngsters, adults, seniors, disabled people**

Sessions:

- Manage time - special lecture and workshop to build up competences of target groups in managing their time and including regular sport activities in the daily routine
- Coming back to basic movement - special lecture to show the valuable of non-exercise activity thermogenesis
- protect my health - special workshop about elements of healthy lifestyle (diet, exercises) and preventive treatment for seniors and disabled people

#### **My role model - my parents**

Social campaign for parents and adults which would promote healthy habits to use them in daily life and the importance of the role model.

#### **Sport festival**

One day festival with the collaboration of local schools sport teams, sport clubs, dance schools, boccia association etc. The main aim of the event will be to exchange experience with the local community. Participation will be free so all people will have opportunity to try different types of sport.

## LOGISTIC

### 1. *Activities:*

#### **Sport day - April as a sport month,**

*Most of the events will be organized in the schools (classes, sport hall etc.) and area around them.*

#### **E-sport - Mediateka**

*Referring to strong partnership with the Public Library the event will be organized in Branch no. 9 "Mediateka".*

#### **Wellbeing - workshop**

*Events will be organized in the high schools located in our region or in our Youth Center.*

#### **Special sessions for all target groups: youngsters, adults, seniors, disabled people**

*Events will be done in our Youth Center, Seniors Centers, Organization for disabled people (office).*

#### **Sport festival**

Networking event will be done in the green area outside and inside the hotel in Kielce city.

*During all activities we will focus on dissemination and visibility.*

*The location of all places are easily accessible and reachable by participants. The huge advantage is that most workshops take place in participant's schools where they are located.*

## MATERIALS AND EQUIPMENT

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

*The following material will be needed:*

- 1. For workshops, lectures: paper, pens, blackboard/white board*
- 2. For presentation: Laptops, computers, audiovisual materials, projector*
- 3. For sport activities: sport equipments of different type*
- 4. \dissemination material and advertising: poster, brochures, roll-ups*

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

*Part of the material will be provided by the schools, sport clubs, organizations etc.  
Access to schools will be obtained by their headmasters.  
Our organization already has the materials coming from the previous projects.*



### **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

- The attendance will be free and voluntary to the activities.
- The recruitment of participants will be held by the support of our collaborative partners.
- Registration will be carried out by google form and calls respecting all GDPR Regulations and privacy.
- In case participants are under 18 years old, permission will be needed from their legal tutors.
- After the activities evaluation questionnaire will be sent to the participants
- Declaration that participants are in good health and take responsibility for any possible consequences will be requested.

### **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

*Promoting of the events and activities will be held by website, social media, advertising emails. All educational institutions, NGOs, sports clubs, seniors clubs will be involved and informed from the beginning. We would like to promote the call by teachers, professors, student leaders in each school, youth workers, trainers. Those representatives will be responsible for the recruitment process as well. Youth collaborating with our organization will be also informed to share the information about the events among their schoolmates, friends, and flat mates.*

### **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

Communication with the participants before the activity:

1. Our organization has already prepared a list of emails to all target groups in our region.
2. The communication will be online via emails, social media, by call, as well as during dissemination events of our current projects.

Communication with the participants during the activity:

1. Face to face
2. Online

Communication with the participants after the activity:

1. Communication will be via emails and google form to send questionnaires and certificates about the activities.

### **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

- Communication will be done by emails and calls. Our organization has already prepared a list of media and stakeholders based on 15 years experience.
- Our organization has regular cooperation with media and stakeholders, so we deliver them information and materials about our current and future activities and events.
- Access to photos and information about the already done events is made by emails and calls.
- Materials and brochures will consist information of the Erasmus + Sport program as a founder

### **EVALUATION**

Evidence Of Success

*- How will you know that you are making progress? What are your benchmarks?*

Evaluation Process

*- How will you determine that your goal has been reached? What are your measures?*

The activities will be evaluated through the analysis of:

- Monitoring the number of registered participants
- Numbers of response calls and emails for advertisements of events
- Lists with the number of attendances to events
- Results of the satisfaction and evaluation questionnaire

## **ACTION PLAN AREA 2**

Promotion of tools of Education through Sport in educational institutions, associations, youth organizations, institutions offering disability support services with the involvement of volunteers to be carried out with Non-formal Educational methods

### **OBJECTIVES OF THE ACTION PLAN**

*- Please describe what exactly are you going to focus on, what are you going to tackle*

- to explore the ETS methodology and promote its importance and use in all target institutions
- to promote the ETS approach as a possibility to enrich personal and professional development
- to build up awareness of positives benefits the ETS as a tool to promote positive values in associations, youth centers, sports clubs, senior clubs
- to enable participants of the activities develop knowledge about the implementation ETS in educational system

### **ACTIVITIES FORSEEN BY THE ACTION PLAN**

*- Please list activities that you are seeing as ones to be implement*

1. Promotion seminar of ETS methodology through primary school stuffs.
2. Workshops and educational activity in local sport clubs for coaches and trainers
3. Workshops for youth workers, workers of senior and disabled organizations

### **LOGISTIC**

- 1. Promotion seminar of ETS methodology through primary school stuff.**  
Seminars will be done as a module during Sport Days in schools across our region świętokrzyskie. Participants will build up competences of using Education Through Sport methodology and explore practical examples to promote its
- 2. Workshops and educational activity in local sport clubs for coaches and trainers**  
The main aim is to enable participants of the event to use and promote ETS examples through daily work. The workshop will take place in the sport hall in our city or sport club
- 3. Workshops for youth workers, workers of senior and disabled organizations**  
The main aim will be to develop awareness of the positive value of the methodology and practical use of the Education Through Sport. The workshop will take place in association for non-formal organization and sport hall in Kielce

## **MATERIALS AND EQUIPMENT**

*- Please list the materials and equipment needed for the implementation of the activities dividing them by category (e.g. stationery, sport equipment)*

*The following material will be needed:*

- 1. For workshops, lectures: paper, pens, blackboard/white board*
- 2. For presentation: Laptops, computers, audiovisual materials, projector*
- 3. For sport activities: sport equipments of different type*
- 4. For dissemination material and advertising: poster, brochures, roll-ups*

*- Please explain the procedure for the acquisition of the materials and equipment used by your organisation*

*Part of the material will be provided by the schools, sport clubs, organizations etc. Access to schools will be obtained by their headmasters. Our organization already has the materials coming from the previous projects.*

## **ADMINISTRATIVE / BUREAUCRACY**

*- Based on your national policy please describe what administrative and bureaucracy procedure will be put in place (and related documents) in order to implement the activities*

- The attendance will be free and voluntary to the activities.*
- The recruitment of participants will be held by the support of our collaborative partners.*
- Registration will be carried out by google form and calls respecting all GDPR Regulations and privacy.*
- In case participants are under 18 years old, permission will be needed from their legal tutors.*
- After the activities evaluation questionnaire will be sent to the participants*
- Declaration that participants are in good health and take responsibility for any possible consequences will be requested.*

## **RECRUITING OF PARTICIPANTS**

*- Please describe how will you promote the call for participants and how will you select the participants*

*Promoting of the events and activities will be held by website, social media, and advertising emails. All educational institutions, NGOs, sports clubs will be involved and informed from the beginning. We would like to promote the call by teachers, professors, student leaders in each school, youth workers, trainers. Those representatives will be responsible for the recruitment process as well. In addition we plan to inform by calls directors of the target group institution to choose suitable candidates for events.*

### **COMMUNICATION WITH PARTICIPANTS**

*- Please define the tools and procedures related to communication with participants before, during and after the activities*

Communication with the participants before the activity:

3. Our organization has already prepared a list of emails to all target groups in our region.
4. The communication will be online via emails, social media, by call, as well as during dissemination events of our current projects.

Communication with the participants during the activity:

3. Face to face
4. Online

Communication with the participants after the activity:

2. Communication will be via emails and google form to send questionnaires and certificates about the activities.

### **COMMUNICATION WITH STAKEHOLDERS AND MEDIA**

*- Please define and describe the tools and procedures related to communication with stakeholders and media*

- Communication will be done by emails and calls. Our organization has already prepared a list of media and stakeholders based on 15 years experience.
- Our organization has regular cooperation with media and stakeholders, so we deliver them information and materials about our current and future activities and events.
- Access to photos and information about the already done events is made by emails and calls.
- Materials and brochures will consist information of the Erasmus + Sport program as a founder

### **EVALUATION**

Evidence Of Success

*- How will you know that you are making progress? What are your benchmarks?*

Evaluation Process

*- How will you determine that your goal has been reached? What are your measures?*

The activities will be evaluated through the analysis of:

- Monitoring the number of registered participants
- Numbers of response calls and emails for advertisements of events
- Lists with the number of attendances to events
- Results of the satisfaction and evaluation questionnaire