



Eureval-C3E

CENTRE FOR EUROPEAN
EVALUATION EXPERTISE

Final Report

TNS Sofres

**European
Network of
Experts**

External evaluation (ex-post) of the European Year of Education through Sport

Lyon ■

13 bis, place Jules Ferry
F-69006 Lyon
Tél.: +33 (0)4 72 83 78 80
Fax: +33 (0)4 72 83 78 81
Lyon@Eureval-C3E.fr

Paris ■

97, rue du Cherche-Midi
F-75006 Paris
Tél.: +33 (0)1 53 63 83 90
Fax: +33 (0)1 53 63 83 91
Paris@Eureval-C3E.fr

www.Eureval-C3E.fr

SARL au capital de 100 000 €
RC Lyon B 398 160 358 – APE 741 G

EYES 2004

European Commission

Directorate-General for Education and Culture

June 2005

Contents

CONTENTS.....	1
INDEX OF TABLES AND GRAPHS	2
LIST OF ANNEXES	3
SUMMARY	4
1 INTRODUCTION	10
1.1 Description of the European Year of Education through Sport (EYES) 2004.....	10
1.2 The context of the EYES.....	14
1.3 The aims of the evaluation	18
2 METHODOLOGY USED.....	19
2.1 Description of the evaluation method.....	19
2.2 Research and data gathering.....	23
2.3 Data analysis	23
2.4 Strengths and weaknesses of the method used.....	25
3 RESULTS OF THE EVALUATION.....	26
3.1 Report.....	26
3.2 Evaluation of the relevance and overall coherence of the measure	45
3.3 Evaluation of the effectiveness and efficiency of the EYES.....	51
3.4 Assessment of the impact of the EYES	71
4 CONCLUSIONS AND RECOMMENDATIONS	74
4.1 Conclusions.....	74
4.2 Recommendations	77

Index of tables and graphs

TABLES	page
Table 1: Candidate projects for co-financing	25
Table 2: EYES budget	32
Table 3: Indicative national allocations based on the initial budget.....	32
Table 4: Indicative national allocations readjusted for 28.....	34
Table 5: Total amounts committed	35
Table 6: Distribution of the resources allocated to the co-financing of the national opening ceremonies and the European opening and closing ceremonies.....	36
Table 7: Distribution of the resources allocated to the EYES 2004 information and communication campaign.....	38
Table 8: Distribution of sums earmarked for the co-financing of projects	43
Table 9: Planned distribution of the EYES budget	64
Table 10: Distribution of the budget committed	65
Table 11: Distribution of the expenditure for the information and communication campaign.....	66
Table 12: Staff allocated at national level	68
GRAPHICS	page
Figure 1: Stages of the evaluation	19
Figure 2: The key players.....	21
Figure 3: Diagram of the anticipated impacts of the EYES.....	22
Figure 4: A small team.....	39
Figure 5: Relevance of the measure	45
Figure 6: Coherence of the initiative	49
Figure 7: Use of communication tools	58
Figure 8: Assessment of communication measures	59

List of Annexes

These documents are supplied in the “Annexes” volume provided for this purpose.

Annex 1:	European opening and closing ceremonies for the EYES, National opening ceremonies	4
Annex 2:	Results of the survey conducted by EUREVAL-C3E among the National Coordinating Bodies (NCBs)	9
Annex 3:	Results of the survey conducted the network of European experts among the organisations that received EYES co-financing.....	32
Annex 4:	Results of the survey conducted by TNS Sofres among the candidate organisations that did and did not receive EYES co-financing	138
Annex 5:	Findings from the comparison of the two Eurobarometer surveys (end of 2003 and end of 2004)	188
Annex 6:	Constitutional Treaty article on sport	191
Annex 7:	Terms of reference.....	194
Annex 8:	Glossary	216

Summary

The European Year of Education through Sport

The European Year of Education through Sport (EYES 2004) forms part of the series of European Years launched by the European Union in the last decade. This new venture follows previous initiatives such as the European Year of Lifelong Learning (1996), the European Year Against Racism (1997), the European Year of Languages (2001), and the European Year of People with Disabilities (2003).

The overall goal of the EYES was to promote the use of sport as a means of formal and informal education and as a vehicle for social integration.

The European Commission accordingly decided to provide funding for projects of Community interest and to use this European Year to publicise the concept of education through sport.

The EYES was allocated a budget of EUR 12.3 million and involved 28 countries: the 25 Member States and three countries from the European Free Trade Association (EFTA), namely Norway, Liechtenstein and Iceland.

The evaluation

The evaluation relates to the years 2003 (preparation) and 2004 (implementation) and covers the 28 participating countries. Its aim was to assess the extent to which the EYES objectives were fulfilled and to examine what could be done in terms of follow-up. The evaluation looks at how the EYES was implemented and what it achieved and makes an assessment based on the criteria of relevance¹, coherence², effectiveness³, efficiency⁴ and impact⁵.

The evaluation began in June 2004 and continued over a period of 11 months, during which comprehensive information was gathered. Five campaigns were mounted in parallel: a series of face-to-face interviews and telephone interviews with the 28 National Coordinating Bodies⁶ (hereinafter referred to as NCBs), a series of face-to-face and telephone interviews with the organisers of the EYES (the Sport Unit of the Directorate-General Education and Culture at the European Commission and a public relations company), an electronic survey (concerning the sports organisations and the educational values of sport) and a telephone survey (regarding networks and cooperation) with the 161 organisations that received co-financing and, finally, a telephone survey with over 200 organisations that submitted proposals but did not receive co-financing for their projects.

The task was carried out by a consortium composed of: EUREVAL-C3E, a consulting firm that specialises in evaluating and formulating public policies; a European network of academic

¹ Relevance: the appropriateness of the explicit programme objectives to socio-economic problems.

² Internal coherence: correspondence between the different objectives of an individual programme.

External coherence: correspondence between the programme objectives and the objectives of other related public programmes.

³ Effectiveness: whether the desired results were achieved; whether the objectives were attained.

⁴ Efficiency: whether the results were achieved at a reasonable cost.

⁵ Impact: the outcome of participation for those directly involved in the programme or the indirect positive or negative consequences for other parties affected.

⁶ The NCBs were designated by the participating countries to act as national contact points for implementing the EYES 2004 at national level. Their role was to inform the public of the EYES-related activities, to coordinate and implement the information and communication campaigns at national level, and to participate in the co-financed projects selection procedure.

experts in the field of education through sport; and TNS Sofres, an international market and opinion survey group.

The evaluation method chosen yielded solid answers to a number of questions, but had limitations in some cases. The assessments are based on a high degree of convergence of the results of the information-gathering campaigns, despite their different target groups (organisers, beneficiary organisations, and non-beneficiaries). The results of this information-gathering were judged to be accurate and reliable by the national representatives at the EYES evaluation conference held on 9 and 10 March 2005. However, the timetable of the evaluation (which had to be launched in June 2004, since the European Commission was required to submit a report by 31 December 2005⁷) may not have been altogether appropriate, although it did have certain advantages. While it may have allowed a better understanding of the strengths and weaknesses of the implementation of the EYES (the information was collected⁸ at a time when not all the projects had been completed), it did mean that it was too soon to gauge the impact of the activities.

The findings of the evaluation

1 The EYES drew a big response and produced a wide range of activities

The call for proposals for the EYES was very successful, prompting the submission of 1 643 applications for partnership projects. Co-financing was provided for 161 of these (including 10 "Community" projects, i.e. involving participants from over eight European countries). Six major projects⁹, some of which were carried out in cooperation with other international institutions, were also co-financed separately. Other elements included an information campaign on the educational values of sport, some 30 ceremonies (for the opening and closing of the European Year), and representation at a dozen or so international events (in particular Euro 2004 and the Olympic Games). In addition, two Eurobarometer surveys on Europeans and sport were conducted, one before and one after the EYES.

2 The EYES was a worthwhile initiative

In the opinions of the national representatives consulted the EYES and its objectives were in line with the expectations of those involved in sports and education in the participating countries. The success of the programme confirms this. The contributions of the EYES to developing networks, stimulating projects, getting people involved, and securing recognition of sport and of its educational values, and by extension of the work of those involved in it, matched the needs expressed. The nature and content of the programme were thus relevant. Where it was felt to fall short of expectations was in its scale, both in terms of its duration (a year is a very short period of time) and in terms of its budget (the players would have liked more funding).

⁷ Article 11 of the Decision *Monitoring and Evaluation*: "The Commission shall submit, by 31 December 2005 at the latest, a report to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions on the implementation, results and overall assessment of the measures provided for in this Decision".

⁸ The information was collected between September 2004 and February 2005 and some projects were not completed or had not yet been carried out.

⁹ The Symposium on Olympic Education the European Sports Forum 2003, School Sport meets Olympia, European Crossroads, European Volunteers for Euro, and Olympic Champions of Education.

3 The EYES was a coherent action that has demonstrated real synergy with national policies

Internal coherence

There was no evidence of competition between the different types of EYES activities. Rather, the information and promotional campaign, along with the organisation of the ceremonies or representation at major events raised the awareness of potential project organisers and hence the number and the quality of projects submitted for co-financing. The communication tools developed also contributed to the successful accomplishment of the co-financed projects.

External coherence

The synergies between the EYES and the national and local policies on education through sport were acknowledged and recognised unanimously by the different players. By providing additional support for these policies, the EYES effectively raised their profile and gave them fresh impetus, created an opportunity for cooperation and networking of players (which would not have happened without Community action), enabled the exchange of good practice, and generated a significant leverage effect. It thus brought a Community added value.

Coherence with other Community policies is also visible as regards general communication, but much less so with regard to the operational implementation of the co-financed projects on the ground. Better links could have perhaps been established with other Community policies, such as combating obesity or the integration of people with disabilities.

The EYES was thus satisfactory in terms of internal coherence and external coherence with other policies. This was particularly noteworthy as regards coherence with national and local policies for education through sport.

4 The EYES achieved its two principal objectives, but the other anticipated effects did not fully materialise

The overall objective of the EYES was to promote the use of sport as a means of formal and informal education and as a vehicle for social integration. Its two specific priority aims were to foster cooperation between education institutions and sports organisations, and to take advantage of the values channelled through sport to increase knowledge and skills, enabling young people to develop their physical prowess and their sense of personal endeavour, as well as their social skills.

The EYES made it possible to support a substantial range and number of projects, developing new and lasting partnerships between education institutions and sports organisations. 45% of the partners of the co-financed organisations were not regular partners and continued links beyond the EYES is anticipated in 95% of partnerships (with nearly half of these cases involving the development of new projects). The building up of these networks is undoubtedly one of the most successful features of the EYES.

Through both its co-financing of projects and its publicity campaign, the EYES also contributed to greater recognition of the educational values of sport, not only among those directly concerned but also, to a somewhat lesser extent, among the general public. By and large however, the general public did not register much awareness of the EYES. Its profile was scarcely any higher among young people, although these were a primary target group. Nonetheless, the message seems to have been successfully conveyed and a shift in the opinion of Europeans on the educational and social values of sports has been observed (compare the two Eurobarometer surveys conducted before and after the EYES). The European Commission's campaign, coming admittedly in a year rich in sporting events promoting social values (particularly the Olympic Games and the Paralympics), helped to change the attitudes of the European public in this area. The Commission's message also spread among groups of experts

in the field of education through sport, and the ideas and language promoted by the EYES have been taken up by politicians, sports or educational leaders and even among researchers.

However, other hoped-for effects of the EYES have failed to fully materialise. These include the promotion of sport as a vehicle for the social inclusion of disadvantaged groups, the encouragement of a better balance between intellectual and physical activity at school, and the promotion of the positive contribution made by voluntary work and student mobility. While a number of projects, some of which were truly innovative, were actually carried out in these areas, it remains to be seen whether they will have had a satisfactory effect.

By and large, the European Commission's action attained its main objectives.

5 The EYES was a relatively efficient operation but its leverage effect could have been greater

The main goals of the EYES were thus achieved with a budget of EUR 12.3 million. This was not very large considering the aims of this European Year, the number of countries participating (28), the costs of a Europe-wide promotional campaign and the response generated (1 643 projects).

The funds allocated were divided appropriately between the various items of expenditure (co-financing of projects, ceremonies, promotional campaign, Eurobarometer surveys, etc.) and properly used. A slightly different distribution of the information budget (fewer television advertisements and brochures but more promotional products) would perhaps have been more effective.

However, the project was understaffed and planning did not start early enough. Furthermore, the programme organisers were faced with two major complications: integrating the 10 new Member States halfway through the operation, and implementing the European Commission's new Financial Regulation.

With more staff and better planning it would have been possible to reduce or even avoid the practical problems (particularly delays) in spreading information and carrying out certain projects. This would have enhanced the impact of the EYES and increased the already considerable (over EUR 7 million) leverage effect. If the timing had been different, the participating countries could have allocated their budgets differently.

In conclusion, the EYES achieved its objectives at reasonable cost, but earlier planning would have enabled a greater leverage effect for the same cost, and a slight increase in the funds allocated could have yielded substantially better results.

6 The impact of the EYES remains difficult to assess

It is hard to evaluate the impact of the EYES, partly because it is still too early to take stock and partly because the overlap of the different events and policies for sport and education through sport in 2004 means that it is not always possible to isolate the impact specifically attributable to the EYES.

With that reservation, the European Year of Education through Sport does appear to have contributed to increasing European public awareness of this new subject. As regards the players involved in the EYES, the changes go beyond the perception of the educational and social values of sport and the approaches applied. The EYES highlighted the need for sport to

be better integrated in education, both formal (at school) and informal, and hence the need for networking and better cooperation between education institutions and sports organisations. However, while the EYES may have led to a shift in attitudes to education through sport, the ideas behind it still remain to be applied in practice. This is where the continued support of the European Commission will be needed.

On a completely different level, the EYES brought the European Commission into contact with a whole range of players (in particular non-governmental organisations and small organisations) and allowed them to become acquainted with its procedures and working methods (an educational contribution). For the countries that joined the European Union in May 2004, the EYES was the first Community venture in the field of education through sport and was regarded as broadly successful.

Recommendations for further European Commission actions in the field of education through sport

7 Build on the EYES initiative

- by widely distributing the evaluation results among the participating countries;
- by publicising examples of good practice;
- by finding a way of following up good projects that were not selected (capitalising on good practice, good ideas);
- by proposing a link with the International Year of Sport and Physical Education 2005 (UN and UNESCO).

8 Further develop the Commission's action in the field of education through sport

- by strengthening the 'sport' aspect of the European Commission's activities in the fields of voluntary work and informal education;
- by continuing discussions with the Member States on improving student mobility by arranging sporting and cultural events;
- by engaging in a structured debate (through conferences, working groups, etc.) with the world of sport and the Member States on the role of sport in the social inclusion of disadvantaged groups;
- by examining discussion with the Member States on a more prominent role for sport in schools;
- by pursuing cooperation between the Ministries of Education and Sport.

9 Pave the way for the possibility of a European sports policy

- by establishing a European network of education institutions, sports organisations and public authorities;
- by co-financing projects;
- by providing information on European sport: e.g. a Eurobarometer survey every three years or setting up a European observatory of education through sport;
- by awarding a 'label' to institutions or organisations which develop good practices (e.g. 'sport-friendly schools');
- by conducting promotional campaigns;

- by making sport feature more prominently in the European Commission's activities in other fields like health, research, social policy, etc.

1 Introduction

1.1 Description of the European Year of Education through Sport (EYES) 2004

1.1.1 Some definitions

A European Year

The European Year of Education through Sport (EYES 2004) forms part of the series of European Years launched by the European Union in the last decade. This new venture follows others such as the European Year of Lifelong Learning (1996), the European Year Against Racism (1997), the European Year of Languages (2001) and the European Year of People with disabilities (2003).

The assessments of these initiatives provided pointers for the European Commission's subsequent activities to promote education and training. A number of links have thus been established between education and sport.

Following these initiatives, 2004 was accordingly proclaimed the European Year of Education through Sport. This presented a twofold opportunity for the members of the European Commission and the European Parliament: to link the previous recommendations on physical education and sport into a coherent whole, and to prepare a Community action in this sphere of activity.

Education

Education cannot be regarded narrowly as formal education passed on by way of schooling during childhood and youth. In a wider sense, education means the conscious and intentional transmission of values, standards, knowledge, competencies and situation-specific attitudes and tangible skills acquired through learning. Many types of people are thus involved in education, including teachers, trainers, parents, sportsmen and sportswomen, etc., and there are many different target groups, e.g. unpaid members of clubs and associations, paid staff of education institutions for children, young people, and adults.

Sport

In the context of the European Year 2004, sport can be understood in the conventional sense to refer to competitive, recreational or leisure sporting activities, practised by all kinds of people, without discrimination. In a wider sense, it also includes other types of movement, of physical exercise carried out in a broad range of educational contexts by different types of organisations and institutions. As well as active and direct participation in sport, engagement in sports organisations, e.g. voluntary work, instruction, teaching, supervision and the organisation of sporting activities should also be taken into account.

Education through sport

Education through sport accordingly concerns education institutions that provide formal education just as much as sports organisations that act as a vehicle for informal education. In

all of these organisations, sport is not just a form of relaxation, but also a means of honing skills and instilling discipline into children and young people. It encourages them to work together, to take responsibilities, to accept the consequences of their actions. It is a means of bringing into or bringing back into society groups in difficulty and ethnic minorities and of integrating people with disabilities, etc. Beyond the education of childhood and youth, the benefits of education through sport enhance the human and social capital – personal characteristics and social relationships – of adults. These benefits can have positive effects on education and life-long learning, professional employment, etc.

1.1.2 The objectives of the European Year of Education through Sport 2004 (EYES 2004)

The main aim of the EYES was to **promote the use of sport as a means of formal and informal education and as a vehicle for social integration.**

This general aim is broken down into specific objectives, the first two of which are essential:

- Specific objective 1: to develop cooperation between education institutions and sports organisations to develop education through sport;
- Specific objective 2: to take advantage of the values conveyed by sport to increase knowledge and skills, enabling young people to develop their physical prowess and sense of personal endeavour, as well as social skills such as teamwork, solidarity, tolerance and fair play in a multicultural context;
- Specific objective 3: to raise awareness of the positive contribution made by voluntary work to informal education, particularly for young people;
- Specific objective 4: to promote the educational value of mobility and pupil exchanges, particularly in a multicultural environment, through the organisation of sports and cultural meetings as part of school activities;
- Specific objective 5: to encourage the exchange of good practice concerning the potential role of sport in education systems in order to promote the social inclusion of disadvantaged groups;
- Specific objective 6: to establish a better balance between intellectual and physical activities at school by encouraging sport in school activities;
- Specific objective 7: to examine the problems linked to the education of young sportsmen and sportswomen engaged in competitive sport.

1.1.3 Description of the EYES

In practical terms, the EYES invested in five categories of activities:

- An awareness-raising, informational and promotional campaign;
- The co-financing of awareness-raising projects;
- Activities on the occasion of/during major sporting events;
- Two Eurobarometer surveys on European citizens and sport;
- A European opening ceremony and a European closing ceremony, along with national ceremonies to launch the EYES.

The communication campaign

This was organised around four activities:

- A: the organisation of a competition to design a logo and create a graphic identity;
- B: the implementation of a media strategy;
- C: the organisation of events;
- D: the production of promotional items.

The contract for this campaign was awarded to the Media Consulta GmbH company after the call for tenders. Thirteen companies had submitted tenders, ten of which were deemed eligible.

The initial budget for the campaign was EUR 1 800 000. This was increased to EUR 2 180 000 (+EUR 161 000 in 2003 and +EUR 220 000 in 2004), mainly to take into account the participation of the new Member States.

Co-financing of awareness-raising projects

The European Commission launched a call for proposals in order to co-finance projects originating in the participating countries and implemented at local, regional, national, transnational or Community level in pursuit of one or more of the specific objectives set out earlier.

This action was aimed primarily at public authorities with responsibility for education or sport; at education institutions and sports organisations (international, European or national federations, Olympic committees, national sports confederations and other sports organisations, etc.).

To be eligible for co-financing under the EYES, projects had to be either Community-wide in scope (involving partners from at least eight participating countries) or projects at local, regional, national or transnational level.

The co-financed projects were supposed to promote the objectives of the European Year, particularly in one or more of the following ways:

- cooperation projects between education institutions and sports organisations intended to integrate practice of a sport into formal education in a structured and sustainable way, and to incorporate an element of sport into the other subjects on the curriculum;
- projects intended to create extensive partnerships, including non-traditional partners such as the media, youth organisations and voluntary groups;
- cooperation projects between education institutions, sports organisations and public authorities to create sporting activities that meet the needs of informal education and ensure the exchange of best practices;
- projects involving educational activities organised by volunteers at Community, cross-border or national level;
- projects promoting exchanges between students from different Member States or different regions within Member States;
- projects providing for joint activities involving students from different socio-cultural backgrounds;
- projects aimed at identifying priority themes for youth work that sporting activity can promote;
- actions intended to disseminate information on best practices and innovative ways to integrate sport into the educational sphere.

Separate funding was provided for six other major projects:

- a symposium organised by the Organising Committee for the Athens 2004 Olympic Games;
- the European Sports Forum 2003, co-hosted by the European Commission and the City of Verona (Italy) in November 2003;
- Schoolsport meets Olympia, which was organised by the International School Federation at the request of the European Parliament;
- European Crossroads, organised by the Council of Europe;
- European Volunteers for Euro 2004, organised by the Portuguese Institute of Youth;
- and the Olympic Champions for Education, organised by the Organising Committee for the Athens 2004 Olympic Games.

Actions on the occasion of major sporting events

Actions were planned to take place at major sporting events planned for 2004.

Two Eurobarometer surveys on the perception of sport among the people of the European Union

Two surveys were scheduled, one before and one after the European Year of Education through Sport.

Opening and closing ceremonies

A European opening ceremony, a European closing ceremony and national opening ceremonies were planned for the EYES.

1.2 The context of the EYES

The topics of sport and education through sport have featured on the Community agenda since the 1970s.

1974: Sport, as an economic activity in the sense of Article 2 of the EC treaty, is subject to Community law.

It is covered in particular by provisions concerning the free movement of workers. In 1974, the Court of Justice ruled (Walrave judgment¹⁰) that sport is subject to Community law to the extent that it constitutes an economic activity. A number of subsequent cases (Dona¹¹, Bosman¹², Deliège¹³, Lethonen¹⁴, etc.) have confirmed this approach.

1975: European Charter on Sport for All.

The 1980s: The theme of sport gathered further momentum, carried along by the wave of enthusiasm for “A People’s Europe”.

The Adonnino Report instigated communication and publicity campaigns to raise awareness of the Community through sport. Since then the European Commission has set up communication programmes using sport and has lent its name to numerous sporting events. Community-level sports events (EURATHLON) and support for sport for persons with disabilities were funded between 1995 and 1998. Even if there are no programmes or initiatives specifically for sport, some projects can be funded indirectly under other programmes relating to other Community policies, as long as they fit in with the criteria and objectives of these programmes or initiatives.

1985: The Milan European Council adopted the recommendations of the Adonnino Report.

1989: The Council Directive 89/48/EEC on professional education and training ensured that professional qualifications of sportsmen and sportswomen that are recognised in one Member State of the European Union are also recognised in the other Member States.

1991: First European Sports Forum.

It is organised each year by the European Commission and the Member State holding the presidency. The aim of the Forum is to bring together every year all those involved in European sport: senior officials from the European institutions (Commission, Parliament, Council), people in positions of responsibility in the sports world (national

¹⁰ Walrave/Koch judgment (12 December 1974) C-36/74.

¹¹ Dona judgment (14 July 1976) C-13/76.

¹² Bosman judgment (15 December 1995) C-415/93.

¹³ Deliège judgment (11 April 2000) C-51/96.

¹⁴ Lethonen judgment (13 April 2000) C-176/96.

and international federations), the media, the sports industries, public authorities from the various Member States, academics and all partners from the world of sport.

The Forum is essentially a place of debate and exchange within the European world of sport. It provides a unique opportunity for addressing the issues affecting the world of sport and considering solutions.

The European Parliament also plays a crucial role in providing a link between sport and the European Union. The main responsibility for fostering these contacts lies with Parliament's Committee on Culture, Youth, Education and the Media. Since 1992, a cross-party group of MEPs has met regularly to examine the implications of sport-related developments in the Union.

1992: Revision of the European Sports Charter (24 September 1992).

The Council Directive 92/51/EEC on professional education and training supplemented Council Directive 89/48/EEC on the recognition of diplomas. Recognition of qualifications is an important aspect of the free movement of persons. The differences between the Member States in the training they provide for professional sportsmen and sportswomen can be considerable, as can the conditions under which they work. In this area, Community law does not impose any harmonisation but recognises the primary responsibility of Member States to regulate and organise the sporting professions.

1995: The European Court of Justice issued the Bosman judgment (the judgment that aroused more media interest than any other in the history of Community case law) upholding the principle that the free movement of workers within the meaning of Article 39 of the EC Treaty applies also to professional football players within the European Union and the European Economic Area.

1996: European Year of Lifelong Learning.

1997: European Year Against Racism.

The Treaty of Amsterdam represented a decisive step towards presenting an overall vision of sport in Europe.

Report by Doris Pack (MEP) on the role of the European Union in the world of sport.

1998: In the context of the links between sport and public health, the Vienna European Council expressed its concern at the extent of the problem of doping and emphasised the need for joint action at European Union level.

From 1995 to 1998 the Commission ran the Eurathlon programme to support the activities of sports organisations. Following a Court of Justice ruling that each item in the budget required a legal basis, the Commission was forced to suspend the programme.

However, this does not mean that projects originating from sports organisations can no longer receive funding from the European Commission. Sport can be incorporated into other programmes in other areas. It is thus possible to demonstrate the valuable contribution of sport to the implementation of a number of Community policies,

including those aimed at promoting social cohesion, integrating minorities and persons with disabilities, and encouraging active citizenship and democracy among young people. A sports project that meets the criteria applying to a particular programme can therefore attract Community funding.

1999: Bonn informal council on the harmonisation of anti-doping legislation.

Amsterdam declaration on sport.

In particular, it *"calls on the bodies of the European Union to listen to sports associations when important questions affecting sport are at issue"*.

Exceptionally, in 1999, the European Sports Conference in Olympia replaced the Forum. This Conference played an important role in the creation of the report on sport adopted in December 1999 and presented at the Helsinki European Council.

Helsinki Council: the European Community presented for the first time its overall vision of sport in the report presented at the Helsinki European Council in December. This vision goes beyond the conventional idea of sport as a horizontal area of intervention for various policies. It establishes a homogenous and coherent definition of this area, underlining the importance of sport's social function and the need to take sport into account in the implementation of every Community policy. The Commission has now undertaken to follow up the Helsinki report on sport.

2000: The Declaration by the Presidency, following the Nice European Council, called on the European institutions to take due account of the educational values of sport in its actions and urged that the social and cultural dimensions of sport feature more prominently in national and Community policies.

In April 2000, meeting between the European Commissioner responsible for sports, Ms Viviane Reding, and the European sports federations.

2001: Revision of the European Sports Charter.

2002: The European Convention on the future of Europe, whose work commenced in February 2002 and was completed in June 2003, provided a forum for discussing how far sport should be specifically taken into account in Community law. Several members of the Convention proposed that sport should be an area in which the Union may take action to supplement the activities of the Member States, with the latter continuing to have ordinary competence.

The informal meeting of Sports Ministers in Warsaw on 12 and 13 September 2002, as part of the Council of Europe, recommended improving access to sport and physical education.

2003: European Year of People with Disabilities.

Decision No 291/2003/EC of the European Parliament and of the Council of 6 February 2003 establishing the European Year of Education through Sport 2004.

The European Union hoped to promote sport as an educational instrument and to raise the image of sport within society. A budget of EUR 11 500 000 was earmarked for the preparatory period (2003) and the Year itself.

Council of Europe Recommendation Rec(2003)6 of 30 April 2003 of the Committee of Ministers to Member States on improving physical education and sport for children and young people in all European countries

After the European Convention, which concluded at the end of 2003, there was a new opportunity for the development of sport. The members of the Convention considered sport to be an area in which the EU could intervene.

The draft Constitutional Treaty, presented by Valéry Giscard d'Estaing to the Thessaloniki European Council, refers to sport and in particular to its educational and social function (Article III - 282).

2004: European Year of Education through Sport.

Insertion of an article on sport in the Constitutional Treaty¹⁵.

"The Union shall contribute to the promotion of European sporting issues, given the social and educational function of sport. Union action shall be aimed at developing the European dimension in sport, by promoting fairness in competitions and cooperation between sporting bodies and by protecting the physical and moral integrity of sportsmen and sportswomen, especially young sportsmen and sportswomen."

The UN proclaimed 2005 the International Year of Sport and Physical Education, aimed at promoting education, health, development and peace.

¹⁵ The text of this article is supplied in the annex.

1.3 The aims of the evaluation

The European Commission wished to have an external and independent evaluation of “The European Year of Education through Sport”¹⁶ to allow it to assess the extent to which the EYES objectives were fulfilled and to examine what could be done in terms of follow-up.

The European Commission therefore expects the evaluation to:

- take into account the work carried out since the start of the implementation of the Decision up until 31 December 2004, in 28 countries (the 25 Member States of the European Union + Norway, Iceland, and Liechtenstein);
- report on the funding actually raised at EU level and at national level;
- analyse the overall implementation of the EYES;
- show what was achieved through the various actions (projects co-financed within the framework of the call for proposals and outside that framework of Community funding, printed and website information material, promotional items, national and European events, prizes and competitions, etc), by focusing on their direct and indirect effects (media impact, impact on the debate about education through sport, impact on the creation of new partnerships or networks, impact on lasting initiatives which emerged from the event, etc);
- make an assessment based on the criteria of effectiveness (were the goals set achieved?), efficiency (was optimum use made of the resources allocated?), relevance (did the programme correspond effectively to the needs of its target group?), external coherence (was there synergy or, conversely, competition with other policies?) and sustainability (impact);
- and make suggestions for the future.

¹⁶ See the terms of reference of the evaluation in Annex 7.

2 Methodology used

2.1 Description of the evaluation method

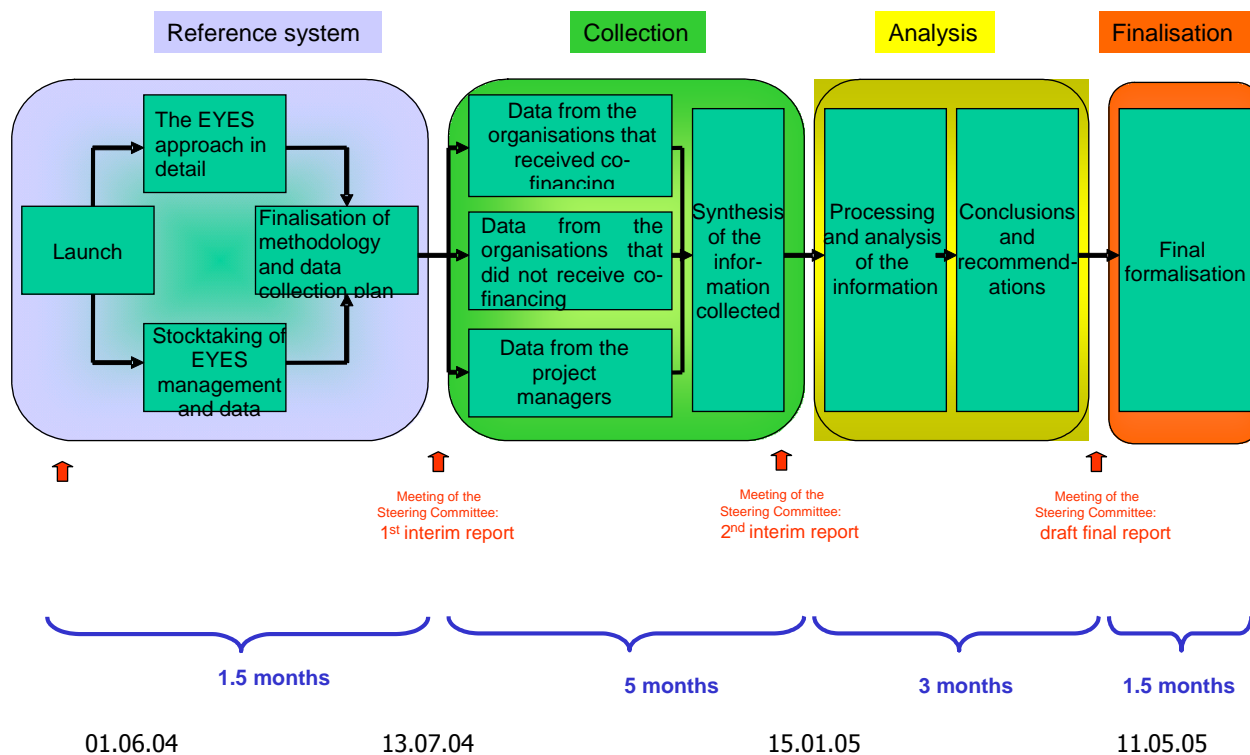
The methodological approach used for this evaluation was divided into four phases: creating the evaluation reference system, collecting the information, checking the results against the evaluation criteria and finalising the evaluation.

The evaluation started in June 2004 and took place over 11 months. Six meetings were held with the Monitoring and Evaluation Committee and two presentations were made to the EYES advisory committee.

On 9 and 10 March 2005, an EYES evaluation conference was organised with political representatives from each country, representatives from the NCBs, the company responsible for the information campaign (Media Consulta GmbH), the officials from DG EAC’s Sport Unit at the European Commission and the team carrying out the evaluation. This gave rise to a report of the preliminary findings and recommendations of the evaluation.

The following diagram illustrates the different phases of the evaluation.

Figure 1: Stages of the evaluation



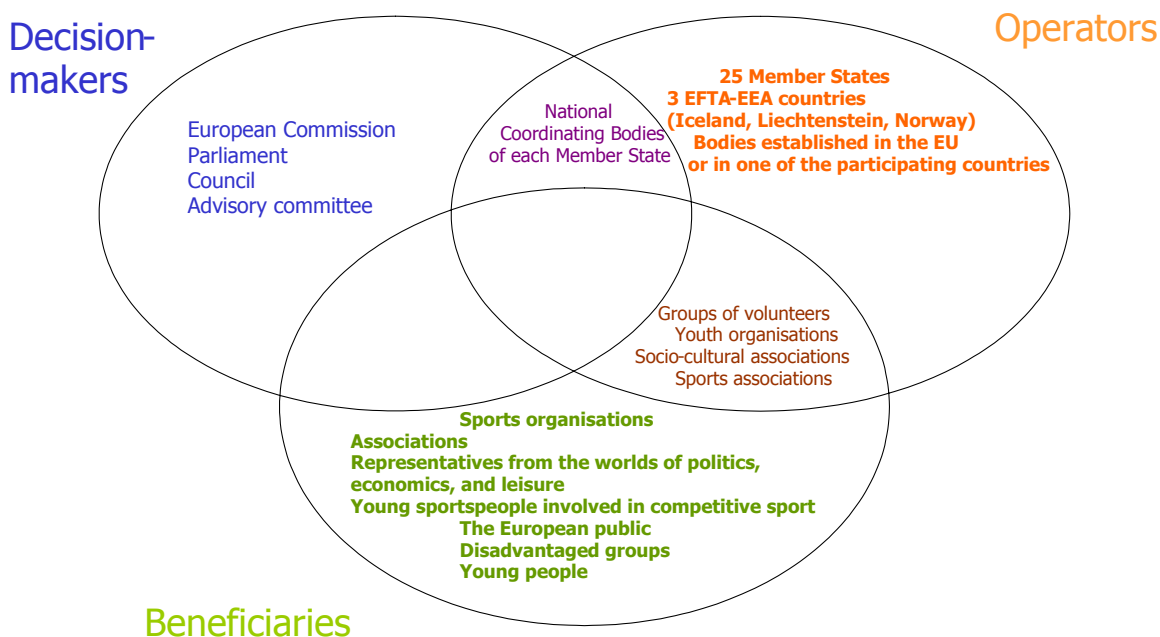
A first version of the final report was submitted on 21 April 2005 and the final report was submitted at the end of June 2005.

The evaluation was carried out by a consortium composed of: EUREVAL-C3E, a consulting firm that specialises in evaluating and formulating public policies; a European network of academic experts in the field of education through sport; and TNS Sofres, an international market and opinion survey group.

During the first phase of setting up the reference system for the EYES, the methodology used – based on a documentary analysis and a series of individual interviews – allowed the mapping of the background and context of the action, a review of the achievements, an understanding of the types of operation and management, and the sketching, in conjunction with DG EAC's Sport Unit, of the set of players which typifies this action and the Venn diagram of the impact of the EYES.

The following diagram is a graphic illustration of the different participants in the action. It ranks the protagonists into three categories: the decision-makers, the beneficiaries (direct and indirect) and the operators.

Figure 2: The key players



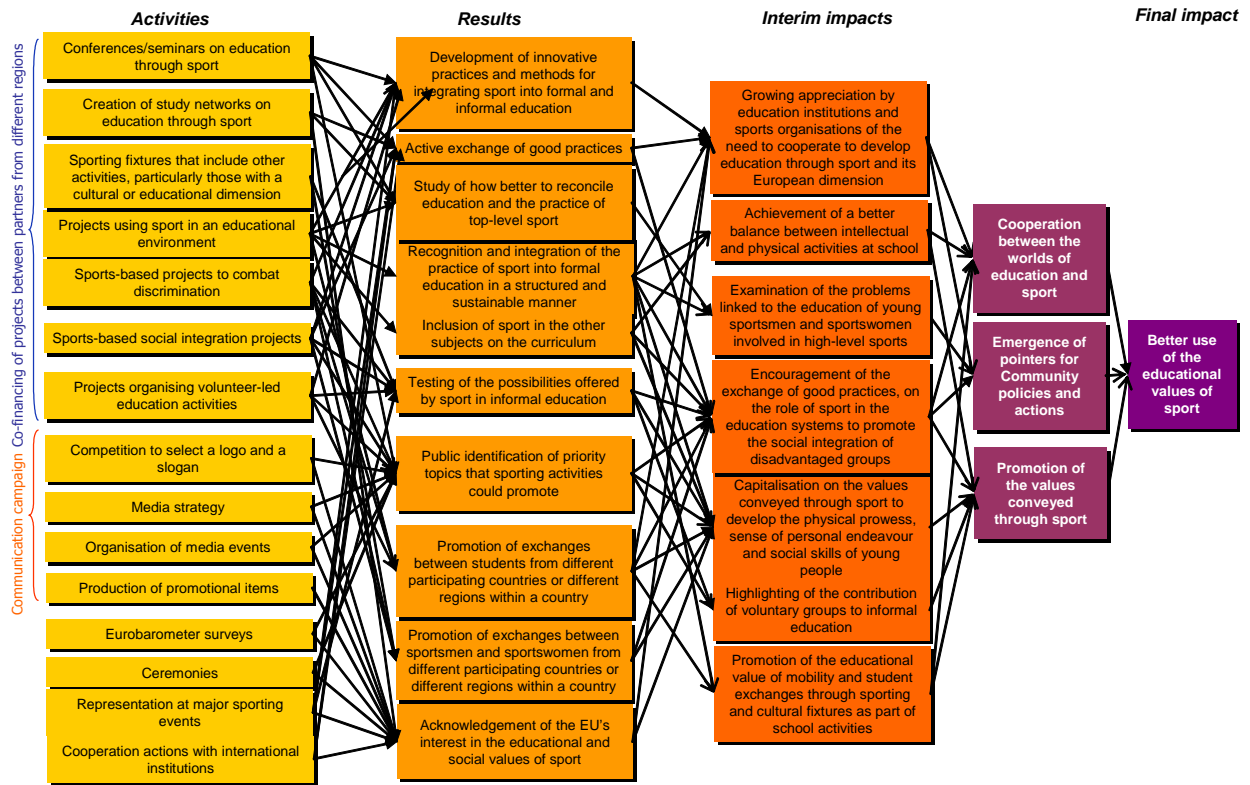
The diagram¹⁷ (Figure 3) on the following page shows the theoretical approach used for the EYES. It brings together all the hypotheses put forward on both the financial and the administrative side to describe how the Year is intended to achieve the desired outcomes and attain the overall objective.

¹⁷ The theory behind the approach stems from the cause-and-effect relationships whereby what is undertaken within the framework of the EYES subsequently generates the outcomes and the impact of the action. This process is often - at least in part - implicit. The evaluation helps to make it explicit and to do this uses a logical diagram.

The diagram is one of the instruments used to assess the coherence of the objectives within a programme (internal coherence) and makes it possible to identify links of causality between those objectives.

It can be read as a flow chart illustrating how what is undertaken (left-hand side) gradually evolves towards the specific outcomes and the overall impact (right-hand side). The logical diagram is thus a way of retracing the steps whereby the anticipated outcomes are eventually arrived at.

Figure 3: Diagram of the anticipated impacts of the EYES



2.2 Research and data gathering

The second phase of the evaluation was dedicated to collecting more in-depth data. A number of campaigns were mounted in parallel:

- approximately 30 individual face-to-face or telephone interviews with the EYES operators: the 28 NCBs¹⁸ (90% response rate), Media Consulta (the public relations agency responsible for the EYES advertising campaign) and the staff of the European Commission's DG EAC's Sport Unit. These interviews were conducted by Eureval-C3E between August and December 2004;
- an electronic survey among the 161 organisations that received co-financing (with a 70% response rate)¹⁹ focused on questions related to sports organisations and the educational values of sport. This survey was conducted by the European network of experts between October 2004 and February 2005;
- a telephone survey among the 161 organisations that received co-financing (with an 83% response rate)²⁰ focused on the creation of networks. This survey was conducted by TNS SOFRES between October 2004 and January 2005;
- a telephone survey among a selection²¹ of the organisations that applied for but did not receive co-financing from the European Commission (210 out of 1 482 were consulted²²). This survey was conducted by the European network of experts between October 2004 and February 2005;
- two Eurobarometer surveys²³ among the European public, one before and one after the EYES, were conducted at the request of the European Commission.

2.3 Data analysis

The data collected was analysed in the following way:

- statistical analysis of the results of each survey;
- presentation of the findings of each survey;
- comparative statistical analysis of the surveys among recipients and non-recipients of co-financing;
- comparison of the results and findings of the different surveys;
- alignment of the results in order to extend the findings to all of the countries covered;
- evaluative analysis with regard to the evaluation criteria used.

¹⁸ See Annex 2 for the list of interviews carried out (page 9).

¹⁹ See Annex 3 for the information on the organisations that replied (page 50).

²⁰ See Annex 4 for their distribution (page 143).

²¹ The structure of the sample used was as close as possible to that of the beneficiary organisations.

²² See Annex 4 for their distribution (page 143).

²³ See Annex 5 (page 185).

A number of criteria for evaluation were selected:

- relevance²⁴, i.e. the appropriateness of the explicit programme objectives to socio-economic problems and needs;
- coherence²⁵:
 - internal coherence, i.e. the correspondence between the different objectives of an individual programme;
 - external, i.e. the correspondence between the programme objectives and the objectives of other related public programmes;
- effectiveness²⁶, i.e. whether the desired results were achieved, whether the objectives were attained;
- efficiency²⁷, i.e. whether the results were achieved at a reasonable cost;
- impact²⁸, i.e. the outcome of participation for those directly involved in the programme or the indirect positive or negative consequences for the other parties affected.

To answer the questions asked, assessment criteria were defined for each question, indicators were selected and the sources of information likely to provide information on these indicators were listed.

These findings were used as the basis for the assessment. Certain conclusions were reached on the implementation and the effects of the EYES.

Some preliminary conclusions were presented to the various parties involved in the EYES during the conference of 9 and 10 March 2005. All the partners expressed their support for the results of the surveys, jointly drew up recommendations for a future European Year and for the continuation of Community actions in the fields of sport and education through sport.

²⁴ See box on relevance on page 43.

²⁵ See boxes on coherence on pages 45 and 46.

²⁶ See boxes on effectiveness on pages 49 and 55.

²⁷ See box on efficiency on page 60.

²⁸ See box on impact on page 68.

2.4 Strengths and weaknesses of the method used

2.4.1 Weaknesses

- The scheduling of the various surveys (before the end of 2004), required by the obligation of the European Commission to present a report by 31 December 2005²⁹, did not allow for the organisations and the NCBs to be consulted after the completion of all the projects. The majority of the projects were in fact carried out in the second half of 2004, and many of them were not carried out until the end of the year (the third round of projects selected being by far the biggest, with 93 out of the total 161 that were co-financed). Some organisations had not yet finished their project, or had not yet received the contract from the European Commission at the time they were surveyed. Nonetheless, this scheduling did have some advantages, namely that it permitted a better insight into the difficulties or successes concerning the implementation of the European Year.
- The opinions of the representatives from some southern European countries could not be taken into account adequately either in the context of the interviews or in the context of the telephone or electronic surveys. These countries did not reply to the multiple requests concerning the evaluation.

2.4.2 Strengths

- The results of the different information-gathering campaigns displayed a high degree of convergence.
- A method based on a comparison group (candidate organisations that received co-financing and candidate organisations that did not) proved highly informative.
- At the EYES evaluation conference on 9-10 March 2005, the representatives of the participating countries expressed their support for the conclusions drawn from the surveys as well as for the results and provisional recommendations of the evaluation.

²⁹ Article 11 of the Decision *Monitoring and Evaluation*: "The Commission shall submit, by 31 December 2005 at the latest, a report to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions on the implementation, results and overall assessment of the measures provided for in this Decision".

3 Results of the evaluation

3.1 Report

3.1.1 Overview of the achievements

The data collected provided the material for an overview of the achievements of the EYES.

The co-financed projects

The European Commission launched a call for projects with the aim of co-financing projects originating in the participating countries, implemented on local, national, transnational or Community level. This call was mainly directed at the public authorities responsible for education or sport, education institutions and sports organisations (international, European or national federations, Olympic committees, national sports confederations and other sports organisations, etc.)

The Commission received 1 643 applications (147 for Community projects and 1 496 for local, regional, national, or transnational projects) in response to its three calls for proposals, 161 of which were co-financed (including 10 Community projects), i.e. just under 10%.

Table 1: Candidate projects for co-financing

	Candidate projects	Co-financed projects	Of which Community projects
1 st call (projects starting before 1 January 2004)	77	7	1
2 nd call (projects starting between 1 January 2004 and 30 June 2004)	552	61	5
3 rd call (projects starting after 1 July 2004)	1 044	93	4
TOTAL	1 643	161	10

Six projects also received funding outside the framework of the call for proposals for projects:

- A symposium on Olympic education (EUR 147 000): organised by the Organising Committee for Athens 2004, aimed at the NCBs and experts in Olympic education. The symposium was the subject of a Joint Declaration.
- The European Sports Forum 2003 (EUR 220 000): co-organised by the European Commission and the City of Verona (Italy), this annual forum³⁰ brought together representatives from the European institutions, public authorities of the Member States and candidate countries, as well as the sports movements (Olympic committees and European or international federations), the media, the sports industry, the universities, and all the partners from the sporting world. It was a platform for debate and privileged exchanges.
- Schoolsport meets Olympia (EUR 279 800): organised by the International School Sport Federation at the request of the European Parliament who wanted to promote an activity in Olympia. It allowed young people from each participating country to take part and gave rise to a Declaration on children.
- European Crossroads "Sport the Front Door to Democracy" (EUR 185 600): organised by the Council of Europe. This involved a series of seminars organised in Strasbourg, in conjunction with the Strasbourg races, on the added value of sport as a vehicle for learning citizenship.
- European Volunteers for Euro 2004 (EUR 227 300): organised by the Portuguese Institute of Youth. This was based on a system of voluntary work for 71 young people within the scope of Euro 2004.
- Olympic champions of education (EUR 130 000): organised by the organising committee of Athens 2004. During the Olympic games, 450 young people (2 from each Olympic committee) took part in a two-week programme in the Olympic camp (conferences, cultural programmes, discussions, sports, etc.). The European Commission allowed one young person from each country participating in the EYES to take part in this programme. The young people were selected on the basis of both their sporting and scholastic achievements.

The information and communication campaign

This centred on four activities:

- the organisation of a competition to select a logo and design a graphic identity;
- the implementation of a media strategy;
- the organisation of events;
- the production of promotional articles.

Organisation of the logo competition

As part of the EYES 2004 communication campaign, the European Commission, via Media Consulta (MC), invited students of graphic design, communication design, visual communication, media design and related disciplines to participate in a competition specifically to find a suitable logo for EYES 2004. Over 600 projects were submitted, despite the unfavourable timing (during the academic summer holidays).

³⁰ This forum has been held every year since 1991. In 2003 it gave a particular focus to the EYES and the results of the Eurobarometer surveys.

Julia Kotulla, a student of communication designs at the University of Arts in Berlin-Weissensee, Germany, won the competition with the following logo:



Media strategy

In conjunction with the European Commission, Media Consulta developed an integrated communication strategy. This campaign was implemented in the 28 participating countries in conjunction with the NCBs (bodies designated by the participating countries to act as national contact points for implementing the EYES 2004 at national level). In addition to the general public, the campaign targeted adolescents, young people and decision-makers in the field of education and sport.

The campaign included:

- public relations in the traditional sense (press work);
- advertisements in the conventional sense (television advertisements, trailers, and print advertisements);
- communication through dialogue (workshops and discussion forums);
- representation at numerous events (through information and amusement modules);
- and an extensive web site (www.eyes-2004.info).

The European Year of Education through Sport 2004 was represented with its logo at numerous events connected with sport and education in 2004, notably at the Four Hills Ski Jumping Championship in Garmisch-Partenkirchen, the Olympic Games and the Paralympics.

The EYES 2004 was supported by different companies, organisations and public figures from a variety of sectors:

- Sponsorship was provided by VISA (EUR 140 000), Adecco (EUR 7 000) and Vietentours (who funded the prizes for the logo competition).
- Major sports federations, such as the European Olympic Committee, UEFA, the International School Sport Federation and the International Ski Federation contributed to and supported the campaign, in terms of communication (features on their web sites and in their newsletters, contributions to the brochures, etc). Eurosport, the pan-European sports channel, was also one of the most influential partners.

An "All Star Team" from each of the 28 participating countries was also set up to support the EYES, thus securing the participation of approximately 60 sports personalities of today and yesteryear.

Organisation of events

A European opening ceremony was held in Ireland on 29 and 30 January in Dublin. The European closing ceremony was held in December in the Netherlands.

Opening ceremonies for the EYES were also held in 27 of the 28 participating countries (all except Malta).

The full list of ceremonies, including their dates and content, is given in Annex 1.

Production of promotional items

A number of promotional articles, such as t-shirts, baseball caps, badges, sports accessories, headbands and wristbands, pens, etc., were produced.

The other EYES 2004 activities*Eurobarometer*

A first survey on the European citizens and sport was conducted in the 15 “old” Member States of the European Union in September 2003.

This opinion survey, organised in conjunction with the Public Opinion Analysis sector of the Directorate General Press and Communication, was carried out at the request of the DG EAC.

The survey was carried out between 1 and 30 September, under the overall coordination of the Brussels-based EUROPEAN OPINION RESEARCH GROUP, and involved over 16 000 people.

The report of this Eurobarometer tackled the perception of sport by the people in the European Union. It is subdivided into several chapters, covering the following topics:

- the most frequently-practiced activities of the citizens of the European Union;
- the practice of sport;
- the context in which sport is practiced;
- the beneficial effects of sport;
- the misgivings of the people of the European Union concerning what they sometimes hear about sport;
- the expectations regarding education.

A second survey, expanded to cover the 25 Member States of the European Union was carried out in October 2004 by TNS Opinion and Social, a consortium composed of TAYLOR NELSON SOFRES plc and EOS GALLUP EUROPE.

It covered a number of topics:

- The practice of sport;
- The benefits of sport;
- The social dimension of sport;
- and the European Union and sport.

A comparative analysis of the results of these two Eurobarometer surveys is given in Annex 5.

Representation at events

EYES 2004 was represented effectively at the:

- Press conference to launch the campaign in Brussels (30 October 2003);
- European Sports Forum, Verona, Italy (21-22 November 2003);
- New Year’s Concert of the Viennese Philharmonic Orchestra, Austria (1 January 2004);
- Four Hills Ski Jumping Championship, Garmisch-Partenkirchen, Germany (1 January 2004) ;
- 6th Men’s European Handball Championship (EURO 2004), Slovenia (22 January to 1 February 2004);

- EURO 2004, European Football Championship Championnat d'Europe de football, Portugal (12 June to 4 July 2004);
- World Junior Athletics Championship, Grosseto, Italy (12 to 18 July 2004);
- European Junior Swimming Championship, Oeiras, Portugal (15 to 18 July 2004);
- World Junior and Senior Rowing Championships, Banyoles, Spain (27 July to 1 August 2004);
- Olympic Games, Athens, Greece (13 to 29 August 2004);
- Paralympic Games, Athens, Greece (17 to 28 September 2004);
- San Sylvestre Races, Vallecana, Madrid, Spain (31 December 2004).

3.1.2 Assessment of the implementation of the EYES

Funds assembled by the European Commission

The initial budget was EUR 11 500 000. The final budget was revised upwards to allow for the participation of 13 extra countries, and was raised to **EUR 12 300 000**:

- EUR 430 675 to take account of enlargement (the 10 new Member States);
- EUR 321 899 contribution of the three EFTA-EEA countries (Iceland, Liechtenstein, Norway).

The budget was allocated as follows: EUR 3.5 million for 2003 and EUR 8.43 for 2004. The funds committed³¹ amounted to EUR 11.6 million, i.e. 94% of the final budget (EUR 12.3 million).

Co-financing of the projects

The budget for the co-financing of projects had been set at EUR 7.05 million, divided into indicative allocations per country. A total amount of EUR 7.33 million was earmarked, in accordance with the 10% margin allowed for under the Financial Regulation. In the end, EUR 6.53 million was committed (22% of which went on the 10 Community projects). The difference between the amounts earmarked and committed (approximately EUR 800 000) can essentially be explained by the cancellation of eight projects (three of which were Community projects), which were selected but failed to materialise³², and by cutting back on some projects (after checks revealed that some items of expenditure were ineligible).

Co-financing of the ceremonies

The European Commission contributed funding of EUR 622 000 to the national ceremonies (for a budget of EUR 713 000³³), that is, between 17% and 50% of the total cost of the ceremony (41% on average). The European opening and closing ceremonies accounted for EUR 400 000 of this.

³¹ The amounts committed correspond to the total amounts given in the contracts signed with the leaders of the selected projects. They are slightly higher than the amounts actually spent, as in reality some projects did not need to spend as much money as was initially provided for in the budget.

³² Either because the applicants did not supply the documents requested by the European Commission or because they did not supply them by the deadline (five projects), or because the applicant no longer wished to carry out the proposed project.

³³ The participating countries did not systematically spend their allocated funding and one of them did not actually organise an opening ceremony at all.

The communication campaign

In addition to the EUR 2.2 million provided initially by the European Commission to finance the communication campaign, EUR 100 000 were provided by the Irish Minister for Education for the televised show in Dublin and EUR 140 000 were collected by Media Consulta GmbH in sponsorship (VISA).

The six projects outside the framework of the call for proposals

EUR 1189 700 were allocated to these six projects.

The following tables give a breakdown of the distribution of the amounts allocated and spent per country and per round.

Table 2: EYES BUDGET**2003**

Section or sub-section	Budget	Commitments	Difference	% Used
Operating appropriations	I			
EYES 2004 information campaign	1 800 000	1 799 730	270	100.0%
Opening ceremony	200 000	200 000	0	100.0%
National opening ceremonies	500 000	424 547	75 453	84.9%
Eurobarometer survey	150 000	140 182	9 818	93.5%
Projects resulting from a call for proposals	480 000	370 633	109 367	77.2%
Event subsidy from the Presidency	220 000	220 000	0	100.0%
"School Sports" action (Olympic Games Committee)	150 000	146 959	3 041	98.0%
Total	3 500 000	3 302 051	197 949	94.3%

2004*

Section or sub-section	Budget	Commitments	Difference	% Used
Operating appropriations	EUR-28 I			
1-Projects resulting from a call for proposals	4 350 050	3 608 979	741 071	83.0%
1-Projects resulting from a call for proposals	2 175 025	2 545 835	-370 810	117.0%
2-New country events	240 000	198 210	41 790	82.6%
3-ISSF project	280 000	279 866	134	100.0%
4-Closing ceremony	200 000	200 000	0	100.0%
5-ATHOC project	120 000	130 000	-10 000	108.3%
6-Voluntary actions	260 000	227 258	32 742	87.4%
7-Council of Europe project	185 600	185 600	0	100.0%
8-Eurobarometer survey	200 000	186 126	13 874	87.4%
9-Evaluation report	200 000	180 026	19 974	90.0%
10-EYES 2004 information campaign	220 000	220 000	0	100.0%
Total	8 430 675	7 961 900	468 775	94.4%
Total operating appropriations 2003-2004	11 930 675	11 263 951	666 724	94.4%

* **EUR-15:** 7 650 000 **EUR-25:** 8 250 000 **EUR-28:** 8 430 675

2004*

Section or sub-section	Budget	Commitments	Difference	% Used
Administrative appropriations	EUR-28 I			
Audits	125 000	125 000	0	100.0%
Evaluation seminar	132 000	131 881	119	100.0%
CD ROM production	107 665	77 410	30 255	72.0%
Total administrative appropriations	364 665	334 291	30 374	91.7%
Grand total	12 295 340	11 598 242	697 098	94.3%

* **EUR-15:** 350 000 **EUR-25:** 350 000 **EUR-28:** 357 665

Source: European Commission, DG EAC's Sport Unit

Table 3: Indicative national allocations based on the initial budget (for 15)

Group	EU Member States	Pop.* 2003	EYES %	Euros
1	Germany	82 555 000	13.5%	877 236
2	France	59 637 000	12.4%	803 252
2	United Kingdom	59 088 000	12.4%	803 252
2	Italy	56 464 000	12.4%	803 252
3	Spain	40 683 000	9.3%	607 724
4	Netherlands	16 195 000	5.5%	359 350
5	Greece	11 018 000	5.1%	332 927
5	Portugal	10 409 000	5.1%	332 927
5	Belgium	10 346 000	5.1%	332 927
6	Sweden	8 943 000	4.6%	295 935
6	Austria	8 159 000	4.6%	295 935
7	Denmark	5 388 000	3.1%	203 455
7	Finland	5 207 000	3.1%	203 455
8	Ireland	3 931 000	3.0%	195 528
11	Luxembourg	449 000	0.8%	52 846
	EU-15	378 471 000	100%	6 500 000

*Pop. Population based on EUROSTAT news release 6/2003 - 10/01/03

Note:

EYES % EYES 2004 Percentage of the reference amounts per Member State

Explanation: Member states are grouped by their population (EUROSTAT 2003)
The percentages for Member States are weighted according to the number of seats in the EP (Nice Treaty)

Source: European Commission, DG EAC's Sport Unit

Table 4: Indicative national allocations readjusted for 28

Group	States	Population	EYES (Euros)	EYES %
1	Germany	82 555 000	700 508	10.0%
2	France	59 637 000	630 457	9.0%
2	United Kingdom	59 088 000	630 457	9.0%
2	Italy	56 464 000	630 457	9.0%
3	Spain	40 683 000	492 457	7.0%
3	Poland	38 609 000	492 457	7.0%
4	Netherlands	16 195 000	280 203	4.0%
5	Greece	11 018 000	266 193	3.8%
5	Portugal	10 409 000	266 193	3.8%
5	Belgium	10 346 000	266 193	3.8%
5	Hungary	10 155 000	266 193	3.8%
5	Czech Republic	10 144 000	266 193	3.8%
6	Sweden	8 943 000	231 167	3.3%
6	Austria	8 159 000	231 167	3.3%
7	Denmark	5 388 000	154 112	2.2%
7	Slovakia	5 378 000	154 112	2.2%
7	Finland	5 207 000	154 112	2.2%
8	Norway	4 525 116	140 102	2.0%
8	Ireland	3 931 000	140 102	2.0%
8	Lithuania	3 460 000	140 102	2.0%
9	Latvia	2 329 000	119 086	1.7%
9	Slovenia	1 996 000	119 086	1.7%
10	Estonia	1 355 000	84 061	1.2%
11	Cyprus*	712 000	35 025	0.5%
11	Luxembourg	449 000	35 025	0.5%
11	Iceland	279 384	35 025	0.5%
11	Malta	396 899	35 025	0.0%
	EU-25+EEE	457 843 342	7 005 075	99.9%
*Pop.	Population based on EUROSTAT news release 6/2003 - 10/01/03			

Note:

EYES % EYES 2004 Percentage of the reference amounts per Member State

Explanation: Member states are grouped by their population (EUROSTAT 2003)
The percentages for Member States are weighted according to the number of seats in the EP (Nice Treaty)

Source: European Commission, DG EAC's Sport Unit

Table 5: Total amounts committed

Country	1st round projects			2nd round projects			3rd round projects			Total 3 rounds			%			Projection	Diference	Projected	Difference
	EU wide	Other	Total	EU wide	Other	Total	EU wide	Other	Total	EU	Other	Total	% EU	% other	total				
Germany	16 517	30 000	46 517	74 856	327 311	402 166	26 605	205 999	232 603	117 977	563 309	681 286	8.0%	11.2%	10.4%	10.0%	0.4%	700 508	-19 221
France			0	93 606	423 000	516 606	35 652	65 000	100 652	129 258	488 000	617 258	8.7%	9.7%	9.5%	9.0%	0.5%	630 457	-13 199
United Kingdom		54 274	54 274	42 458	192 182	234 640	36 508	231 871	268 379	78 966	478 326	557 293	5.3%	9.5%	8.5%	9.0%	-0.5%	630 457	-73 164
Italy	16 517	47 919	64 436	93 606	300 000	393 606	28 889	111 796	140 685	139 011	459 715	598 726	9.4%	9.1%	9.2%	9.0%	0.2%	630 457	-31 731
Spain	16 517		16 517	73 647	220 637	294 284	35 652	60 000	95 652	125 816	280 637	406 453	8.5%	5.6%	6.2%	7.0%	-0.8%	492 457	-86 004
Poland			0	36 148	242 650	278 798	6 763	143 390	150 153	42 911	386 040	428 951	2.9%	7.7%	6.6%	7.0%	-0.5%	492 457	-63 506
Netherlands			0	32 398	161 885	194 283	7 619	60 700	68 319	40 017	222 585	262 602	2.7%	4.4%	4.0%	4.0%	0.0%	280 203	-17 601
Greece	16 517		16 517	51 147		51 147	43 271	149 050	192 321	110 935	149 050	259 985	7.5%	3.0%	4.0%	3.8%	0.2%	266 193	-6 208
Portugal	16 517		16 517	18 750	119 555	138 305	19 841	168 125	187 966	55 108	287 680	342 788	3.7%	5.7%	5.3%	3.8%	1.5%	266 193	76 595
Belgium	16 517		16 517	33 606	124 196	157 802	18 985	77 280	96 265	69 108	201 476	270 584	4.7%	4.0%	4.1%	3.8%	0.3%	266 193	4 391
Hungary			0	13 648		13 648	19 841	183 408	203 249	33 489	183 408	216 897	2.3%	3.6%	3.3%	3.8%	-0.5%	266 193	-49 296
Czech Republic			0	36 148		36 148		188 574	188 574	36 148	188 574	224 722	2.4%	3.7%	3.4%	3.8%	-0.4%	266 193	-41 471
Sweden			0	33 606	124 051	157 657	24 286	48 601	72 886	57 892	172 651	230 543	3.9%	3.4%	3.5%	3.3%	0.2%	231 167	-624
Austria		21 000	21 000	32 397	105 354	137 751		56 324	56 324	32 397	182 678	215 075	2.2%	3.6%	3.3%	3.3%	0.0%	231 167	-16 092
Denmark	16 517	45 290	61 807	54 897		54 897	7 619	21 970	29 589	79 033	67 260	146 293	5.3%	1.3%	2.2%	2.2%	0.0%	154 112	-7 818
Slovakia			0	13 648		13 648		120 000	120 000	13 648	120 000	133 648	0.9%	2.4%	2.0%	2.2%	-0.2%	154 112	-20 464
Finland	16 517		16 517	33 606	73 625	107 231	14 382	15 653	30 035	64 505	89 278	153 783	4.3%	1.8%	2.4%	2.2%	0.2%	154 112	-329
Norway			0	13 648	111 637	125 285	7 619		7 619	21 267	111 637	132 904	1.4%	2.2%	2.0%	2.0%	0.0%	140 102	-7 198
Ireland	16 517	23 500	40 017	33 606	35 540	69 146		18 310	18 310	50 123	77 350	127 473	3.4%	1.5%	2.0%	2.0%	0.0%	140 102	-12 629
Lithuania			0	36 148	43 389	79 536	23 430	36 874	60 304	59 578	80 263	139 840	4.0%	1.6%	2.1%	2.0%	0.1%	140 102	-261
Latvia			0	13 648		13 648	16 667	87 616	104 283	30 314	87 616	117 930	2.0%	1.7%	1.8%	1.7%	0.1%	119 086	-1 156
Slovenia			0	41 250	50 000	91 250			0	41 250	50 000	91 250	2.8%	1.0%	1.4%	1.7%	-0.3%	119 086	-27 836
Estonia			0			0		66 999	66 999		66 999	66 999	0.0%	1.3%	1.0%	1.2%	-0.2%	84 061	-17 062
Cyprus			0			0			0		0	0	0.0%	0.0%	0.0%	0.5%	-0.5%	35 025	-35 025
Luxembourg			0	18 750		18 750		10 000	10 000	18 750	10 000	28 750	1.3%	0.2%	0.4%	0.5%	-0.1%	35 025	-6 276
Iceland			0			0		28 000	28 000		28 000	28 000	0.0%	0.6%	0.4%	0.5%	-0.1%	35 025	-7 025
Malta			0	18 750		18 750	16 667		16 667	35 417		35 417	2.4%	0.0%	0.5%	0.5%	0.0%	35 025	391
Lichtenstein			0		10 000	10 000			0		10 000	10 000	0.0%	0.2%	0.2%	0.0%	0.1%	2 802	7 198
Total	148 650	221 983	370 633	943 967	2 665 012	3 608 979	390 297	2 155 538	2 545 835	1 482 914	5 042 533	6 525 447	100.0%	100.0%	100.0%	99.9%		7 005 075	-479 628

Source: European Commission, DG EAC's Sport Unit

Table 6: Distribution of the resources allocated to the co-financing of the national opening ceremonies and the European opening and closing ceremonies

Country	Type	Beneficiary	Amount committed	Amount allocated in the budget
SE	Open.Cer.	SVERIGES RIKSIDROTTF.	24 000.00	24 000.00
NL	Open.Cer.	MINISTERIE VAN ONDERWIJS	29 350.00	30 000.00
BE	Open.Cer.	PADAGOGISCHE DIENSTELLE DES MINISTERIUMS	4 000.00	*
DE	Open.Cer.	DEUTSCHE SPORT JUGEN	30 307.04	64 000.00
FI	Open.Cer.	NATIONAL BOARD OF EDUCATION	2 750.00	24 000.00
LUX	Open.Cer.	LASEL	15 000.00	15 000.00
ES	Open.Cer.	CONSEJO SUPERIOR DE DEPORTES	42 000.00	43 000.00
BE	Open.Cer.	COMMISSARIAAT GENERAAL BLOSO	12 000.00	*
AT	Open.Cer.	BUNDESMINISTEUM FÜR BILDUNG WISSENCHAFT UND KULTUR	24 000.00	24 000.00
DK	Open.Cer.	CIRIUS	12 000.00	24 000.00
UK	Open.Cer.	YOUTH SPORT TRUST	56 000.00	57 000.00
FR	Open.Cer.	CENTRE REGIONAL D'EDUCATION POPULAIRE ET DE SPORT	57 000.00	57 000.00
BE	Open.Cer.	MINISTERE DE LA COMMUNAUTE FRANCAISE	5 140.00	*
PT	Open.Cer.	INSTITUTO DO SPORTO DE PORTUGAL	27 000.00	27 000.00
IT	Open.Cer.	MIUR-DIREZIONE GENERALE PER LOS STATUS DELLO S	57 000.00	57 000.00
GR	Open.Cer.	GENERAL SECRETARIAT FOR YOUTH	27 000.00	27 000.00
IS	Open.Cer.	Iprotta- Og Olympiusamband Islands	10 000.00	10 000.00
NO	Open.Cer.	Norwegian Olympic Committee and Confederation of Sport	22 000.00	22 000.00
CY	Open.Cer.	Accountant General	5 460.00	10 000.00
CZ	Open.Cer.	Dum Zahranicni Ch Sluzeb MSMT	2 550.00	27 000.00
EE	Open.Cer.	Estonian Olympic Committee	13 000.00	13 000.00
SK	Open.Cer.	Ministry of Education and Culture of the Slovak Republic	24 000.00	24 000.00
HU	Open.Cer.	Ministry of Children, Youth and Sports	27 000.00	27 000.00
SLO	Open.Cer.	Drustvo Za Sport Psihologijo In Psihoterapijo	15 000.00	15 000.00
LV	Open.Cer.	Opening Ceremonies Latvia	15 000.00	15 000.00
PL	Open.Cer.	Ministry of National Education and Sport	43 000.00	43 000.00
LT	Open.Cer.	Kunos Kulturos Ir Sporto Departamentas Prie LRV	21 200.00	22 000.00
MT	Open.Cer.			10 000.00
LI	Open.Cer.			2 000.00
TOTAL national ceremonies			622 757.04	713 000.00
IRL	EU Open. Cerem.	Dept of Education & Science	200 000.00	200 000.00
NL	EU Clos. Cerem.	Min. of Education	200 000.00	200 000.00
TOTAL European ceremonies			400 000.00	400 000.00
TOTAL CEREMONIES			1 022 757.04	1 113 000.00

** 27 000 euros were allocated to Belgium to be divided between the three Communities according to their own criteria
Source: European Commission, DG EAC's Sport Unit*

Table 7: Distribution of the resources allocated to the EYES 2004 information and communication campaign

This table includes the additional budget of EUR 100 000 provided by the Irish Minister for Education for the January show in Dublin and the EUR 140 000 sponsorship budget from Visa.

Activity A	
Logo-design competition	147 560.00
Activity B	
Communication strategy	89 945.00
Design and production of information material	444 900.00
2 TV ads (advertising jingle)	154 600.00
2 televised shows	250 000.00
Campaign song and production of the video	60 000.00
Production of two 3-minute films	60 100.00
Production of a short video film	33 500.00
Photo coverage	12 100.00
Media work	198 400.00
Organisation of a training seminar	12 500.00
Advertising production	35 780.20
Costs of publicity materials	150 000.00
Internet site	139 544.80
Activity C	
Events, recruitment of testimonials and sponsors	241 000.00
Activity D	
Design and production of promotional articles	390 950.00
Total cost	2 420 880.00

Source: Media Consulta GmbH

Financial resources from the Member States

EYES funding from the Member States is put at over seven million euros (see Annex 2), matching the budget provided by the European Commission for co-funding the projects. Thus, there was a sizeable multiplier effect.

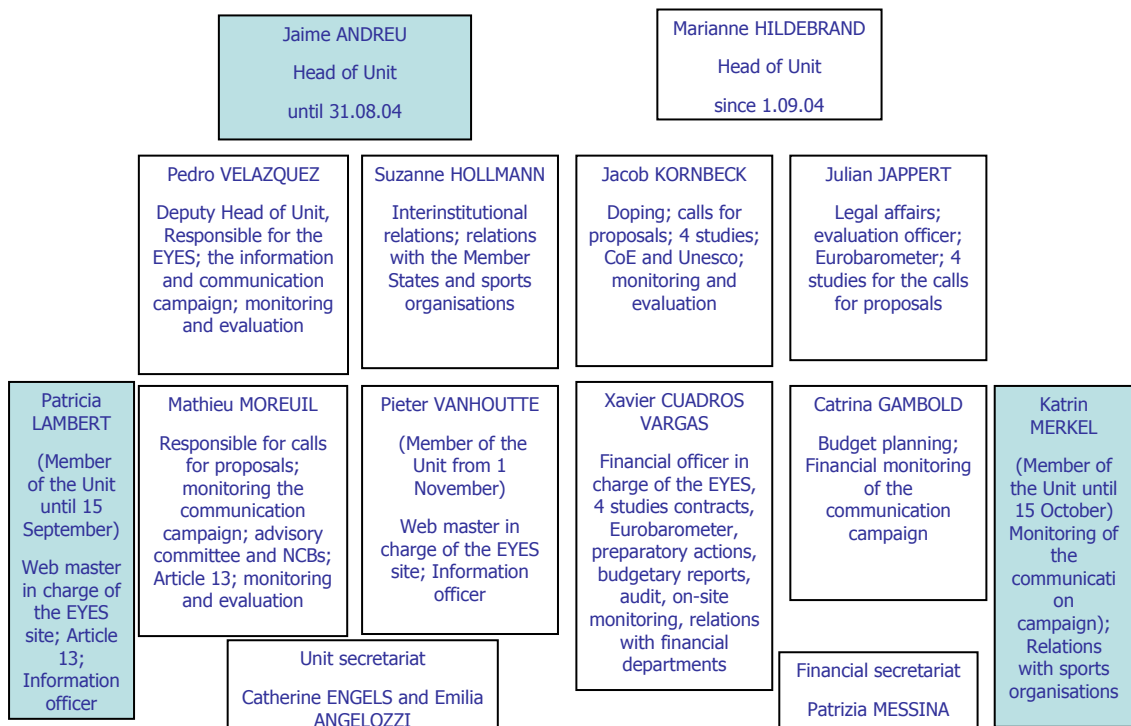
Human resources involved

The DG EAC's Sport Unit at the European Commission

At the European Commission, it is DG EAC's Sport Unit that is responsible for the EYES. This unit has 12 staff (including the secretariat). Of these 12, eight staff had to manage the projects in the context of the call for proposals, which was a lot of work for such a small team (each member had to manage 30 projects, in addition to the advertising campaign, the evaluation study, carrying out the Eurobarometer surveys, projects outside of the call for proposals and their usual work).

The team did however benefit from the regular support of the Finance Unit and of a few people from other units to form the evaluation committee for Community projects.

Figure 4: A small team for such a big project



The National Coordinating Bodies (NCBs)

These were designated by the participating countries at the start of the summer 2003 to act as national contact points for implementing the EYES 2004. The European Commission did not impose a set model for the composition of these bodies, but it did urge a balanced representation between education and sport. In fact, the NCBs in the Eastern and Southern countries were mainly made up of representatives from the ministries for education and sport, whereas the NCBs of the Northern countries were mainly composed of agencies and federations.

The role of the NCBs was twofold:

- to coordinate and implement the information and communication campaigns at national level;
- to participate in the selection of projects to be co-financed.

The NCBs allocated the equivalent of between 0.5 to two full-time staff to the management of the EYES (cf. Annex 2).

Procedures implemented

For the co-financing of projects

Processing of applications

- Receipt of applications concerning Community-wide measures was confirmed by the European Commission while receipt of other applications was confirmed by the NCBs.
- Each application was given a reference number.
- At least two evaluators from the European Commission evaluated each Community project received. The selection committees of the NCBs evaluated all the other applications received and proposed their selection to DG EAC's Sport Unit at the European Commission.
- After checking the evaluations by the Member States, the European Commission sent the Advisory Committee a provisional list of projects in line with the available budget.
- The Advisory Committee for the implementation of the EYES examined the list and gave its opinion.
- The list of selected projects was forwarded within 15 days to the European Parliament which had a month in which to examine it.
- The final decision was signed by the European Commission's authorising officer.
- Letters of acceptance or rejection were sent to the project promoters.
- All applicants whose applications were rejected received a letter giving the reasons for the rejection of their applications at the end of the selection process.
- At the same time, the projects selected were subject to a detailed financial approval procedure during which the Commission could request further information from the project leaders.

Management of contractual aspects

1st round

- Deadline for submission of applications: 4 July 2003;
- Projects evaluated during the summer;
- Contracts signed and initial payments made in October/November 2003;
- Procedures completed by 31 December 2003.

2nd round

- Deadline for submission of applications: 1 October 2003;
- Projects evaluated in December;
- European Parliament's right of scrutiny (1 month);
- Contracts signed and initial payments made in February 2004 for the EU 15 Member States;
- Procedures completed in 2004 for the then 15 Member States and between May and June for the new Member States for which the contractual relationship could not be established before they joined the EU on 1 May.

3rd round

- Deadline for submission of applications: 1 March 2004;
- Projects evaluated by June;
- Contracts signed and initial payments made in the summer of 2004;
- Procedures completed by 31 December 2004.

Notification and grant payment procedure

- Applicants were informed of the European Commission's decision concerning their grant application (approximately three months after the submission deadline).
- Once the project had been selected by the European Commission, a financing agreement made out in euros setting out the conditions and level of financing (lower than or equal to the level referred to in the application) was concluded between the European Commission and the beneficiary within three weeks (other than in exceptional cases). This agreement (the original) was immediately signed and returned to the European Commission.
- An amount equivalent to 60% of the amount of the grant was advanced within 45 calendar days of signature of the financing agreement by the Commission.
- A final report then had to be sent to the European Commission within two months of the end of the eligibility period specified in the contract (the report was to be submitted by 31 December 2004 at the latest). The detailed final accounts of income and expenditure and a list of invoices were to be annexed to the report.
- The balance was paid within 45 of the European Commission receiving and approving the final report and final accounts. In cases in which the real eligible costs at the end of the measure were lower than the total estimated costs, the Commission applied the envisaged percentage in respect of the costs indicated in the budget appended to the

agreement, and the beneficiary was obliged to reimburse amounts already paid in excess of the amount due.

- If the European Commission did not approve the final report and/or the final accounts, the beneficiary had 30 days in which to make amendments, whereupon the European Commission had another 45 days in which to pay the balance.

Checks

- The projects selected could be checked before and after the contract was signed.
- Community-wide projects were checked by the project partners (the Sport Unit checked that the partners were actually involved in the project).
- In signing the contract, the organisation's representative undertook to provide proof that the grant had been used properly.
- The European Commission and the Court of Auditors of the European Communities could carry out checks on how the grant has been used throughout the lifetime of the agreement and for five years after its expiry.
- In practice, the human resources devoted to the European Year of Education through Sport made it difficult to ensure on-the-spot monitoring of all the national, regional, local and transnational projects. However, project leaders were given formal assistance.
- Community-wide projects were all subject to an inspection visit and an external audit.
- On-the-spot visits and external audits were carried out for a sample of national, regional, local and transnational projects.

Financial management

An initial budget of EUR 6.5 million was earmarked for the co-financing of projects³⁴. It was increased to more than EUR 7 million in order to take account of the involvement of the new Member States and the three EEA countries. Based on this figure, the European Commission felt that it would be able to cofinance approximately 185 proposals (including around 10 Community-wide projects). In practice, 161 projects received co-financing, 10 of which were Community-wide projects.

The budget was broken down into three groups according to the starting date of the project:

Table 8: Distribution of sums earmarked for the co-financing of projects

	Initial budget estimate in the call for proposals	Available budget	Sums earmarked
Projects beginning before 01/01/2004	€ 500 000	€ 480 000	€ 370 633
Projects beginning between 01/01/2004 and 30/06/2004	€ 4 000 000	€ 4 350 050	€ 3 608 979
Projects beginning as of 01/07/2004	€ 2 000 000	€ 2 175 025	€ 2 545 835
Total	€ 6 500 000	€ 7 005 075	€ 6 525 447.00

Co-financing was guaranteed:

- for Community-wide projects, up to 80% of the total eligible cost of each project;
- for local, regional, national or transnational projects, up to 50% of the total eligible cost of each project.

The geographical balance required under the decision establishing the EYES was respected.

Six projects funded outside those covered by the call for projects

These projects were concluded directly with beneficiaries which were monopolies and/or were specified in the decision establishing the EYES 2004. The Member States approved the EYES and its financing at meetings of the Advisory Committee.

Information and communication campaign and the completion of the two Eurobarometer surveys

The service providers were selected on the basis of a call for tenders and in accordance with the normal procedures in place at the European Commission.

³⁴ This amount was established on the basis of the financial framework for the implementation of EYES 2004 laid down in Article 10 of Decision 291/2003/EC. This financial framework was established for the EU 15.

The work carried out by the service providers was also subject to the financing and auditing procedures used for the services in question.

Ceremonies

The national EYES ceremonies prompted applications for co-financing from the countries concerned.

The funding of these ceremonies was concluded with the beneficiaries as part of a restricted call for tenders.

3.1.3 Results of surveys

The results of the various surveys are attached:

- Annex 2: Results of the survey of the NCBs;
- Annex 3: Results of the electronic survey of beneficiary bodies;
- Annex 4: Comparative results of telephone surveys of beneficiary bodies and of non-beneficiary applicant bodies.

3.2 Evaluation of the relevance and overall coherence of the measure

3.2.1 Relevance

Relevance is “the appropriateness of the explicit objectives of an intervention, with regard to the socio-economic problems the intervention is meant to solve”³⁵.

Assessment criterion:

The EYES has responded to the needs of educational institutions and sports organisations by helping to disseminate the educational values of sport.

Indicators:

- satisfaction of bodies and institutions receiving co-financing;
- satisfaction of applicant bodies and institutions which did not receive co-financing;
- how satisfaction is perceived by the EYES NCBS.

Information sources:

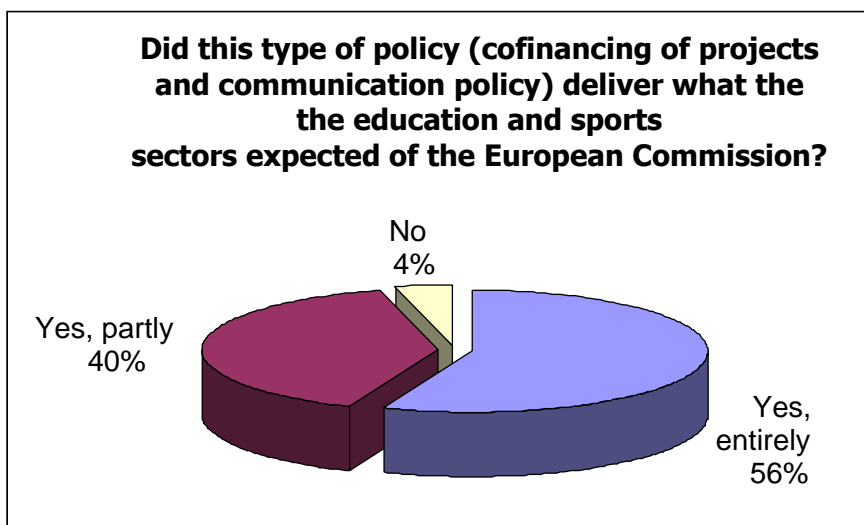
- survey of beneficiaries;
- survey of non-beneficiaries;
- discussions with the NCBS.

The first sign that the EYES met the needs of the education and sports sectors was that it generated a great deal of activity.

1 643 projects were proposed by educational institutions, sports organisations and public authorities. Italy, France, Poland and Germany proposed the largest number of projects. Even during the evaluation stage, the participants from western, central and eastern Europe were very active (unlike a few countries in southern Europe, from which the external evaluation elicited a poor response (Spain, Portugal and Greece)).

The NCBS felt that 96% of projects of this kind met the expectations of the education and sports sectors. The objectives of promoting sport as an educational medium and thereby promoting those active in the sports sector, education through sport and the work of those involved in the sports sector (recognition) corresponded exactly to the expectations of those concerned. The development of networks and partnerships, participation in Community-wide projects, the exchange of good practice and the strengthening of ties between the European Commission and the stakeholders in each country were also judged to meet the expectations of those in the field.

³⁵ Source: Glossary of 300 concepts and technical terms, Volume 6 of MEANS Collection, Community Structural Funds, European Commission.

Figure 5: Relevance of the measure

Source: survey of the NCBs carried out between September and December 2004

The extent to which a measure met the needs of the sector was limited by its duration (one year was considered insufficient) and the budget (more financial support was felt to be needed) and did not depend on the objectives which had been fixed and which were regarded as relevant.

The satisfaction of the applicant bodies, as perceived by the NCBs, also tended to confirm the view that EYES met the needs of those concerned.

In fact:

- 64% of NCBs took the view that the organisations were satisfied on the whole, even if they were not selected;
- 20% of the NCBs thought that the organisations selected were satisfied and that the others were dissatisfied;
- 8% of the NCBs thought that all the organisations were dissatisfied;
- 8% did not know.

The satisfaction expressed by the organisations which were not selected can be explained by the fact that the EYES helped to promote sport as an educational medium, provided support for teachers and led to the development of networks. It enabled the organisations concerned to become familiar with European procedures and to benefit from advice from the NCBs. They also developed relations with new partners which could prove long-lasting. Most of them (63%, see survey of non-beneficiaries) were or will be able to implement their projects nonetheless.

Overall, the various surveys and analyses show that the EYES and its objectives met the expectations of educational institutions and sports bodies as regards the development of networks, the promotion of projects, mobilisation and recognition. **The nature of the EYES and its content were therefore relevant.** Its scope could have been enlarged in order to respond more accurately to the needs of those concerned.

3.2.2 Coherence

Internal coherence

Internal coherence is “correspondence between the different objectives of the same intervention”.³⁶

Assessment criterion:

- synergies were evident among the various types of projects implemented as part of the EYES.

Indicators:

- knock-on effects;
- competitive effects.

Sources of information:

- logical diagram of anticipated impact;
- survey of beneficiaries;
- survey of non-beneficiaries;
- discussions with the NCBs;
- discussions with the Sport Unit.

The logical diagram concerning the impact of the EYES (see page 17) shows that a large number of projects, broken down into different categories (co-financing of projects, communication campaign, presence at major events, organisation of European and national ceremonies, cooperation with international institutions, Eurobarometer surveys) led to fewer results, thereby reducing the impact of the EYES. The large number of arrows linking these projects with results and impacts and the fact that they interconnect to a large extent shows that there was a high degree of internal coherence in the EYES.

There was no evidence that the various categories of projects were competing with each other. On the contrary, the information and communication campaign and the organisation of ceremonies or the presence of the EYES at major events helped to raise awareness among potential project leaders and thus increase the number and improve the quality of projects eligible for co-financing. Similarly, the communication tools developed as part of the EYES helped to ensure that the projects which received co-financing were a success.

The internal coherence of the Community initiative was therefore satisfactory.

³⁶ Source: Glossary of 300 concepts and technical terms, Volume 6 of MEANS Collection, Community Structural Funds, European Commission.

External coherence

External coherence is “correspondence between the objectives of an intervention and those of other public interventions which interact with it”³⁷.

Assessment criterion:

- the implementation of the EYES resulted in synergies with policies on sport and education at national and regional levels;
- the implementation of the EYES resulted in synergies with other policies pursued by the Commission.

Indicators:

- number and type of policies associated with the implementation of the EYES as regards communication;
- number and type of policies associated with the implementation of the EYES as regards the co-financing of projects;
- types and extent of synergies/competition.

Sources of information:

- examination of documentation;
- discussions with the Sport Unit;
- discussions with the NCBs.

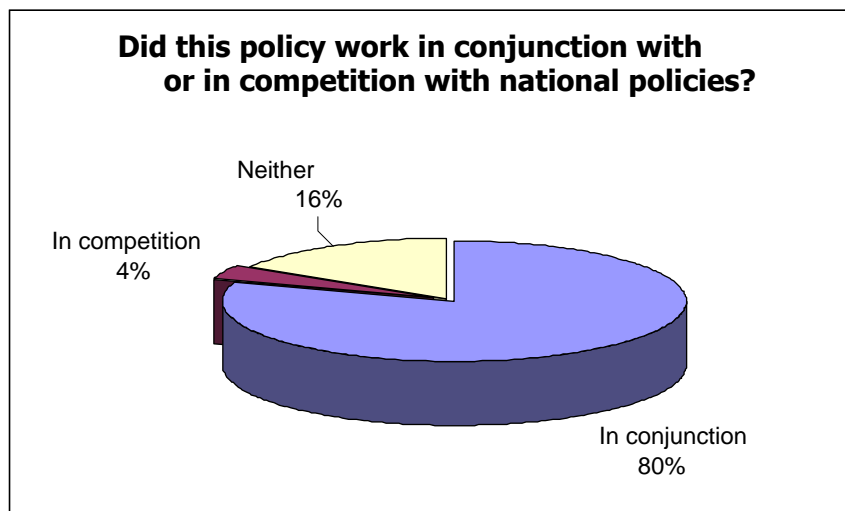
External coherence was overwhelmingly regarded as good by the managers of the NCBs surveyed. 80% of them felt that the EYES had worked in synergy with national local policies on education through sport. 16% felt there was no interaction between national and local policies, on the one hand, and the EYES, on the other. Only one NCB, the Greek NCB, had a negative experience of the EYES. However, Greece was in an unusual situation in 2004, with the organisation of the Olympic Games, which effectively overshadowed all other initiatives concerning sport and the dissemination of the educational values of sport.

The funds provided voluntarily (more than EUR 7 million) by the various countries and local authorities in order to support the EYES, align their policies with action by the European Commission or build on the momentum generated by the EYES show that there was **real external coherence between the EYES and national and local policies and the production of real added value at Community level.**

³⁷ Source: Glossary of 300 concepts and technical terms, Volume 6 of MEANS Collection, Community Structural Funds, European Commission.

The communication tools developed as part of the EYES and the messages they conveyed were also considered to be consistent with those of national and local policies. Some countries even funded communication tools combining both types of project (e.g. posters, drawing competitions).

Figure 6: Coherence of the initiative



Source: surveys of the NCBs carried out between September and December 2004

The NCBs' desire to work in a network tallies with the concerns of other public measures in the field of sport and, more generally, in the field of governance. Since the year 2000, a large number of governmental and intergovernmental programmes concerning education through sport and physical education have shared two complementary objectives: firstly, to create ties between various sports bodies and educational institutions, with the help of the public authorities, in order, secondly, to achieve high-quality training in this sector. The EYES helped to initiate this process of improving the quality of education through sport at European level.

Although the coherence of the EYES with national policies was very clear, its coherence with other Community policies was less apparent.

There was no evidence that the EYES was competing with other Community policies and the Sport Unit had a good working relationship with the other Directorate-General (DGs), particularly DG SANCO.

Media Consulta, the PR and advertising agency responsible for the EYES campaign, confirmed that the communication work for the EYES also related to two other Community policies: the policy to combat smoking and the policy to combat discrimination. It should be noted that the fact that Media Consulta was responsible for the information campaigns for these policies was not unrelated to the success achieved in this area.

The logo of the anti-smoking policy and its slogan "feel free to say no" were visible on the EYES website and also appeared on a number of communication tools, such as posters.

However, although synergies were clearly in evidence when it came to communication, they were much less discernible as regards implementation of projects "on the ground".

There is no doubt that other Community policies, such as policies to combat obesity or to promote the integration of people with disabilities, could have been incorporated into the EYES,

either through publicity measures, as with the anti-smoking policy, or during the implementation of projects.

In conclusion, the **coherence of the initiative was satisfactory** from the point of view of internal coherence and external coherence with other Community policies (although more could have been done in this regard). There was a **remarkably high degree of external coherence with national and local policies** as regards education through sport.

3.3 Evaluation of the effectiveness and efficiency of the EYES

3.3.1 Effectiveness

Effectiveness is "the fact that expected effects have been obtained and that objectives have been achieved"³⁸.

Effectiveness regarding the co-financing of projects

Assessment criterion:

- the objectives of the EYES were achieved.

Indicators:

- number and quality of projects funded compared to what was planned;
- improvement in cooperation between educational institutions and sports bodies;
- development and durability of networks;
- recognition of the educational values of sport.

Sources of information:

- results of the survey of beneficiaries;
- results of the survey of non-beneficiaries;
- comparison of the results of two studies in order to determine the added value of the EYES for the "clients" of the initiative;
- discussions with the NCBS;
- discussions with the members of the Sport Unit.

Overall objective and seven specific objectives of the EYES

Overall objective: promote the use of sport as a tool of formal and informal education and as a factor in social integration.

This general objective was broken down into specific objectives, the first two of which were crucial:

- Specific objective 1: Promote cooperation between educational institutions and sports bodies in order to promote education through sport;
- Specific objective 2: Take advantage of the values conveyed by sport to increase knowledge and skills, enabling young people to develop their physical prowess and sense of personal endeavour, as well as social skills such as teamwork, solidarity, tolerance and fair play in a multicultural context;
- Specific objective 3: Raise awareness of the positive contribution made by voluntary work to informal education, particularly for young people;

³⁸ Source: Glossary of 300 concepts and technical terms, Volume 6 of MEANS Collection, Community Structural Funds, European Commission.

- Specific objective 4: Promote the educational value of mobility and pupil exchanges, particularly in a multicultural environment, through the organisation of sports and cultural meetings as part of school activities;
- Specific objective 5: Encourage the exchange of good practice concerning the potential role of sport in education systems in order to promote the social inclusion of disadvantaged groups;
- Specific objective 6: Establish a better balance between intellectual and physical activities at school by encouraging sport in school activities;
- Specific objective 7: Examine the problems linked to the education of young sportsmen and sportswomen engaged in competitive sport.

Number and quality of projects funded compared to what was planned

With a budget of EUR 6 500 000, the European Commission planned to provide co-financing for approximately 185 proposals (including approximately 10 Community-wide projects), which amounted to an average of EUR 38 000 per project. In practice, of the 1 643 projects submitted, 161 (including 10 Community-wide projects) received co-financing of EUR 6 525 447, i.e. an average of EUR 40 000 per project.

More than 161 projects were actually selected. Although they effectively absorbed the entire budget, some of them (in particular, three Community-wide projects, each with a value of approximately EUR 140 000) were cancelled and ultimately did not take place.

One of the aims of the call for proposals³⁹ was to ensure that the projects to be managed were neither too small nor too numerous⁴⁰. The idea was also to promote innovative projects rather than to finance sports events taking place during regular competitions. The role of the European Commission was to be the promoter and not the sponsor of the project. Moreover, for Community-wide projects, the aim was to promote truly European projects (with at least eight partner countries).

Most of the projects presented were of a high quality. The criteria mentioned above were applied effectively during the implementation of the EYES. The European Year of Education through Sport thus promoted new projects, some of which were truly innovative, and did not provide support for championships or events already in existence.

It is estimated that more than 3.3 million people participated in the EYES⁴¹, most of whom were children and young people in education up to the age of 18. They were supervised by more than 117 000 individuals, mostly teachers, trainers and volunteers.

Of the projects which received funding, a significant majority (70.3%) were to be continued after the EYES had come to an end.

*Achievement of specific objective 1: **Develop cooperation between educational institutions and sports bodies** in order to develop education through sport.*

In addition to formally meeting the expectations of the European Commission (a partnership was one of the prerequisites for eligibility for co-financing), the EYES made a real contribution to developing a cooperative network between educational institutions and sports bodies.

Developing cooperation between educational institutions and sports bodies

³⁹ The call for proposals is available on the European Commission's website:

http://www.europa.eu.int/comm/sport/action_sports/aees/aees_en.html#Calls

⁴⁰ Strategic choice made as a result of the lessons learned from previous European Years.

⁴¹ Source: Survey of the bodies in receipt of EYES funding conducted by the network of experts.

According to the beneficiary organisations, the EYES' most important contribution was to incorporate them into a network of sports bodies, educational institutions and public authorities responsible for education through sport, bringing together all the key local, regional, national and European players in this sector. However, they felt that their incorporation into the network was also one of the most difficult tasks they faced (a view held by 42.3%).

Type of organisations concerned (organisations responsible for organising projects, candidates for co-financing)

The organisations which received co-financing came from the public sector (50.5%) and the private non-profit sector (48.6%). Very few organisations came from the private sector. 44% of these organisations were involved in some aspect of the sports sector: 23% in socio-cultural activities, almost 20% in educational activities and 13% in education through sport⁴².

Cooperative ventures

The survey conducted as part of the evaluation on networks⁴³ showed that the number of cooperative ventures in which the beneficiary organisations were involved doubled between 2003 and 2004.

Almost 50% of the partnerships were launched in the context of the EYES (49% of the partnerships were at least one year old), while the other half predated the EYES (two years or more). The partnerships had been running for six years on average. The EYES therefore acted as a catalyst for the emergence of "new" partnerships.

Of all the partner organisations mobilised by project promoters as part of the EYES, 45% did not appear to be regular partners. However, 64% of the beneficiary organisations said that they had worked with at least one organisation which was not one of their regular partners.

A comparison of the type of organisations with which the beneficiaries worked regularly and those with which they worked as part of the EYES showed that schools and universities were more involved in partnerships as a result of the EYES, whereas government bodies and local authorities were less involved than usual.

Education through sport thus provides an opportunity to develop "social capital", as represented not only by people but also by educational institutions and sports bodies. It also helps to increase collective social capital by creating a network which:

- facilitates exchanges between sports bodies and education institutions, governmental organisations and non-governmental organisations;
- forges links between the public sector, the non-profit private sector and the for-profit private sector;
- promotes subsidiarity by bringing together public authorities at local, regional, national and European levels;
- combines education, sport and socio-cultural activities.

Development of networks for non-beneficiary organisations

As far as the beneficiary organisations were concerned, the EYES' most important contribution was to create new partnerships and incorporate them into networks of sports bodies, education institutions and public authorities responsible for education through sport. The same can be said of the organisations which applied for inclusion in the scheme but were not selected. They actively sought out and were able to find partners and, in several cases, implemented projects

⁴² Area of activity described by the respondents.

⁴³ Survey carried out as part of the TNS Sofres evaluation of bodies which received co-financing. The detailed results are available in the annex.

together, even without financial support from the European Commission. The ability of the EYES to strengthen cooperation between educational institutions and sports bodies therefore was not confined to the beneficiary organisations but went much further.

Type and durability of networks

The type of relationship between the partner organisations participating in the European Year of Education through Sport (mostly with the educational network and federations) needs to be underlined. While 70% of exchanges related to the exchange of information, 54% concerned joint organisation and 33% joint decision-making.

There was a high frequency of exchanges. They took place by e-mail, telephone (approximately once a week for 57% of beneficiaries) and also during meetings of pilot groups (70% of cases), which were held at least once a month in almost two thirds of cases.

Projections made by the beneficiary organisations are indicative of the quality of the partnerships because, in 95% of cases, the organisations intended to continue the partnership, and in almost 50% of cases, the aim of the partnerships was to develop new projects or extend those already launched.

The creation of a network of institutions and organisations in the education and sports sectors was one of the main tasks expected of the European Commission in the weeks following the European Year of Education through Sport. In the longer term, and until a European policy on sport is drawn up, the organisations involved in the EYES expect that a network of sports institutions and bodies will be placed on a formal footing.

*Achievement of specific objective 2: **Take advantage of the values conveyed by sport** to increase knowledge and skills, enabling young people to develop their physical prowess and sense of personal endeavour, as well as social skills such as teamwork, solidarity, tolerance and fair play in a multicultural context.*

Almost three quarters (72%) of the NCBs interviewed felt that the real strength of the EYES lay in the recognition of sport, its educational values and hence the work of those involved in the sector.

The beneficiaries of the EYES⁴⁴ felt that sport had an essential role to play in personal development and social relationships. It strengthened "human capital" by promoting health, wellbeing and an active lifestyle. It also improved "social capital" by fostering relationships within target groups and reducing crime. "Capital" of this kind was passed on by educational institutions as well as sports bodies. This could have a long-term impact by strengthening civic involvement, active citizenship and social cohesion. Sport thus helped to unite communities, reduce isolation and antisocial behaviour, promote balance in people's lives and encourage an active lifestyle. The negative aspects of sport most commonly cited were discrimination, transgression of rules and doping.

Finally, both the NCBs and the beneficiary organisations felt that the EYES had helped to take advantage of the values conveyed through sport to develop knowledge and skills whereby young people in particular would develop their physical prowess and sense of personal endeavour, and also social skills.

⁴⁴ See the survey of organisations which received co-financing through EYES.

*Achievement of specific objective 3: **Raise awareness of the positive contribution made** by voluntary work to informal education, particularly for young people.*

Although the events organised as part of the EYES frequently involved voluntary activities, fewer volunteers took part than professional sportspeople, at least as far as co-financed projects were concerned. The vast majority of those who participated were teachers — physical education teachers in most countries — and trainers, followed by volunteers, to a lesser extent. A few projects focused on the positive contribution of voluntary work, in particular one of the projects financed outside the call for projects, “European volunteers for Euro 2004”, which was organised by the Portuguese Youth Institute. This project was based on a volunteer scheme involving 71 young people as part of Euro 2004.

However, although action was taken in this area, the efforts to raise awareness of the positive contribution made by voluntary work to informal education, in particular for young people, was not regarded as one of the most significant effects of EYES. The effect sought by objective 3 therefore cannot be considered to have actually been achieved.

*Achievement of specific objective 4: **Promote the educational value of mobility and pupil exchanges**, particularly in a multicultural environment, through the organisation of sports and cultural meetings as part of school activities.*

We did not have the means to assess whether this objective had been achieved. While projects based on pupil mobility and exchanges took place, we were not in a position to determine how effectively the educational value of these exchanges was promoted. In any case, those involved in the EYES and the beneficiaries of the scheme did not regard this as one of its main outcomes.

*Achievement of specific objective 5: Encourage the **exchange of good practice** concerning the potential role of sport in education systems in order to **promote the social inclusion** of disadvantaged groups.*

Some of the projects which received co-financing were particularly innovative in this area. Around twelve projects, including two of the ten Community-wide projects, related directly to the integration of disabled people through sport. The EYES was also represented at the Paralympic Games.

However, the EYES had little effect on those groups generally regarded as having difficulty with regard to social inclusion (the disabled, the unemployed and minorities). Moreover, there did not appear to be any real exchange of good practice on how sport could be used to promote the social inclusion of disadvantaged groups.

A comparative analysis of the two Eurobarometer surveys nonetheless showed a gradual change in the opinion of European citizens concerning the social dimension of sport. Sport was regarded increasingly as a means of combating discrimination and as a vehicle for the integration of immigrant groups.

However it is difficult to determine whether the measures implemented through the EYES regarding the promotion of sport as a means of fostering the social inclusion of disadvantaged groups were visible enough to influence public opinion in Europe.

*Achievement of specific objective 6: Establish a **better balance between intellectual and physical activities at school** by encouraging sport in school activities.*

Public opinion in Europe showed a degree of coherence between this area and the objectives pursued during the European Year of Education through Sport. The results of the Eurobarometer survey confirmed that people in Europe now thought that sport had a more important role to play in fostering a number of essential values, namely teamwork, discipline and friendship. People in Europe again said that they would like sport to be given a more

prominent place in the school curriculum. Most of those interviewed felt that this should be achieved by expanding cooperation between educational institutions and sports bodies within the Member States.

The survey showed that there was now a greater desire among the various people involved in the sports sector and the public in general for a better balance between intellectual and physical activities at school. It would appear, however, that although the EYES helped to change attitudes in this area, a better balance of this kind has not yet been achieved in practice.

*Achievement of specific objective 7: Examine the problems linked to the **education of young sportsmen and sportswomen** engaged in competitive sport.*

Those most affected by the EYES were children under 12 and adolescents between 12 and 18. The main role played by the EYES in this area was to provide mass education through sport, with very little information being provided on high-level sport. The education was to be provided in a coordinated manner between teachers and trainers. Although conferences were held to discuss the situation of young high-level sportsmen and sportswomen and the problems associated with their education, this does not appear to be one of the major contributions of the EYES. None of these points has been clarified in a survey.

The main objectives of the EYES, namely to develop cooperation between education institutions and sports bodies and to promote the educational values of sport, have been achieved. However, the longer-term effects have not yet been determined.

General

The general aim of the EYES was to promote sport as a tool of formal and informal education and as a factor in social integration.

The number of projects submitted, the commitment of the countries involved, the diversity of the applicant organisations, and the diverse nature of their role, field and level of intervention show that the first strand of the general objective was achieved (to promote sport as a tool of formal and informal education).

However, the implementation of second part of this objective (social inclusion of disadvantaged groups) was limited.

Effectiveness regarding communication

In addition to providing co-financing for projects aiming to promote sport as an educational tool, the EYES had another important aspect, namely communication.

Assessment criterion:

The educational values of sport have been promoted and the European Commission is known to have invested in this area.

Indicators:

- quality of work in terms of communication and degree to which work⁴⁵ is used;
- extent to which the EYES is known to the general public, young people and those involved in education through sport;
- changing perceptions of the value of sport in Europe;
- changing perceptions of the European Commission's role in education through sport.

Sources of information:

- analysis of documents;
- discussions with Media Consulta;
- discussions with the NCBs;
- comparison of the two Eurobarometer surveys.

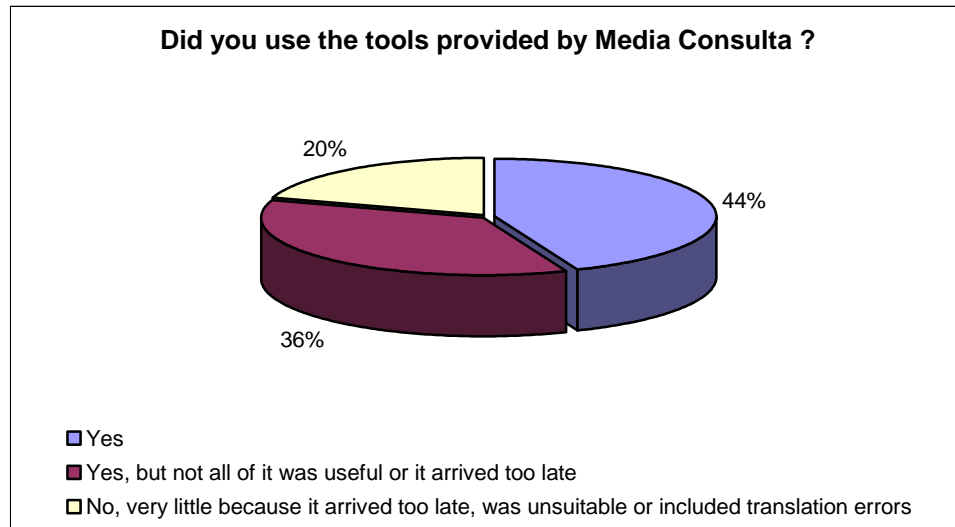
Quality of work in terms of communication and degree to which work is used

The members of the NCBs interviewed generally felt that the tools provided by the PR and advertising agency (Media Consulta GmbH) were of an intrinsically good quality. However, they encountered a number of problems when using them:

- delivery problems (excessive customs duties, delivery times);
- storage problems (lack of space);
- problems with scheduling;
- lack of synchronisation with national events or school holidays in the summer;
- problems with adapting the products to the target group (not enough suitable products for children, products not suited to the local situation);
- language problems (products available in English only or with an unsatisfactory translation).

⁴⁵ Slogan and logo, media campaign, audiovisual material, promotional items, website, as well as public relations, opening ceremonies and closing ceremonies.

Figure 7: Use of communication tools



Source: survey of the NCBs carried out between September and December 2004

The following items were surveyed⁴⁶:

- the logo (considered "very good" by 88% of the NCBs, "good" by the others) and the way in which it was selected (through a competition);
- the slogan (considered "good" by 92% of the NCBs, but 40% of the NCBs encountered translation problems);
- the website (considered "good" by everyone but presented a few problems concerning the translation and frequent updating of the content);
- printed documents (considered to be "of good quality" by 76% of the NCBs, but not always forwarded in time or translated correctly).

The following were considered unsuitable with regard to their content or the quantity in which they were supplied:

- written media (ill-suited to the requirements of each country);
- promotional articles (considered to be of "good quality" by everyone, but supplied in insufficient quantities and at too high a price for certain NCBs to place further orders).

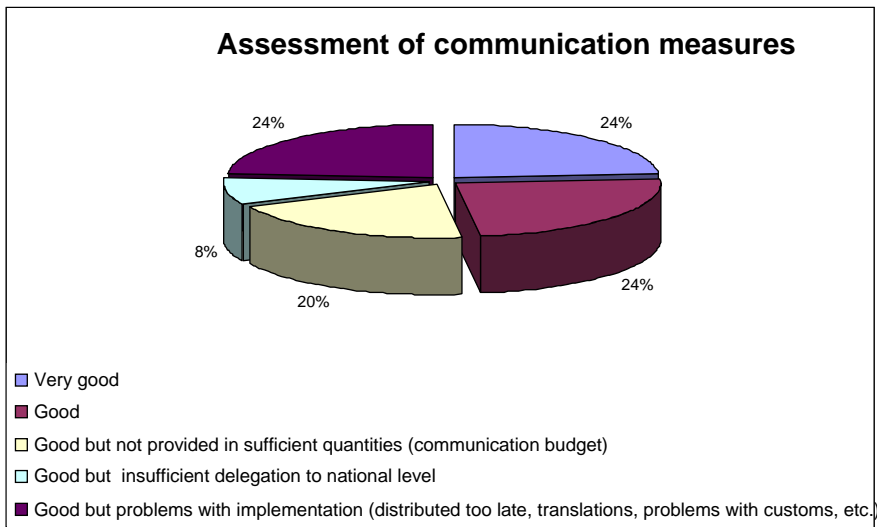
The following were ignored:

- the song (not used by 85% of NCBs);
- TV advertisements (not used by 88% of NCBs).

The NCBs viewed the communication measures positively on the whole, but the concept could still "do with improvement" for a future European Year, particularly as regards planning and delegating the operational implementation of the information campaign to national level.

⁴⁶ For more details, please refer to Annex 2 concerning the results of the survey of the NCBs.

Figure 8: Assessment of communication measures



Source: survey of NCBs carried out between September and December 2004

Although the NCBs acknowledged that Media Consulta operated in a professional manner, they sometimes called into question the principle of a centralised PR company. They thought that it could justifiably be involved in all matters relating to strategy and general considerations but felt that it would be better for the measures to be implemented at national level.

The assessment of the NCBs related mainly to products intended for use at national level. More general “products”, such as the organisation of events, the promotion of the EYES at major European events or the search for sponsors or ambassadors were also seen to be of a good quality for a small budget.

Extent to which the EYES is known to the general public, young people and those involved in education through sport

It is very difficult to answer this question as an opinion poll was not carried out on this subject. It is likely that the EYES had little impact on the general public. Only a quarter of the NCBs thought that⁴⁷ the campaign had reached more than 20% of the population. It is likely that the vast majority of people in Europe were unaware that 2004 was the European Year of Education through Sport. To put this in perspective, and for the sake of comparison, the second Eurobarometer survey conducted at the end of 2004 showed that a third of the population had never heard about the draft European Constitution.

The campaign probably got through to young people to a slightly greater extent. In a number of countries, all schools were sent information, documentation and promotional products relating to the EYES.

While awareness of the EYES was low among the general public, it was much higher among those directly involved in education through sport, as can be seen from the activities generated by the co-financing of the project.

In any case, the degree of public awareness of the EYES is not the best yardstick by which to assess the effectiveness of its communication strategy. The dissemination of the ideas promoted by the Year is much more important.

⁴⁷ It was very difficult for the representatives of the NCBs to answer this question. They did not have the means to judge this. The answers they provided were therefore more an impression of the situation rather than a reflection of reality.

Changing perceptions of the value of sport in Europe

A comparison of the results of the two Eurobarometer surveys of the general public conducted before and after the EYES shows that recognition of the importance of the social dimension of sport was higher on completion of the EYES.

"It is noticeable that the European public opinion conforms to the objectives of the European year of education through sport program. Not only does the study confirm the importance of sport in transmitting essential values such as team work, discipline or friendship but it is also noticeable that the Europeans have a strong will to ensure a better place for sport in school programs. In the opinion of most interviewees, the importance devoted to sport should be further developed thanks to a better cooperation between educational institutions and sports organizations within the different member States of the EU. This social dimension is widening to reach, this time, the fields of integration and discrimination. Sport is, in fact, considered by a majority of respondents as a potential tool to fight against all types of discrimination but also as a medium of integration for immigrant communities."⁴⁸

However, sport is still associated with a number of factors which causes Europeans concern: doping is by far the most negative phenomenon associated with sport.

The discussion encouraged by the European Commission, which admittedly took place in a year when there were a great many sports events which promoted social values (in particular, the Olympic Games and the Paralympics), seems to have had an effect on public opinion in Europe. The involvement of two successive European Commissioners in EYES events was also of great benefit in making the public aware of the educational and social values of sport and of the European Commission's involvement in these areas.

The discussion apparently also extended to experts in the field of education through sport as some of the ideas and vocabulary promoted by the EYES have been adopted by politicians, leaders in the sports and education sectors and researchers. The ideas, and the words associated with them, have been gradually incorporated into what they say.

The EYES thus appears to have achieved its objectives in this area.

Changing perceptions of the European Commission's role in education through sport

At the same time, public perceptions of the role which the European Commission should play have changed: "a majority of European citizens (six out of ten) consider that the promotion of ethical and social values through sport should be a priority for the European Union. One citizen out of two supports the idea of an increase of the European Unions' intervention in European sports issues. And close to two out of three request a strengthening of the cooperation between the Union, the national sports organisations and the government. Logically, the fight against doping represents the field for which these expectations are the highest.

However, this opinion is not homogeneous within the Union, and we find weaker results, namely in the Scandinavian countries, as to the role the European Union should play with regard to sport.

Finally, the majority of European citizens (62%) approves the enshrining of Sport in the European Constitution, and, by this, the fact of seeing sport become a part of a European treaty for the first time."⁴⁹

The representatives of the NCBs (who came largely from the ministries of education or the ministries of youth and sport) and the beneficiary and non-beneficiary organisations also

⁴⁸ Source: Special Eurobarometer 213 / Wave 62.0 – TNS Opinion & Social conducted on behalf of the European Commission from in October-November 2004.

⁴⁹ Source: Special Eurobarometer 213 / Wave 62.0 – TNS Opinion & Social conducted on behalf of the European Commission from in October-November 2004.

indicated that they expected the European Commission to take action in the sphere of education through sport.

Although it was not always widely known, the European Commission's investment in education through sport was generally viewed as desirable by the general public and the Member States.

In conclusion, the educational values of sport have been promoted effectively and the European Commission's investment in this area is known, even though awareness of the EYES as such remains low.

All in all, the action taken by the European Commission, although offering scope for improvement, has achieved its main objectives, thus proving that it has been effective.

3.3.2 Efficiency

Efficiency means that “the effects were obtained at a reasonable cost”.⁵⁰

Assessment criterion:

The resources allocated to the EYES tallied with its objectives and were put to the best possible use.

Indicators:

- allocation of financial resources (co-financing, communication);
- financial resources earmarked/allocated in practice, at Community and national levels;
- leverage achieved;
- staff allocated at Community and national levels;
- problems with the implementation of the EYES.

Sources of information:

- documentary analysis;
- discussions with the Sport Unit;
- discussions with the NCBs;
- discussions with Media Consulta;
- surveys of beneficiaries/non-beneficiaries.

Distribution of financial resources (co-financing, communication)

The European Commission originally drew up a budget of EUR 11.5 million. This was revised upwards to take account of the involvement of another 13 countries: + EUR 430 675 to take account of enlargement (10 new Member States) and + EUR 321 899 contributed by the three EFTA-EEA countries (Iceland, Liechtenstein, Norway).

The budget therefore came to **EUR 12.3 million**, thus lying between that for the European Year of Languages and the European Year of People with Disabilities.

The small increase in the budget to take account of the 10 new Member States was surprising. It was particularly damaging because the extra work involved (in terms of managing the call for projects and the communication campaign) was considerable and much was at stake — EYES being one of the first, if not *the* first Community initiative, experienced by the new Member States.

Moreover, the budget provided co-financing for only 10% of the projects submitted (161 out of 1 643, i.e. on average between five and six projects per country), which was very little and caused some frustration. A bigger total budget could have been justifiable in view of the number of countries involved.

The budget was distributed over time as follows: EUR 3.50 million for 2003 and EUR 8.75 million for 2004. It would appear that distributing the funds in this way caused problems. Funds need to be committed early in the process so that action can be taken sufficiently early. Most of the communication and information tools relating to the call for projects could have been made available earlier, and the same applies to the various calls for proposals. A

⁵⁰ Source: Glossary of 300 concepts and technical terms, Volume 6 of MEANS Collection, Community Structural Funds, European Commission.

considerable number of delays and problems could thus have been avoided. The formal decision was adopted in February 2003, but the financial instruments could have been prepared beforehand so that the decision could have been taken earlier. At least two months could have been gained in this way.

Those managing the EYES and the NCBs agreed that the deadlines should be extended: it appeared that another year was needed. This would make it easier for the countries concerned to plan their requirements in terms of human resources and national budgets specifically for the European Year.

The budget was broken down between the various EYES activities as follows:

Table 9: Planned distribution of the EYES budget

	BUDGET	%
EUROBAROMETERS	350 000	3%
COMMUNICATION	2 020 000	16%
CEREMONIES	1 140 000	9%
PROJECTS REQUIRING CALLS FOR PROPOSALS	7 005 075	57%
PROJECTS NOT REQUIRING CALLS FOR PROPOSALS	1 215 600	10%
OTHER (evaluation, audit, etc.)	564 665	5%
TOTAL	12 295 340	100%

67% of the budget was spent on the co-financing of projects, 25% on communication activities and 3% on the Eurobarometer survey. The remainder, which concerned checks (audits), the evaluation of the EYES and the dissemination of the results, accounted for 5% of the budget.

Funds are divided (roughly two thirds of funds for the co-financing of projects and one third for communication work) in much the same way for all the European Years. Although many of those involved on the ground would have preferred a larger share of the budget to have been allocated to co-financing, it would have been difficult to reduce the communication budget and still get results for such a large number of countries. Even with a budget of EUR 2 million, it was difficult to publicise the Year in 28 countries. Moreover, the role of the European Commission is to change current practices as much as to change people's outlooks.

In conclusion, the proportion of financial resources allocated at Community level was justified and broadly in line with the relevant objectives. However, the total budget and its schedule of distribution over time were not optimal. A more generous budget and earlier planning would have been of benefit.

Financial resources earmarked/allocated in practice, at Community and national levels

Financial resources actually used at Community level

Expenditure amounted to EUR 11.6, i.e. 94.4% of the planned budget. As an implementation rate, this was very respectable. 100% implementation was not achieved because eight of the projects selected were cancelled, because the budget earmarked for ceremonies was not used up and because an audit of project expenditure revealed ineligible expenditure which had therefore not been paid for by the European Commission.

The distribution of the amounts committed was almost identical to the distribution initially planned.

Table 10: Distribution of the budget committed

	BUDGETED	%	COMMITTED	%
EUROBAROMETER SURVEYS	350 000	3%	326 308	3%
COMMUNICATION	2 020 000	16%	2 019 730	17%
CEREMONIES	1 140 000	9%	1 022 757	9%
PROJECTS REQUIRING A CALL FOR PROPOSALS	7 005 075	57%	6 525 447	56%
PROJECTS NOT REQUIRING A CALL FOR PROPOSALS	1 215 600	10%	1 189 683	10%
OTHER (evaluation, audit, etc.)	564 665	5%	514 317	4%
TOTAL	12 295 340	100%	11 598 242	100%

As regards the co-financing of projects requiring a call for projects, Community-wide projects (more than eight countries) accounted for 22% of the budget (10 projects out of 161). The proportion of funds allocated to these projects, although it did not always meet with the approval of the representatives of the countries involved, seemed to be fair and commensurate with the European Commission's role, in particular when it came to establishing closer ties between the countries concerned and exchanging good practice. The methods of selecting and financing the Community-wide projects and providing information on them could have posed problems, but that will be discussed later.

As regards the information and communication campaign, the budget of EUR 2.02 million provided by the European Commission was supplemented by EUR 100 000 provided by the Irish Ministry of Education for the televised ceremonies in Dublin and EUR 140 000 collected by Media Consulta GmbH as a result of sponsorships (Visa).

As mentioned above, the communication budget was very small, given that it had to cover 28 countries and raise awareness of EYES and the educational values of sport. Indeed, only a small proportion of the European population was reached as a result.

With regard to the way in which the various communication tools were used, the funds available could have been distributed more effectively.

Table 11: Distribution of expenditure for the information and communication campaign

Activity A		
Competition for the selection of the logo	147 560.00	6.10%
Activity B		67.80%
Communication strategy	89 945.00	3.72%
Design and production of information material	444 900.00	18.38%
Two television advertisements (advertising jingle) ⁵¹	154 600.00	6.39%
Two television shows	250 000.00	10.33%
Campaign song and short video	60 000.00	2.48%
Production of two three-minute films	60 100.00	2.48%
Production of a short video	33 500.00	1.38%
Photo reportage	12 100.00	0.50%
Media work	198 400.00	8.20%
Organisation of training week	12 500.00	0.52%
Advertisements	35 780.20	1.48%
Costs of publicity material	150 000.00	6.20%
Website	139 544.80	5.76%
Activity C		
Events, recruiting testimonials and sponsors	241 000	9.96%
Activity D		
Design and production of advertising material	390 950	16.15%
Total cost	2 420 880	100.00%

Source: Media Consulta GmbH

The song and the television advertisements cost approximately EUR 214 000 for production alone, i.e. 9% of the communication budget. They were hardly ever used by the NCBs as they were very difficult to “sell” to the media because of the large number of sports events that year and, in particular, because they had to compete with advertisers who were prepared to pay vast sums of money for their messages to be broadcast. The budget could have been spent more effectively, for example on “promotional articles”, the quality of which was valued by the NCBs but which were not supplied in large enough quantities.

In the same way, there was no need for two general brochures to be produced. They entailed a lot of work, in terms of design and translation, cost a lot of money, proved somewhat

⁵¹ Of the sum allocated to television advertisements (EUR 154 600), only EUR 39 600 was provided by the European Commission, the rest being provided by VISA as sponsorship (EUR 115 000 for television advertisements and EUR 25 000 for brochures).

extraneous to the requirements of the NCBs and the projects, and, in particular, were difficult to distribute. A number of them will probably never be used.

However, the idea of holding a competition to design the logo should be retained. It was very successful in the case of the EYES and ensured that information could be distributed prior to the European Year.

Financial resources used at national level / leverage effect

The various States invested more than EUR 7 million in the EYES⁵² (ranging from an absolute minimum to more than EUR 2 million for the Netherlands), which corresponded to the amount committed by the European Commission for the co-financing of projects.

A number of countries applied the principles of the European Year by limiting their contribution to helping to co-finance the opening ceremony and mobilise a number of officials to staff the NCB (meetings, management of EYES).

Others chose to use the Year as a means of stepping up their activities by, for example, providing co-financing for other projects (often good-quality projects which were not selected by the Commission because of insufficient funds), organising competitions around the Year, reinforcing the communication campaign and involving all schools in the EYES activities.

The Year would have had a true leverage effect in the latter cases.

This leverage effect could have been even stronger if the Year had been planned earlier. In fact, a large number of countries had already chosen their budget and earmarked the relevant commitments. If the scheduling had been different, a greater proportion of national funds could have been allocated to programmes on education through sport.

Human resources allocated at Community and national levels

At Community level:

The number of staff involved in EYES within the European Commission's Sport Unit, proved to be insufficient. Within the team of 12 members of staff (including the secretariat), 8 people had to manage the call for proposals. The workload, which was not distributed equally because most of the applications were generated by the third call for proposals (7 out of 77 projects received co-financing from the first call for proposals, 61 out of 552 projects from the second and 93 out of 1 044 projects from the third), meant that there was a delay in sending replies to applicants, which caused problems in most countries and sometimes cast doubt on the implementation of the projects selected.

The accessibility, energy and industriousness of the team — factors which were acknowledged by the NCBs, the PR company and the beneficiary organisations — could not make up for the scale of the task (a very large number of projects for each person to manage, in addition to the communication campaign, the Eurobarometer surveys, the evaluation and normal duties).

⁵² Source: survey of the National Coordinating Bodies (NCBs) carried out by EUREVAL-C3E.

At national level:

The number of staff allocated to the EYES at national level amounted to one half-time and two full-time equivalents (FTEs) depending on the country concerned⁵³.

Table 12: Staff allocated at national level

Number of FTEs allocated to the management of the EYES at national level	% of countries
0.5	20%
1	24%
1.5	16%
2	20%
FTE not known	20%

These full-time equivalents were estimated with the help of the NCB representatives interviewed. They included both the time devoted to the EYES by full-time or part-time staff and the time spent in meetings by all the members of the NCBs or by the project evaluation body.

The human resources allocated by each country to the management of the EYES were sometimes insufficient. The staff concerned noticed a sharp increase in their workload, which did not always make life easy. They were not given enough information in advance and the fact that most projects were received in response to the last call for proposals meant that more work had to be done at the end of the period. The most time-consuming aspects of the work overall were the management of projects and related tasks, such as the provision of information, assistance with the preparation of dossiers, the evaluation of projects and the selection of projects.

Too few staff were allocated to the EYES overall.

Problems with the implementation of the EYES

The beneficiary bodies, the applicant bodies which did not receive funding and the NCBs agreed on the main problems encountered. These arose in four areas: administrative procedures, processing periods, financing and information.

Administrative complexity

Administrative problems appeared to be the main hurdle encountered by both beneficiary and non-beneficiary bodies. In particular, they often highlighted the length and complexity of the application documents and thought that the application procedure and application documents should be simplified.

Processing periods

Problems with processing periods were one of the recurring difficulties associated with the implementation of EYES. They were recognised by all those involved: the beneficiary bodies, the non-beneficiary bodies, the NCBs, the PR company and the staff in the Sport Unit. These

⁵³ Source: survey of the National Coordinating Bodies (NCBs) carried out by EUREVAL-C3E.

problems stemmed directly from the delay in planning and the lack of staff. Processing periods were considered too short in some cases (e.g. for the preparation of application dossiers) and too long in others (drawing up the contracts, payment, obtaining communication products).

The fact that the new Member States became involved in the EYES in May, i.e. in the middle of the European Year, and the adoption of the European Commission's new Financial Regulation added more complications to the administrative management of the EYES and extended the processing periods even further.

The delays which affected the contractual arrangements for projects selected during the last call for proposals were certainly the most unfortunate. Despite the efforts of the Sport Unit and the special procedures put in place⁵⁴, the NCBs and the beneficiaries found that the length of the processing periods sometimes cast doubt on the implementation of the projects, as the bodies concerned did not have a legal guarantee of ultimately receiving the funds earmarked. They also put a number of national ministries in an awkward position and, to some extent, affected the way in which the European Commission was perceived by some of those involved in the new Member States.

Financing

The methods of financing were given a very average assessment (5.8 out of 10)⁵⁵ by the beneficiary and non-beneficiary bodies. They had problems drawing up their budget, felt that the level of financing was too low and experienced delays in receiving funds (in particular for bodies which submitted projects for the third call for proposals).

Information

All in all, the information provided in the context of the EYES was rated quite well by the bodies which received co-financing (6.8 out of 10)⁵⁶ and by the NCBs.

However, two areas were highlighted as causing problems.

The NCBs felt that the information concerning the selection and funding of Community-wide projects was very poor. They were not told which projects had been selected and did not discover until afterwards which organisations from their country were affected (organisations of which they sometimes were completely unaware) and, in particular, the share of the budget deducted from the budget "allowance" allocated by the European Commission to their country for the co-financing of projects. Although the European Commission had made it clear that these "allowances" were indicative, most of the NCBs in the participating countries thought that they had been allocated the money. The unexpected "withdrawal" of funds from these allowances had an impact on the "strategies" they had used to select the projects and was often experienced negatively.

Moreover, the non-beneficiary bodies were disappointed that no reasons were given for refusing to grant them co-financing. Although the European Commission did, in fact, give reasons for this, these did not appear to have been heard, understood or accepted by the bodies concerned.

⁵⁴ One special procedure (General exception report) enabled the bodies selected to start their project and accrue the eligible costs before signing the contract.

⁵⁵ Source: survey by TNS Sofres of bodies which received co-financing and which did not receive co-financing as a result of the call for proposals.

⁵⁶ Idem.

Overall efficiency of the EYES

The EYES budget could have been slightly bigger, considering the number of countries involved and the costs of a Europe-wide communication campaign.

The distribution of funds between the various items of expenditure was correct, on the whole, although a slightly different distribution, in particular with regard to communication, would have been more efficient.

The funds were also put to proper use, with a very respectable rate of implementation (94.4%).

However, **too few staff were allocated to the EYES** and **planning did not begin soon enough**, which caused problems with implementation. Better forecasting in both these areas would have strengthened the impact of the EYES and increased the leverage effect.

In conclusion, **the effects of the EYES were obtained at a reasonable cost, but earlier planning would have achieved a better leverage effect for the same cost while the allocation of slightly more resources would have made the Year much more effective.**

3.4 Assessment of the impact of the EYES

Impact is understood to be a consequence affecting direct addressees following the end of their participation in an intervention or an indirect consequence affecting other addressees who may be winners or losers⁵⁷.

Assessment criterion:

- the EYES has or will have a sustainable educational effect on debate and practice within the European Union.

Indicators:

- changes in the way in which sport is perceived by different groups, and related practices;
- changing role of sport in formal education and informal learning;
- changes in national policies;
- changing expectations concerning the role of the European Commission in the sports sector.

Sources of information:

- comparison of the results of the two Eurobarometer surveys (media impact, impact on the perception of the educational value of sport);
- discussions with the Sport Unit;
- survey of beneficiaries/non-beneficiaries (impact on the development of new partnerships or networks, on the progress of debate on education through sport and on the sustainability of initiatives created as a result of the event);
- discussions with the NCBs.

The impact of the EYES was difficult to assess because:

- it was not possible to estimate its long-term effects;
- the interrelationships between the various events and policies which emerged in 2004 concerning sport and education through sport meant that it was not always possible to identify effects which could be attributed specifically to the EYES.

3.4.1 Changes in the way in which sport is perceived by different groups, and related practices

Alongside national policies and many international sports events which promoted social and educational values (in particular, the Olympic and Paralympic Games), the European Year of Education through Sport helped to raise public awareness of this new approach.

The 2004 Eurobarometer survey showed that the number of people practising sport in the European Union had increased since the previous year. 2004 was a year in which Europeans were motivated to increase, to varying degrees, their weekly involvement in sport, with approximately four in ten people practising sport at least once a week. Neither cost nor a lack

⁵⁷ Source: Glossary of 300 concepts and technical terms, Volume 6 of MEANS Collection, Community Structural Funds, European Commission.

of infrastructure held Europeans back when it came to practising sport. Rather, the constraints associated with the lifestyles typical of today's society, such as lack of time because of work or family commitments, posed the main obstacles to active participation in sport. In line with what was observed in 2003, the main benefit of sport was that it helped to improve both physical and mental health. It was seen to be of particular benefit in the fight against obesity.

These observations, when considered alongside the behaviour of Europeans, would seem to indicate that their perceptions of sport and related practices improved.

As regards those involved in the European Year of Education through Sport (institutions, organisations, beneficiaries and non-beneficiaries), changes were noted which went beyond perceptions of sport and related practices. The EYES highlighted the need to incorporate sport more effectively in the school curriculum, not just as a subject in itself but also as a component of other subjects and to use it as a means of promoting integration in schools, in particular in "second-chance schools". The EYES would therefore appear to have had a leverage effect on the need to improve the way in which sport is taught (sport can also play a part in social exclusion), the need to make pupils more aware of the educational value of sport (this needs to be explained more clearly) and the importance of using sport to counteract new technologies, which have a tendency to make people "socially disabled".

3.4.2 Changes in national policies

Education through sport was considered a topical theme in 84% of the countries concerned⁵⁸. This subject was dealt with through policies to combat obesity and improve health and as part of the efforts to transmit "values".

The fact that the organisations involved wanted to work as part of a network dovetailed with the principles of good governance advocated by national and international institutions. Since the beginning of the decade, many governmental and intergovernmental programmes in the field of education through sport and physical education have shared two complementary aims:

- establishing ties between various sports organisations and educational institutions;
- achieving high-quality training in this sector with the help of the public authorities.

The EYES helped to launch the process of improving the quality of education through sport at European level.

3.4.3 Changing role of sport in formal and informal education

Although it can be said that the EYES has helped to make national and regional decision-makers more aware of the importance of the educational value of sport, it has not helped to change the way in which sport is organised as part of the school curriculum and extracurricular activities. The proportion of hours devoted to sport in schools in the Member States has not increased and, in some cases, has continued to fall. Moreover, it is still too early to assess the impact of the EYES on the role of sport in informal education.

⁵⁸ Source: Survey of the NCBs conducted by Eureval-C3E.

3.4.4 Changing expectations concerning the role of the European Commission in the sports sector

As shown above, it would appear that the EYES has helped to raise awareness of the European Commission's involvement in education through sport. As a result, the people involved in the field have come to have certain expectations regarding the action the European Commission will take in this area.

Those involved in the EYES said on several occasions that they would like to establish a network on a formal basis. They proposed that the European Commission set up a network of educational and sports institutions in Europe, linking the European Commission, governments and regional and local authorities and sports federations and, more generally, non-governmental organisations. The partnerships established during the Year and the fact that those involved very frequently expressed a strong desire to continue their activities beyond 2004 shows that EYES has initiated changes which should now be supported.

A second expectation is that funding should be provided. Ideally, this should involve support measures: providing information on financial procedures, proposing examples of a financial partnership, helping with the launch of projects, etc.

The third expectation relates to the provision of information in two areas: the dissemination of good practice, on the one hand, and the provision of information on sport in Europe, on the other (disseminating information on the activities of the European Commission, providing information on the educational and social functions of sport and on the relationship between sport and lifestyles and disseminating examples of programmes linking sport in schools, associations and clubs, etc.).

3.4.5 Other effects

The EYES has had other effects, which were not sought at the outset but which are nonetheless of relevance.

The first of those is the **educational value** of this type of initiative. The EYES enabled a large number of bodies to familiarise themselves with the procedures and operating methods of the European Commission, how to set up projects and how to submit funding applications to the European Commission. The educational value of the initiative applies to beneficiary bodies as well as to those organisations which did not have the chance to be selected.

The EYES also enabled the **European Commission to establish ties** with a wide range of bodies, notably non-governmental organisations and small organisations, which had little experience of dealing with the European Commission and having their area of activity recognised at European level.

Finally, and perhaps most importantly, EYES gave the 10 new countries which joined the EU, bringing the number of Member States to 25, **initial experience of Community action in this area**. This initial experience, which was viewed as a success overall by those involved in the countries concerned, related to a subject on which there seemed to be a certain amount of agreement between the various Member States.

4 Conclusions and recommendations

4.1 Conclusions

This chapter gives the evaluators' overall assessment of the European Year of Education through Sport. It is based on the analyses provided in the previous sections and on what was learned by the team when evaluating public policy.

Multiple projects

The EYES achieved real success by prompting applications for 1 643 projects in response to the call for proposals. It enabled 161 of these projects to receive co-financing (including 10 Community projects bringing together participants from more than 8 European countries). Six major projects, some of which were conducted in collaboration with other international institutions, also received co-financing outside this framework. The EYES was involved in an information campaign on the educational values of sport, approximately 30 ceremonies and a large number of international events. 94.4% of the EYES budget was used, i.e. EUR 11.6 million out of a total budget of EUR 12.3 million.

Relevance

The EYES and its objectives provided an appropriate response to the expectations of educational institutions and sports organisations by promoting the development of networks, providing an impetus for projects, mobilising resources, and ensuring that sport, its educational values and the work of those in the sports sector are recognised. The nature of the initiative and its content were therefore relevant. Its scope (primarily in financial terms) could have been widened so that it more accurately met the needs expressed by the relevant stakeholders.

Coherence

Internal coherence

There was no evidence of any conflict between the various types of activities carried out under the EYES. On the contrary, the information and communication campaign, the holding of ceremonies and the EYES representation at major events helped to raise awareness among potential project leaders, thereby increasing the number of projects which had applied for co-financing and improving their quality. In the same way, the communication tools developed as part of the Year contributed to the success of the projects in receipt of co-financing. The internal coherence of the EYES was therefore satisfactory.

External coherence

Synergies with national and local policies on education through sport were confirmed and recognised by all those involved. The Community added value of EYES was clear.

Coherence with the other Community policies (particularly the anti-smoking policy) was very clear in terms of general communication but much less visible when it came to the operational implementation of projects in receipt of co-financing. Other Community policies, such as those to combat obesity or promote the integration of people with disabilities, could have been incorporated into the EYES more effectively.

The coherence of the EYES was satisfactory from the point of view of both internal and external coherence. External coherence with national and local policies on education through sport was particularly noteworthy.

Achievement of two main objectives

The general objective of the EYES was to promote the use of sport as a tool of formal and informal education and as a factor in social integration.

Its two main specific priority objectives were to promote cooperation between educational institutions and sports organisations, on the one hand, and to take advantage of the values conveyed by sport to increase knowledge and skills, enabling people to develop their physical and social skills, on the other.

Co-financing of projects

The implementation of the EYES made funding possible for a large number of different kinds of projects launched as a result of new and sustainable partnerships between educational institutions and sports organisations. The creation of these networks was undoubtedly the EYES' greatest achievement.

The EYES also helped to raise awareness of the educational values of sport, not only among the people directly involved but also, albeit to a lesser extent, among the general public.

However, the EYES had much less impact in seeking to achieve some of its other aims, i.e. promoting sport as a means of achieving the social inclusion of disadvantaged groups, encouraging a better balance between intellectual and physical activities at school, and promoting the positive contribution made by voluntary work or student mobility.

Communication

Public awareness of the EYES was clearly poor, sometimes very poor, and was hardly much better among young people, who were one of the main groups at which communication efforts were aimed.

However, a comparison of the two Eurobarometer surveys carried out before and after the EYES showed an improvement in public awareness of the social dimension of sport. The discussion encouraged by the European Commission, which, of course, took place in a year which saw a particularly high number of sports events which promoted social values (Olympic and Paralympic Games), thus seemed to have an impact on public opinion in Europe. The discussion also extended to experts in education through sport as some of the ideas and vocabulary promoted by the EYES were taken up by politicians, leaders in the sports and education sectors and researchers. The EYES therefore achieved its objectives in this area.

All in all, the European Commission's EYES initiative achieved its main objectives, thus proving that it was effective.

The EYES was relatively efficient but could have had a stronger leverage effect

The EYES had to deal with two problems: the need to incorporate 10 new Member States half-way through the year and the implementation of the Commission's new Financial Regulation.

The budget allocated to the EYES (EUR 12.3 million) was not very high in view of the number of countries taking part (28), the momentum of the EYES (1 650 projects) and the costs of a Europe-wide communication campaign.

Given the constraints, the funds were generally distributed correctly between the various items of expenditure and were used properly. A slightly different distribution, in particular with regard to communication, might have been more efficient.

However, far too few staff were made available for the EYES and planning did not take place early enough. Better forward-planning in both these areas would have made it possible to mitigate, or even avoid, the problems surrounding the implementation of the EYES (mainly delays), which affected the dissemination of information and the completion of a number of projects. The EYES would have had a greater impact and the leverage effect, which was already considerable (more than EUR 7 million), would have been even stronger.

In conclusion, the effects were obtained at a reasonable cost, but the allocation of slightly more resources and different planning could have made EYES much more effective.

Impact difficult to assess

The impact of the EYES was difficult to assess. On the one hand, it was not possible to estimate its long-term effects and, on the other, the interrelationships between the various events and policies which emerged in 2004 concerning sport and education through sport meant that it was not always possible to identify effects which could be attributed specifically to the EYES.

Notwithstanding this reservation, the European Year of Education through Sport seems to have helped to make the European public more aware of this new approach. As regards those involved in the EYES, the changes went beyond becoming aware of the educational and social value of sport and related activities. The EYES highlighted the need to incorporate sport more effectively into formal education (at school) and informal education by improving cooperation between educational institutions and sports organisations and setting up networks. However, although the EYES in particular has helped to change people's outlooks, these precepts have not been put into practice. The European Commission should provide assistance in this area.

In an entirely different area, the EYES brought the European Commission closer to a wide range of stakeholders (notably non-governmental organisations and small organisations), and enabled them to familiarise themselves with its procedures and operating methods. For the countries which joined the EU in May 2004, it was their first experience of Community involvement in the field of education through sport and was considered to be an overall success.

4.2 Recommendations

Strategic recommendations are set out in the table below. A non-exhaustive list of suggested solutions and operational improvements is given alongside each recommendation.

4.2.1 Recommendations regarding the extension of the European Commission's activities in the field of education through sport

Strategic recommendations	Operational suggestions
<p>1. Capitalising on the EYES</p>	<ul style="list-style-type: none"> ▪ ensure that the results of the evaluation of the EYES are distributed widely to the countries involved (in particular to national decision-makers in the field of education and to beneficiary and non-beneficiary bodies); ▪ disseminate the results of surveys and summary documents at the end of the evaluation; ▪ disseminate examples of good practice; ▪ provide forecasts for good projects which were not selected (capitalise on good practice and good ideas); ▪ propose a link with the International Year of Sport and Physical Education 2005 (UN and UNESCO).
<p>2. Develop action by the European Commission in the field of education through sport</p>	<ul style="list-style-type: none"> ▪ strengthen the "sports" dimension of action taken by the European Commission in the fields of voluntary work and informal education; ▪ continue the discussions with the Member States on how to improve student mobility by organising sports and cultural meetings; ▪ launch a structured debate (e.g. conferences, working groups, meetings of experts, etc.) with the sports sector and the Member States on the role played by sport in the social inclusion of disadvantaged groups; ▪ encourage a discussion with the Member States on improving the status of sport in schools; ▪ continue the cooperative efforts with Ministries of Education and Sport.

<p>3. Pave the way for the possible introduction of a European policy on sport</p>	<ul style="list-style-type: none"> ▪ set up a European network bringing together educational institutions, sports organisations and public authorities: <ul style="list-style-type: none"> ➤ define the network’s objectives; ➤ establish an environment for electronic communications; ➤ establishment a network management group; ➤ collect and propose national data on education through sport; ➤ develop thematic analyses on education through sport: schools; clubs and associations; local authorities and sport; sport for girls and women; sport for people with disabilities and, more generally, socially disadvantaged groups; sport for the elderly; volunteers, etc.; ➤ establish a directory of organisations in non-profit public and private sectors and their programmes in the field of sport; ➤ draw up a letter of information; ➤ create a discussion forum for organisations to provide information on the programmes under way. ▪ provide co-financing for projects; ▪ provide information on sport in Europe: a Eurobarometer survey every three years, for instance, or a European Observatory on Education through Sport; ▪ “label” institutions or organisations responsible for good practice (“sport-friendly schools”, for example); ▪ conduct “pro” rather than “anti” communication campaigns (e.g. anti-smoking campaign); ▪ strengthen the “sports” element of action taken by the European Commission in other areas (health, research, social policy, etc.).
---	--

4.2.2 Recommendations for future European Years in other areas

Strategic recommendations	Operational suggestions
<p>4. Ensure that planning for the European Year starts earlier so that it can be organised more effectively at national level (budgetary and human resources), thereby strengthening the leverage effect, and so that management problems at the European</p>	<ul style="list-style-type: none"> ▪ bring forward the planning for the European Year by one year; ▪ prepare communication and information tools earlier; ▪ launch the communication campaign before the calls for projects; ▪ allow more time between launching the call for projects and the dates for submission of projects (at least for

Commission (delays) can be avoided	<p>the first round);</p> <ul style="list-style-type: none"> ▪ make provision for the report on the European Year in the European Parliament 15 months after the end of the European Year (for more effective programming of external evaluation); ▪ take account of school terms (especially for the summer holidays).
<p>5. Reinforce the provision of information before and during the European Year</p>	<ul style="list-style-type: none"> ▪ make clearer from the outset the division of responsibilities between the European Commission and the countries involved; ▪ hold more coordination meetings between the national coordination bodies and the European Commission; ▪ ensure that the European Commission provides training for the members of the NCBs, provide educational material; ▪ improve communication with unsuccessful applicants; ▪ provide more information on Community-wide projects; ▪ ensure a high degree of budgetary visibility (have a clearer idea of the budget which each country can apply for, outside the Community-wide projects); ▪ set up a website giving the names and contact details of all the members of the NCBs.
<p>6. Optimise the management of the European Year</p>	<ul style="list-style-type: none"> ▪ provide more financial resources for the co-financing of projects (in line with the number of countries involved); ▪ allocate human resources to the European Commission in the same way as at national level, in proportion to the workload; ▪ use the services of experts and consultants; ▪ simplify application forms; ▪ simplify administrative procedures, or, if that is difficult, provide information and lay down rules for organisations which submit projects.
<p>7. Strengthen the effects of the communication campaign</p>	<ul style="list-style-type: none"> ▪ maintain a centralised communication strategy for the overall strategy (ceremonies, communication methods, etc. and for the common tools (logo, slogan, song, etc.), but... ▪ decentralise the operational implementation of the communication campaign (have national correspondents) in order to avoid problems concerning translation, processing times and transportation and to gear documents and products more closely to the various national requirements; ▪ ensure that national experts in inter-institutional communication are involved more effectively (use national communication contracts); ▪ hold more coordination meetings between the NCBs

	<p>and the communication agency;</p> <ul style="list-style-type: none"> ▪ make provision for more promotional articles with a proposal including sample offers to give the NCBs a clearer idea of the quantities they would like to order; ▪ step up communication in terms of merchandising for the European Year during all projects which receive co-financing; ▪ repeat the logo competition, which was a success; ▪ provide products which are more suited to the target groups (e.g. children in the case of the EYES); ▪ a single television advertisement (instead of two) but more press work.
<p>8. Make provision for synergies with other Community or national policies from the outset</p>	<ul style="list-style-type: none"> ▪ ensure more involvement with policies which share the same subjects or target groups; ▪ plan joint action in terms of communication or implementation during the projects

The recommendations and suggestions set out above are based on the conclusions of the evaluation and have been refined as a result of the discussions conducted during the conference on the evaluation of the EYES in Brussels on 9-10 March 2005.

This conference brought together the representatives of the countries involved in EYES, the members of the Education and Culture DG and, in particular, its Sport Unit, the PR and advertising agency responsible for strategic communication for the EYES (Media Consulta GmbH) and the team of evaluators (representatives of Eureval-C3E, of the European network of experts on education through sport, and of TNS Sofres).

The conference helped to provide the representatives of the various countries with feedback on what had been achieved by the EYES and on the problems encountered and to discuss what had been learned from the initiative, both with a view to organising another European Year and with regard to the possible future adoption of a European policy on sport.