.

Increasing the number of members for one of KNGU’s most valued disciplines:

Preschool Gymnastics



**“Raising kids in one of the toughest and most fulfilling jobs in the world”**

**Dowshen, 2011**

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Executive Summary

Nowadays, modern societal trends and technologies enable us to live our lives with comfort and fun. On the one hand, these developments enhance quality of life, on the other hand there are downsides related to our health and happiness. Therefore, in our current society, it is necessary that parents consciously deal with an increasing sedentary and inactive lifestyle of their children, which affects their physical and mental well-being. Furthermore, the position of physical education at (primary) schools has become weaker, because of cuts by municipalities and the Dutch government. Therefore, more and more young children (2-6 years old) are overweight and less physically developed.

The KNGU has the opportunity to manifest itself as a socially involved organization, by stimulating solutions to the issue described above. The KNGU needs to adapt to these trends and relatively new circumstances in family situations, such as more working mothers or more single parent families. This requires a new vision and strategy, in which the KNGU has the opportunity to fulfill an important role for society. As a partner within the governmental prevention program ‘Alles is Gezondheid’, the KNGU could tackle today’s problem, since the organization offers a tailored solution: preschool gymnastics. This will increase the number of KNGU’s members and strengthen KNGU’s position in the competitive market of sports.

However, first the organization needed to understand what parents’ wishes, needs and demands are. This leaded to KNGU’s problem, which is that the organization lacked an understanding of parents’ motives for enrolling their children in preschool gymnastics. Therefore the Central Research Question is: What is the information need of the parents to convince them to enroll their children in preschool gymnastics? The objective of this final paper is to increase the number of members (in the ages of 2-6 years) with 5% in one year, by the means of a tailored communications strategy in line with the organization’s values and policies.

In order to influence parents’ behavior, the principles of the Fogg Model of Behavior apply. A certain level of motivation, sufficient ability and a trigger, are three essential factors for behavior. An analysis of literature related to these three factors has revealed that motivation can be based on intrinsic or extrinsic motives, the perceived ability is based on sports-values and beliefs and finally, a tailored communication strategy to a specific target audience is most likely to trigger a certain behavior: enrolling their children in preschool gymnastics.

For the recommendation, insights gained in several layers of research have been combined. The communication strategy illustrates possibilities for the KNGU to increase the number of members and manifest itself as a socially involved organization, by optimizing Fogg’s behavior factors. The strategy contours the needs and objectives for this vision and it could form the basis to adapt KNGU’s communication efforts to new standards of the Dutch culture of sports and being active (bewegingscultuur). The plan is based on a theoretical foundation and a thorough understanding of the target audience. The in-depth research indicates how Fogg’s factors affect parent’s behavior. In the first place, most parents are intrinsically motivated, when behavior is related to health and sports. Secondly, a difference in parents’ level of awareness, motivation and interests has been found between active (67%) and non-active (33%) parents (in sports). Thirdly, in parents’ decision-making processes limiting factors play a crucial role.

The designed communication plan combines the most important principles of triggering parents’ intrinsic motivation. In the first place, the parents' most important value is addressed: wishing the best for their children. Secondly, their perceived ability is framed and optimized and thirdly, the communication strategy is based on a critical analysis of communication theories, in which efforts are made on an individual level as well as on an environmental level, beliefs are shaped and the message is tailored to a specific target audience. When the plan is successfully implemented, it is expected that parents will more often be motivated to enroll their young children in preschool gymnastics..

Preface

The third year International Communication and Marketing (ICM) theme is ‘Internship and final paper’. The final modules are designed to prepare the students for a career as a communication professional. The internship program is based on the principle of gaining experience in a professional environment. Additionally, all students have to show their practical and theoretical skills, by completing a final thesis. This research is part of the work environment and should tackle a real life communication problem. During the first semester of the third year program, a project was assigned to help us understand and experience the process of a final thesis development. At this point of the ICM program it time to prove our individual capability of analyzing and solving a communication problem in a professional environment.

As an intern at the Marketing and Communication department of Koninklijke Nederlandse Gymnastiek Unie (KNGU) this final thesis will provide the organization with valuable insights to analyze and solve a communication problem.

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# Chapter 1: Introduction

In the Netherlands sports have a positive influence on the economy, innovation, health, social cohesion, national pride, education and setting norms and values. For that reason, The Netherlands is striving to be a sports-orientated nation. The NOC\*NSF is the umbrella organization for all Dutch sports confederations. The organization sets out objectives and strategies to improve the position and results of sports in the Netherlands. The NOC\*NSF recognizes the value of sports for society. According to the organization, participating in sports is about more than merely ‘winning’, it is a source of inspiration for everyone. (NOC\*NSF, 2012). Therefore, over the past years, the focus of NOC\*NSF has shifted from developing perfect conditions for elite athletes to strengthening the role of sports for Dutch society in general.

Especially due to the current economic situation, cuts have been made in costs related to sports for children. The government, as well as Municipalities, are cutting subsidies and support for physical education. Therefore, there is ‘No money left for high quality physical education’ (Eimers, 2014) at primary schools, even though governments, scientists and even headmasters of schools acknowledge the value of physical education at a young age (Eimers, 2014). A research done by prof. dr. Visscher of Rijksuniversiteit Groniningen, shows that school-budgets for sports programs are the first to be cut. Dr. Visscher indicates a relationship between being successful at sports and succeeding in school (Visscher, 2010). Unfortunately, short term visions to be found with headmasters lead to social issues: children are gaining weight, are less physically developed and miss the opportunity to improve mental capacities and social skills (Visscher, 2010).

|  |  |  |
| --- | --- | --- |
| **Year** | **Number of KNGU members** | **Difference** |
| 2008 | 273.811 |  |
| 2009 | 268.550 | -5.261 |
| 2010 | 255.281 | -13.269 |
| 2011 | 245.987 | -9.294 |
| 2012 | 241.500 | -4.487 |
| 2013 | 240.533 | -967 |

For every confederation, including the Koninklijke Nederlandse Gymnastiek Unie (KNGU), it is important to strengthen its organization by increasing the number of members and to bind them as lifetime members. Unfortunately, the KNGU has lost members over the past years.

(KNGU, Annual Report, 2013)

Therefore, the KNGU needs to adapt from a ‘culture of sports and being active’ of 30 years ago, to a strategy suitable for the future. The KNGU has the opportunity to play an important role in society, by stimulating solutions for the lack of physical education for young children. By creating a strategy based on social involvement, it could serve as a basis to optimize KNGU’s position in the market of sports.

## Brief

In order to strengthen KNGU’s position and increase the number of members, it is most interesting to focus on the youngest athletes (2-6 years old). At this age, the KNGU has the possibility to play a role in the child’s fundaments of physical and mental development. Therefore, the task at hand is, to interest parents in one of KNGU’s most valued disciplines: preschool gymnastics. This KNGU-discipline for young children is of high valuefor the KNGU, because:

1. **Social involvement**

The KNGU has the opportunity to add value to society, by addressing the issue of a lack of physical education and by offering fitting alternatives,

1. **Foundation Sport**

Preschool Gymnastics creates a foundation for every sport, according to the International Olympic Committee. Gymnastics and its basics lead to a more well-rounded athlete (International Olympic Committee, 2002). Statistics show that athletes with a background in gymnastics commonly more excel in other sports (NOC\*NSF, 2013). This is supported by the theory of the Athletic Skills Model (ASM), which proves that it is crucial for elite athlete’s success to be an all-round athlete. In the end, the elite athlete will specialize and excel in one sport (Wormhoudt, Teunissen & Savelsbergh, 2013).

1. **Seize of target group**

In the age of 2 to 6 years old, the Dutch population counts 923.000 children in total. This is 5,5 % of the entire Dutch population.

|  |  |
| --- | --- |
| **Dutch Population** | **16.779.575** |
| **Age** | **Number of children** |
| 2 years old | 185.000 |
| 3 years old | 186.000 |
| 4 years old | 185.000 |
| 5 years old | 182.000 |
| 6 years old | 185.000 |
| **Total** | 923.000 |

(CSB, 2013)

1. **Untouched target audience**

Young children is a relatively untouched target audience by KNGU’s competitors. Although other sports confederations are interested in binding children at a young age, most organizations do not have the possibility to offer fitting sports opportunities. For soccer, hockey, horse riding, judo and many other sports activities, it is necessary to be more physically and mentally mature. Therefore, most confederations (KNVB & KNHB) are focusing on youth (6-10 years old).

So, while most confederations are focusing on youth (6+ years old), the KNGU has the possibility to target the youngest. However, an overview of KNGU’s current members in the age of 2-6 illustrates that the KNGU main target audience is 6 year old children. Opportunities could be found in the age of 2-4 years old, since this target group is relatively untouched.

|  |  |  |  |
| --- | --- | --- | --- |
| **Entire Dutch Population** | **16.779.575** |  |  |
| **Total Number of KNGU-members** | **245.629** |  |  |
| Age | Number of children in the Netherlands | KNGU's members | Percentage of Dutch population |
| 2 years old | 185.000 | 1.626 | 0,88 % |
| 3 years old | 186.000 | 5.332 | 2,87 % |
| 4 years old | 185.000 | 10.430 | 5,64 % |
| 5 years old | 182.000 | 15.216 | 8,36 % |
| 6 years old | 185.000 | 20.036 | 10,83% |
| **Total** | 923.000 | 52.640 | 5,70 % |

(KNGU Customer Relationship Management, 2014)

1. **Lifetime members**

Preschool Gymnastics creates the possibility to bind young children as KNGU-members for a lifetime

(KNGU, 2014).

## Problem Definition

The identification and understanding of KNGU’s position is based on research done by KNGU’s marketing and communication department, among its members. The outcome shows that the KNGU has encountered difficulties in satisfying their members, which has resulted in a decrease of members over the last 5 years. An analysis of their customer relationships showed that their (potential) members (more than 28 %) are not satisfied with KNGU’s products and services. Almost 5% of KNGU’s members is extremely unsatisfied with the organization. Reasons for their low level of satisfaction can be found in the appendix, Result 2. (KNGU Customer Relationship Management, 2014) Moreover, it seems that most consideration has been given to their elite athletes, and that their ‘average member’ was neglected. The KNGU represents much more than only their elite gymnasts. The KNGU’s elite athletes and other (semi-) professional athletes are only 15% of their entire target audience. So, a low level of satisfaction among KNGU’s members and their neglected average athlete has led to a decrease of members over the past 5 years. (Annual Plan, 2014)

Therefore, it is important to create a communication strategy which interests potential members and strengthens the relationship with them. More consideration needs to be given to their average members and their needs and wishes need to be satisfied. One of KNGU’s most valuable target audiences is ‘young children’ (and their parents), based on:

1. The opportunity of being socially involved;
2. Preschool gymnastics is a foundation sport, which strengthens physical development;
3. Seize and stability of target group;
4. Relatively untouched target audience by KNGU and other sports confederations, since other sports require more physical maturity.
5. The possibility to bind children at a young age to one of KNGU’s disciplines for a lifetime.

Thus, it is necessary to optimize the communication strategy for KNGU’s preschool gymnastics.

## 

## Problem Statement

Lack of understanding of parents’ motives for enrolling their children in one of KNGU’s most valued disciplines: preschool gymnastics.

Therefore, the task at hand is to create a tailored recommendation by means of a communication strategy, which will be in line with modern social developments and will increase the number of young members..

## Central Research Question

What type of information do parents need to convince them to enroll their children in preschool gymnastics?

## Objective

Increasing the number of members (in the age group of 2-6 years) with 5% in one year, by the means of a tailored communications strategy in line with the company’s values and policies.

# Chapter 2: Situation Analysis

## Micro Environment

Company Analysis

|  |  |
| --- | --- |
| Sports adapted to people with mental disabilities | Acro Gymnastics |
| Acro Gymnastics | Rhönrad Gymnastics |
| Freerunning | Rhythmic Gymnastics |
| Group Jumping | Trampoline Jumping |
| Gym for infants and toddlers  (Preschool gymnastics) | Artistic Gymnastics for Women |
| Sports for 50+ | Gymnastics for Men |

The KNGU was once founded as the sports confederation for gymnastics. The organization represents more than 245.000 members and 1.100 registered gymnastic clubs. Based on these numbers, the KNGU is the fourth largest confederation of the Netherlands. The KNGU is a broad organization, since they represent more than 10 different sports disciplines. These disciplines also vary in levels, meaning you can compete on (inter)national level or you can do it ‘just for fun’. (KNGU, Annual Report, 2013) The KNGU is the umbrella organization for:

The KNGU is one of the largest national confederations, with a broad set of disciplines. Because of that broad set of traditional and innovative disciplines, the KNGU has an unique position within the sports market. One important aspect of KNGU’s unique position is the role the organization has in offering young children the basis of all sports. Preschool gymnastics (gym) has always provided a foundation for developing mental and physical capabilities at a young age. In fact, gymnastics is recognized by the International Olympic Committee as one of the three foundation sports. (International Olympic Committee, 2002) While other sports organization are mainly focusing on children between 6-20, the KNGU has the possibility to offer the youngest athletes of society a fulfilling sport. Additionally, the KNGU’s broad set of disciplines offers their members the possibility to participate in KNGU’s disciplines for a lifetime.

The KNGU has set 5 overall objectives:

* Offering diversity for athletes
* Strengthening and professionalizing gym clubs
* Embedding and collaborating with the Dutch community
* From 2020: Elite athletes structurally in world top
* **Developing towards a market oriented sports confederation**

(KNGU, Annual Report, 2013)

This research is in line with their final objective: developing towards a market oriented confederation. Meaning, (potential) members’ wishes, needs and demands are taken into account, and KNGU’s products and services are adjusted to its market. Because of KNGU’s broad set of disciplines, the organization has a complex organizational structure and an multifaceted communication network. Research showed that their (potential) members are unsatisfied, since KNGU’s products and services are:

* Not easy to find (overload of information)
* Visually not attractive for (potential) members
* Focused on their elite athletes (which is only 15 % of their entire target audience)

(KNGU, Annual Report, 2013)

Because of these facts, the KNGU is now striving towards a more fulfilling communication approach for its (potential) members. The organization is currently developing a new online platform, which should provide the right type of attractive information, at the right moment. The focus is shifting from KNGU’s elite athletes to their (potential) average members (examples, in Appendix 16) and the elite athletes are becoming ‘heroes’, as inspirational sources for KNGU’s (potential) average members. (KNGU, Annual Report, 2013)

Value Proposition

The value proposition of the KNGU is split into three categories: their main revenue is based on membership fees, their second source of income are subsidies and their final source of income are sponsorship deals. Their contribution system is based on ‘direct and indirect members’. Every KNGU-athlete is a direct member of one of the 1.100 gym clubs in the Netherlands, since they ‘consume’ that sport on a local level. Every member pays an annual or monthly membership fee. Every gym club pays for their members a certain amount of money for KNGU’s services and products. Meaning, that every direct member of a gym club is an indirect member of the KNGU.

Tariffs for KNGU-members 2014:

* 0-15 years old: € 14,97
* 16 years and older: € 19,22

(KNGU, Annual Report, 2013)

KNGU’s second source of income is based on subsidies. The Dutch government invests in the development of KNGU’s disciplines. Additionally, the NOC\*NSF supports KNGU’s elite athletes. The organization’s final source of income is based on sponsorship deals or partnerships. Brands or organizations are interested in being linked to (one of) KNGU’s disciplines. An example is Univé (insurance company), which sponsors one of KNGU’s biggest events: Univé Gym Gala. Nowadays, it seems more interesting for brands/organizations to form a partnership instead of simply sponsoring an event or discipline. Several organizations have similar target audiences as the KNGU and comparable objectives. This means that the KNGU and these partners are sharing costs, interests, turnover, etc. An example is their partner Kellogs. Kellogs is a well-known international brand and mainly offers products for breakfast. Within this partnership, the KNGU and Kellogs are both targeting young children, stressing values related to health and therefore have the possibility to strengthen each other’s position.

Service & Product Analysis

**Products:**

An analysis of their products illustrates the diversity of the KNGU. The organization has a broad audience (2-80 years old) and many involved parties (members/coaches/jury/board of directors/gymnastics clubs). The overall objective for KNGU’s products is to stress the experience of participating in KNGU’s disciplines.

* Het Beweegdiploma (2-6 years old)

Het Beweegdiploma (Moving Diploma) is a product for gymnastics clubs to offer parents and young children the possibility to prove that they have mastered several physical skills. The Moving Diploma is comparable to a swimming diploma, which is a common principle in the Netherlands. KNGU’s moving diploma is a tool to promote gymnastics for preschoolers as a foundation sport.

* Tools for coaches and gymnastics clubs

The KNGU has developed several tools for coaches and gymnastics clubs to improve the quality of their lessons. One example is ‘Acroomaatje’, which is an educational system for Acro Gymnastics. Acro Gymnastics is one of gymnastics’ disciplines without any apparatus,

* Events

The KNGU organizes several events, with different target audiences and objectives. One of their events is ‘KNGU Zomerkampen’. KNGU Zomerkampen is for members in the age of 8-18, who can participate in a week of sports, games, shows and much more. Univé Gym Gala is an annual show, with international and national elite athletes. This event targets a broad audience, from KNGU members to people who are simply interested in a (gymnastics) show. Finally, the KNGU organizes the national championship, which has become an important stage for KNGU’s elite athletes.

**Services:**

* Courses

Gymnastics’ principles and other disciplines are constantly developing. It is necessary to maintain quality and provide courses for coaches and judges.

* Communication Platforms

The KNGU offers a broad set of disciplines, which indicates that many different parties are involved. All parties need specific information, which can be divided in information for its members, for gymnastics clubs, for sponsors, for journalists, for coaches, for jury and for events. Additionally, those platforms should provide assistance for gymnastic clubs, board of directors, coaches, members and judges.

To promote KNGU’s products and services, KNGU is using social media platforms. On Facebook the KNGU has created separate pages for summer camp - 1.709 likes (KNGU Zomer Kampen), for its national championships - 4.490 likes (Fantastic Gymnastics NK2014), for its gymnastics show – 3.538 likes (Univé Gym Gala). These events have a tailored Facebook page, with updates specifically related to those events. Some districts (regions) have created Facebook pages, which function as communities. Involved parents, coaches, jury, gymnasts or others, can post personal updates, related to events, competitions or news.

The KNGU has different online appearances, since their products and services are split into separate Facebook pages. The company is split into several district profiles, which function as communities. However, not every district has a comparable profile. Twitter is a second social media platform, on which KNGU is active. Again, events are split as well as organizational aspects (district profiles). YouTube or other visual social media tools are not actively used by KNGU.

* Organizing competitions

For the (elite) athletes the KNGU organizes regional, national & international competitions.

## Meso Environment

Consumers (see Appendix 12).

The KNGU has a broad set of different gymnastics disciplines. This is the reason that the KNGU has a broad target audience. Their interests and needs vary by age, so KNGU’s audience is divided in different segments based on age For this research it important to explore features of young children (2-4 years old) and their parents. The KNGU offers different disciplines for children, however, most communication measures are focused on their parents, since they are the ones making (buying) decisions. Therefore, an analysis is made of the interests of toddlers and preschoolers and the decision-making-role of their parents.

* **Toddler** (2-4 years old) | In this phase of life, offering a protected environment is important. These children have a lot of energy and are physically unsteady (have no/limited sports-experiences). Toddlers do not have the capability to make reasonable decisions, and therefore fully depend on their parents. So, the role of parents is intense in this phase of life and most decisions are made based on ‘what makes their child happy’.
* **Preschooler** (4-6 years old) | Preschoolers and kindergarteners are mentally becoming more spatial and perceptually aware. Physically these children are getting stronger, more flexible and developing coordination. In this phase of life, children are becoming more independent. Children are exposed to more influential factors, since they start school, create friendships and their small, protected environment is expending. So, the role of parents is decreasing and preschoolers have more possibilities to make personal decisions. Although, parents are the buying-decision-makers, children in the age of 4-6 have the capability to have personal needs, wishes and demands. Again, parents want their children to be happy and therefore preschoolers’ opinions are valued by their parents. (The little Gym, 2014)

Competitors

The Dutch market of sports is becoming more varied and diffuse, which means that competition among different sports is increasing. In this highly competitive sports market, sports confederations are direct competitors. All federations are striving for growth: an increase of members and strengthen the level of interest in their field of sports. Since the KNGU is one of the largest national confederation, it is interesting to research three other large national sports federations, namely KNVB (soccer), KNZB (swimming) and KNHB (hockey). An analysis of their history, number of members, target audiences and communication efforts can be found in Appendix 17.

So, based on the given information in confederation’s annual reports, it can be concluded that some sports organizations have been growing over the past years (KNVB & KNHB), while KNGU has lost members. Even though the KNZB seems least successful within this comparison, based on their number of members and percentage of growth, the organization is a direct competitor of KNGU. The KNZB has manifest itself as a common principle within Dutch society, with its swimming diplomas for young children. The KNGU has developed a comparable diploma (Moving Diploma) and is currently striving for a comparable position. Finally, it is remarkable that growth of members is based on relatively young children (4-12).

Stakeholders

|  |  |
| --- | --- |
| **Meet their needs** | **Key players** |
| **Media** is a powerful agenda setting tool on the one hand, and follows the mass-interest on the other hand. Media for sports organization is an important stakeholder, since they highlight KNGU’s heroes & report results of competitions. | **Consumers (members)** are the most important stakeholders of the KNGU. Their needs, wishes and demands should be monitored by KNGU. Their members are their most important ambassadors. Needs and whishes vary by age, so monitoring these key players is vitally important, to be able to adapt and develop the organization. |
| **NOC\*NSF** is an important organization for the KNGU, since it is the overall organization for all national sports federations. The NOC\*NSF offers a guideline for KNGU’s mission and vision, since the organization sets national and international sports-objectives. | **Parents** are key players for the KNGU, since they are the ones that are making the ‘buying decision’ for their children. Especially for the youngest target group (children 2-6 years old) parent’s needs, whishes, values and principles should be monitored and met. |
| **Partners & Sponsors** are important stakeholders for the KNGU. Gymnastics, as well as other sports, have an important role for society. Businesses can fulfill a financial/supporting role for sports/sports organizations. While sponsors are mainly interested in linking their business to gymnastics, partners are striving towards similar goals. | **Gymnastics clubs** offer KNGU’s members gymnastics, acrogym, gymnastics for preschoolers, rhythmic gymnastics, etc. Gymnastics clubs are key players in the field of gymnastics, since these non-profit organization are directly translating KNGU’s products and services. KNGU supports and guides gymnastics clubs. |
| **Least important** | **Show consideration** |
| **NGO's** are interested in the topic of 'sports & health for children’. However, they do not have a direct influence in KNGU’s businesses. However powerful NGO’s (such as Hartstichting) have the possibility to influence the decision making process of KNGU. | **Government** It is valuable for KNGU to monitor governmental trends and developments, since it might be beneficial to use the momentum of growing ‘sports & health for children' trends in governmental initiatives. Additionally, the government has set objectives to prevent health issues, such as child obesity. Prevention programs are built on different governmental levels, the National Prevention Program, or programs on regional level to support cultural and sports activities among less wealthy families. |

External Communication and Marketing

The KNGU is the national governing body for gymnastics and other related disciplines. The organization functions at the background of the gymnastics-scene, providing information, products and services. Because of that, the KNGU is branding and marketing its products and events. One of their products is ‘The Moving Diploma’, which illustrates the importance of gymnastics for preschoolers. This product is branded with Nijntje, in order to strengthen its position. Nijntje is a Dutch figure/symbol for children. Furthermore, the KNGU is marketing its disciplines via three major events: Fantastic Gymnastics for its elite athletes, Grote Gymfeest in order to increase the number of average members and Univé Gym Gala, which strengthens the show-element with international and national elite athletes.

Communication Network (See Appendix 20)

KNGU’s organization is divided into five districts: South , North, East, Mid-West and South-Holland. These districts are responsible for organizing events, regional competitions, communicating KNGU’s mission and vision and supporting gymnastics clubs. Districts are translating national policies to regional level. Therefore, they are directly involved in gymnastics clubs and in member’s sports-activities. Additionally, the KNGU network can be divided by stakeholders: coaches & jury, elite gymnasts, sponsors & partners, gymnastics clubs and parents & members. Especially for the first three stakeholders, the KNGU fulfills an important and direct role. For jury and coaches the KNGU translates international standards to national guidelines and programs. The KNGU offers the Dutch elite gymnasts facilities, coaches, finances and programs in order to develop their talents. Successful elite gymnasts are inspirational sources for KNGU average members. Sponsors and partners are an important part of KNGU’s value proposition. Therefore, sponsors and partners are part of KNGU’s communication network.

## Macro Environment

Demographic (Appendix 19: Dutch Age Structure 2013)

The demographics of the population in the Netherlands can be considered indicative of those of KNGU’s target audience, because of the broad diversity of KNGU’s members. In the Netherlands, only about 80% of the current population is Dutch. This indicates that about 20% of the current population in The Netherlands is from a different country. 5% of these immigrants are from other EU states, 2.4% are Indonesian, 2.2% are Turkish, 2% Surinamese, 2% Moroccan, 0.8% from the Caribbean and 4.8% from other foreign countries (CIA, 2008). This division into the different cultural groups in The Netherlands reveals a highly diverse group of people, who eventually make up the Dutch population and therefore are possible consumers/members for KNGU’s services and products. About 50% are Christian (30% Roman Catholic and 20% Protestant), 5.8% Muslim and 42% do not have any religion. Overall, the Dutch population is aging, people live longer and possibly work longer as well (CIA, 2006). Statistics show that the Netherlands has many adults in the age of 40-65 years old and slightly more men than women. In the age of 2-6 years old the population counts 468.000 boys and 446.000 girls. (CBS, 2014)

Economic

A general financial crisis has hit the European Union, and therefore also The Netherlands during the past years. Although statistics still show signs of recession, there is an upward trend to be noticed according to the Business Cycle Tracer for October 2013. Thus, for the upcoming months, people in The Netherlands will have greater confidence in spending money and therefore reflating the market (CBS, 2013).

Technological

As a successful organization, is important to stay up to date with and monitor the latest technological developments. Technological advancements can it be observed throughout almost any type of business sector, but are also an exclusive development of vital importance to the sports sector, for example tracking apps on your smartphone, or online training programs.

Social

In the past 30 years the Dutch ‘culture of sports and being active’ has changed. A new culture, which is influenced by digital media and technological gadgets. This causes children to play more inside, which leads to children who are less active and less healthy. This is illustrated by the increased number of people with obesity in the Netherlands. Especially among children and youth in the age of 4-20 years the number of overweighed people grew from 7% in the 80’s to 11% in 2009/2011. (CBS, 2013) Research shows a relationship between the technological revolution (internet, tv, smartphones, tablets, computers, etc.) and a lack of active children. TNS NIPO proves that TV/Computer is the main excuse (53%) for children to stay inside. (TNS NIPO, 2014) Additionally, primary and secondary schools are cutting budgets for physical education. (Eimers, 2014).

Society has changed over the past 30 years and this is reflected by the current ‘culture of sports and being active’. A new culture, which is influenced by digital media and technological gadgets. This causes children to play more inside, which leads to children who are less active and less healthy. In the past playing outside was a common principle, which developed basic physical and social skills. Therefore, it can be concluded that young children are not introduced to the basics of sports and their physical skills are less developed.

Therefore, relatively new initiatives are founded, such as the Dutch Jeugdsportfonds. The JSF is a national organization, with funding and support for Municipalities on local and provincial level. Then, municipalities can financially support parents, which offers the opportunity for their children (4-18 years old) to participate in sports. The organization is responsible for:

* Fundraising activities;
* Building and supporting a network including sports clubs, sports federation, NOC NSF and schools;
* Political lobbying at Municipalities.

(Jeugdsportfonds, 2014)

Furthermore, the number of insurance companies that are generally supporting people’s health is increasing. For example, Agis offers a ‘Rookvrijpolis’, which includes extra benefits and discounts for non-smokers. (Preventiepolis, 2014) Since people with obesity have a higher mortality risk (The Guardian, 2009), insurance companies calculate higher premiums (Telegraaf, 2012). Insurance companies are investing in societies’ health, for example CZ’s online tools for sports and health. The organization has created an online initiative to improve people’s health stands, by offering a coach for sports-injuries, discounts for sports attributes, information and tips and a personal coach. (CZ, 2014) CZ and Agis are both insurance companies, providing a great number of health insurances.

Political

Also on political level, the trend towards a need for healthier people can be noticed. Minister Schippers of VWS (Ministry of health, well-being and sports) had presented her agenda for Nationaal Programma Preventie (National Prevention Program) in May 2013 to the chamber. Her program focused on three areas of health and is set to run for three years from including 2014-2016:

1. Prevent diseases in people's housing, working and learning environment.

2. Giving prevention a more prominent place in healthcare.

3. Standardize monitoring and protection of people's health.

The program’s aim is to prevent health matters, by tackling issues such as obesity amongst children, reduce the number of young smokers or reduce the amount of destructive alcohol consumption. (Rijksoverheid, 2014) The program has evolved in a new phase, called ‘Alles is Gezondheid’. A national program in which many involved parties, such as health care, schools, businesses, insurance companies and neighborhoods support each other in generating a movement, which should result in a more healthy and vital Dutch society (Alles is Gezondheid, 2014).

This is supported also by political agendas on regional level. Many municipalities, especially in cities, provide financial programs to support health and sports activities. For example, Amsterdam offers parents with a relatively low income ‘Het Kindpakket’, which includes vouchers and discounts for cultural and sports activities (Municipality of Amsterdam, 2014). The Municipality of The Hague offers a comparable tool for parents with a low income (max 130% of the Dutch ‘bijstandsinkomen’). ‘De Ooievaarspas’ provides discounts and access to sports activities for children (The Hague, 2014)

Internationally

The Dutch gymnastics sports confederation (KNGU) has a relatively long history. Its roots lie in 1868, while other gymnastic federations are more recently instituted (KNGU History, 2014). It is valuable to compare organizational structures, target audiences and communication strategies, with other gymnastics organizations. Olympic successes and fans, therefore the gymnastics organization of the USA, UK & Canada are taken into account.

Based on a comparison of the gymnastics confederations in the USA, UK and Canada differences between those governing bodies and the KNGU can be revealed. First, the prominent role of social media within their communication strategies. Second, the KNGU offers comparable disciplines (including, rhythmic, trampoline, acrobatic, etc), but stresses a broader set, including dance, masters (50+) and gymnastics for preschoolers. Third, all three governing bodies have created a prominent position of their organization name, unlike KNGU, which brands its products and services. Finally, the KNGU has an long history, with its roots in 1868. The other gymnastics governing bodies are relatively young.

SWOT-Analysis

In order to structure the gathered information from the micro-, meso- and macro-analysis, it is important to compare results, place them into context and find possible adherent points. For this purpose, a SWOT-analysis was conducted. By weighing potentially helpful components against those which might be harmful to achieve the set objectives for KNGU, a more elaborate idea of the core problem and its context were defined.

|  |  |
| --- | --- |
| **Strenghts** | **Weaknesses** |
|  | **Company**: Broad set of disciplines, with a lack of specified target audience |
| **Members**: Well-known members (elite athletes), which can function as ambassadors. |  |
|  | **Brand**: Unclear communication of KNGU’s brand identity. Difference between corporate brand (KNGU) and consumer/member brands (Beweegdiploma, Fantastic Gymanstics, Univé Gym Gala) |
|  | **Services**: Complex structure of KNGU’s communication platforms. |
| **Products**: KNGU offers a broad range of disciplines and possibilities to participate in sports. Additionally, supported by NOC\*NSF. |  |
|  | **Employees**: Overall high level of involvement and commitment, but the organization consists of mainly employees older than 50+. |
| **Opportunities** | **Threats** |
|  | **Consumers/members**: target audience is split based on age. Complex, since young children parents' decision-making process is involved. |
| **Technological**: Technology (internet, mobile technologies, interactive platforms) is quickly evolving, which could directly inspire parents and or other (potential) members. | **Technological**: Technology (internet, mobile technologies, interactive platforms) as a source of threat: less active activities for children, as competition for participating in sports-activities. |
| **Social**: Changing ‘culture of sports and being active’, in which it children are less active and less healthy. For the KNGU it is an opportunity to introduce them to the principles of preschool gymnastics. |  |
| **Internationally**: Noth American and Britsch gymnastics federations have a broad (inter)national online audience, supported by clear social media strategies. |  |
| **Political**: A national need for healthier people. Prevention initiatives for the issue of obesity among children. |  |
|  | **Communication network:** Complex network of stakeholders, in which the KNGU has no/limited access to the end consumer. |
|  | **Competitors**: Strong competitive field of sports for youth (and adults). Indirect and direct competitors have similar objectives. |
|  | **Marketing**: Complex marketing structure and unclear strategy on social media. |
|  | **Communication**: No direct access to end consumer (members/parents), because of gymnastics clubs as direct product/service providers. |

Having obtained an overview of the situation in which the KNGU finds itself, the organization’s positive points, as much as their problems can now be illustrated. Considering KNGU’s initial problem (to increase the number of members in the age group of 2-6) the findings of the situation analysis can be summarized and the following conclusions can be drawn:

One of the major problems identified is that the KNGU’s lacks an understanding of the role parents play in the decision-making process of KNGU’s youngest target audiences. The KNGU has created consumer profiles, but the ones that will lead to parents making buying decisions have not been sufficiently specified. Because of this limited understanding of the parent’s characteristics, needs, beliefs and demands, it is not yet possible to have an understanding of their motives. Therefore, a review of concerned literature should give an insight in these specific motives.

Another problem is KNGU’s complex communication strategy. This is shown by KNGU’s:

* Lack of control over their members (limited communication access to end consumers, since gymnastics clubs are offering KNGU’s disciplines),
* Broad target audience and stakeholders,
* Unclear social media presence.

By understanding the entire young member segment, including their parents, effective communication messages can be designed, and eventually an integrated communication approach can be developed.

Positive aspects are health trends discovered in the political and social sector; there is a social need for a healthier population and the Dutch Government prevention program, Municipalities’ discount tools, national initiatives and insurance companies are supporting this need. These trends can reinforce KNGU’s position in a highly competitive market, since the KNGU has the possibility to offer a foundation sport. Furthermore, the strong internal engagement of KNGU’s employees makes their aspirations authentic. Considering these points, one can conclude that KNGU does have a strong internal commitment and is in a position to make use of the external trends in favor of their mission, which may result in a strong foundation for future development.

Overall, KNGU’s major weakness is its lack of understanding of parents' motives for making health and sports decisions for their young children. Until the parents' personal reasons for enrolling their children in a certain sport are researched and explained, there is little chance that the core of the problem will be identified and solved.

# Chapter 3: Literature Review

Based on an analysis of KNGU’s environment the organization’s assets as well as its flaws have been shown above. The most important flaw would seem to be that the KNGU lacks an understanding of parent’s motives for making health and sports decisions for their children. Therefore, in order to optimize KNGU’s situation and increase the number of members (in the age group of 2-6), it is vital to first understand its target audience. In order to truly understand parents’ motives and behavior, an analysis of related theories will be presented here.

The structure of this chapter is determined by the main factors of behavior, according to Fogg. The Fogg Behavior Model (see Appendix 18) is based on three principal factors: motivation, ability and triggers. Parents need to be motivated, must have sufficient abilities and need an effective trigger, in order to behave in a certain way. (Wendel, 2014) As Fogg states, all three factors must be present at the same time for the desired behavior to occur (Ferebee, 2010). This chapter will provide an in-depth analysis of these three factors, for which a large body of literature has been consulted. This analysis will present the foundation on which KNGU’s communication strategy can be built. Thus, an analysis is made of how communication can influence parents’ motivations and improve their (perception of) ability with regard to a certain behavior when it comes to enrolling their children in preschool gymnastics.

In order to understand the role of parents and their motives, it is first necessary to analyze how children’s sports beliefs are shaped, after which a more thorough analysis is made of the principles of motivation. The second part addresses the topic of ability. This creates the basis of *what* to communicate and with which tone of voice. In the third part conclusions are drawn on *how* to communicate with the parents. In this way, one would hope that a certain behavior can be triggered, and parents' motivation and ability can be stimulated.

## **MOTIVATION**

## *Parents’ and Children’s’ Sports Beliefs*

As stated above, parents are the ones who introduce children to sports and enroll them in sports programs at a young age. Since parents are likely to be present at games and/or training, during the early sports years, they have the possibility to communicate personal beliefs and values about sports to their children. Since parents play an important role in which sport their child participates in and how their child experiences its sport, it is valuable to analyze parents’ psychological influence on children’s sports beliefs.

First, parents have a crucial role in how children perceive their sport. Overall, it is important to note that children tend to base their estimates of personal competence or ability on parental feedback and behavior. Children are exposed to several influential factors, and therefore have different sources of information in forming judgments about their competence. However, feedback provided by adults, their parents, is particularly salient to youngsters before about 10 years of age. So, parents are extensively engaged in their emotional dimension of children’s sports experiences. (Horn, 2008, p. 108-109)

Parents influence children’s motivational patterns, emotional experiences and the child’s interest in maintaining to participate in sports. They have to establish a psychological climate in which the child’s sports participation will take place. Within this psychological environment parental values and beliefs about sports are vitally important. (Tenenbaum and Eklund, 2007, p. 11-25)

Eccles’ expectancy-value theory explains, in which parents’ expectancies and values that a child will receive vary across different achievement domains. Therefore, the child will adopt both parents expectancies about his/her competences and the parents’ values about the relative importance of different achievement domains. Consequently, a child’s belief system reflects the parents’ belief system. Eccles’ expectancy-value theory is the primary contemporary theoretical perspective on parental socialization influence on children’s motivation in achievement settings. The theory explains how parents shape children’s self-perceptions about their abilities in sports and about the value of sports. (Horn, 2008, p. 272-280)

So, the beliefs and values of parents play a fundamental role in how children experience their sport, in which sport they participate and the possibility that is created to excel in their sport

## *Parents’ Motivation*

Consequently, parents’ sports motives are reflected upon the child’s sports motives and experiences. Therefore, it is important to analyze parents’ personal motivation. Motivated behaviors derive from different needs. This creates a level of motivation, which invigorates and energizes behavior. Thus, in order to change someone’s behavior, it is important to understand his/her needs. However, motivated behaviors are complex. That is, because not necessarily every behavior has an underlying logic or reasonable explanation. Scientists Reiss and Havercamp argue, that motivation can be explained by psychological needs and desires. These needs and desires function as activators which direct and activate the individual towards certain goals. (Zelick, 2007) Furthermore, motivation can be differentiated between basic motivated behaviors and higher order motivated behaviors, according to O’neal. Basic motivated behaviors arise from basic needs, such as hunger, thirst and sexual desire. Higher order motivated behaviors are based on the needs to achieve, belong, create and be happy. These hierarchies of motivated behaviors are translated by Maslow’s hierarchy of needs model. Maslow differentiates between primary motivational needs and secondary motivational needs. (Zastrow and Ashman, 2009) Thus, for both scientists, Maslow and O’Neal, motivation is fueled by the secondary needs. Therefore, it is necessary to analyze higher order motivated behaviors, in order to understand the parents’ position towards sports and health for their children. (O’Neal, 2007, p. 15-76). Based on the understanding that motivation is fueled by needs, the authors of the book ‘Motivation of Health behavior’, Oyserman and Fryberg, have created an overview of motivational theories. These theories outline the core aspects of motivation in relation to health.

In order to motivate people to change health behavior they have to have a goal. The Direction-Energy Model emphasizes the need of a goal and articulates the indispensable need for energy to reach that goal. According to the theory, this component of motivation is guided by a desire for self-image change, curiosity and a desire for mood enhancement. The amount of energy is guided by a perceived match between the demands of reaching the goal and the change of lifestyle with a comfortable end state. The level of energy of achieving the change could be influenced by social or intrapersonal pressure (Oyserman and Fryberg, 2007, p. 23-98) . So, in order to influence a person’s health behavior one needs to increase his/her level of awareness and understanding of his/her goals.

The process of motivating somebody can be explained by the means of the Trans Theoretical Model. This theory consists of a series of stages of change. This model explains the following relation: the higher individual’s state of readiness, the higher the level of his/her motivation. During change behavior a person goes through different stages and has therefore different levels of motivation (Oyserman and Fryberg, 2007, p. 23-98). However, in order to successfully interact and interfere with them, it is required to know individual stages of readiness, which is almost impossible.

The third theory explained by the authors is the Intrinsic-Extrinsic Motivation Model, which differentiates between two types of motivational triggers. It furthermore enables strategy development based on this differentiation. On the one hand, intrinsic motivation indicates an inner motivational trigger, based on personal goals. On the other hand, extrinsic motivation explains how external triggers can motivate an individual, such as financial rewards. This model proposes that goals are more likely to be obtained if the individual identifies with the desirability of obtaining that goal (intrinsic), instead of reaching the goal for some other reward (extrinsic) (Oyserman and Fryberg, 2007, p. 23-98). Yet, analyzing the theory from a critical point of view it can also be justified that extrinsic triggers have the potential to motivate people as much as intrinsic triggers.

## **ABILITY**

## *Perceived ability and Opportunities*

The values and beliefs of parents about sports form a foundation for their decision-making-process. However, this process could be limited by insufficient abilities or obstacles. Therefore, it is essential to illuminate the role of limiting factors, such as time, location, physical state, mental state and money, in this context. It is important to note that every obstacle should be understood as a *perceived* obstacle, as well as a person’s perception of his/her ability. That is, because the perception of obstacles is linked to the goals set by individuals. These differ from another, and consequently influence the individual’s perception of barriers. (Oyserman and Fryberg, 2007, p. 23-98).

As stated above, parents’ set goals influence their perception of ability. This is explained by the principle of achievement domains, called the expectancy-value theory. Parental value refers to the perceived relative importance of parents of various achievement domains, such as sports, music, arts, etc. So, the question that should be answered is, what value does the parent place on sports as an achievement domain for his or her child? Therefore, a value comparison could be made between different sports, for example soccer and gymnastics. However, comparing soccer and gymnastics as achievement domains are of unequal value, since parent’s personal experiences and beliefs play an important role. According to the expectancy-value theory, the greater the value that is ascribed to a particular achievement domain, the more frequent will be the opportunities provided by the parent to their children within that achievement domain. Since children cannot have high levels of success in all different achievement domains, parents provide (sports-)possibilities for the domains in which they perceive that their children are likely to have the greatest success. So, when a parent expects that a child will have greater success in gymnastics than in basketball, more encouragement is given, more positive feedback is provided and more opportunities are realized. (Horn, 2008) So, abilities and obstacles are differently perceived, because of various beliefs and achievement domains.

## **TRIGGERS**

## *Communication*

As much as it is important to understand parents’ motivation and perception of ability, it is vital to understand how to translate this understanding into solutions. Thus, in order to find a communication strategy which will stimulate parents’ behavior of enrolling their children in preschool gymnastics, it is vital to understand the role of triggers in the context of motivation and ability. In the following paragraphs, it is explained how communication can trigger parents’ state of readiness to behave in a certain way: enrolling their children in preschool gymnastics.

People’s motives are *influenced* by their environment. The Social Cognitive Theory (Maibach & Parrott, 1995, Chapter 3: p.43) explains that every individual influencesits environment and vice versa. In terms of the communication message, the message designer therefore needs to make a decision which of the two strategies to follow: target the individual to influence the environment or generate a more general message in order to influence individuals. Yet, common practice in health message design is to target the environment and therefore, subsequently, shape the individual's perception of a certain issue. So, parents’ behavior is influenced by health messages triggered by their environment. Individual motives for a certain issue (for example obesity by young children) is shaped and triggered by their environment. (McLeroy, Steckler and Bibeau, 1988, p. 355).

Apart from influence, there are other key factors which facilitate a successful approach for influencing behavior via triggers, motivations and ability. In various theories about cognitive psychology, the impact of understanding a person's *beliefs* seems a crucial factor for creating a strategy which aims to change behavior. The Social Cognitive Theory (Maibach & Parrott, 1995, p. 49) suggests, that “people are motivated to form behaviors that they believe will produce outcomes they desire”. Thus, one can conclude that if one can understand a person's desired outcomes, so their expectations regarding a specific issue, one is able to make that person change or form a certain behavior. This, as stated on p. 50, can be achieved by communications: “Outcome expectations are open to influence through the communication process […]. People develop their outcome expectations through some combination of direct experience, observational learning and persuasive communication“.

Apart from understanding a person's expectations, the Cognitive Dissonance Theory claims it is as vital to understand his/her beliefs as well. This communication theory suggests that it is necessary to challenge a person's beliefs by creating a scenario which makes the person reconsider their behavior. If a person holds two conflicting thoughts (because their beliefs were challenged), mental discomfort arises. To eliminate this uncomfortable situation, a person will change his/her beliefs and/or behavior (University of Twente, 2013). Often used in health promotion directed at individuals, the Cognitive Dissonance Theory includes, but is not limited to be applied by the means of communication (Reddy, n.d.). Using this method will make attitude formation and change likely (University of Twente, 2013). Limitations of the theory: It is furthermore crucial to realize the complexity of human behavior and therefore the impossibility to guarantee accurate behavior prediction.

As important as the conceptualization of the message (where the message designer acknowledges the importance of understanding the receiver's motives) is message design. Of increasing importance in message design is the concept of 'tailoring' health communication to achieve greater impact. Hawkins et al determine two goals to be achieved by tailored communication: “enhancing cognitive preconditions for message processing and enhancing message impact through modifying behavioral determinants of goal outcomes” (2008). The two concepts the authors are referring to are 1. segmentation and 2. customization. By deepening the level of segmentation, Hawkins et al propose the target audience becomes “increasingly more defined, homogenous”. Customizing the message enables the receiver to identify certain characteristics which are relevant to his own personal beliefs (Hawkins et al, 2008). Furthermore, the medical newspaper 'Physician's Weekly' has acknowledged the importance of tailoring health messages, stating that above all, it seems that tailoring communication messages is the most crucial factor of success or failure when it comes to (health) behavior change (O'Malley, 2013). Therefore, it is crucial to gain an insight into beliefs and behavioral patterns of one’s target audience in order communicate a message effectively.

To conclude, the concept of behavior consists of different and complex variables. in order to optimize these factors and trigger a certain behavior, an integrated communication strategy is required. These factors will be ,from now on referred to as motivational pillars. Taking all variables into account, a theoretical construct of three pillars has been established. First, intrinsic motivational triggers revealing inner aspirations, motivate people from inside out. Second, extrinsic motivational triggers revealing external rewards, motivate people based on external sources. Finally, the perception of ability reveals parents’ capabilities, values and limits of certain behavior. Capabilities can be optimized or barriers can be minimized, by influencing the very perception of it. In order to influence motivation and frame parents’ ability, it is essential to understand the role communication can play. Therefore, three main aspects to consider when designing the communication strategy can be identified:

* A person's factors of influence (who or what influences them how)
* A person's beliefs (shaped by influential factors)
* The more tailored the message, the greater the impact

in order to generate a more tailored communication strategy and stimulate parent’s behavior, it is important to truly understand parent’s motivation and perceived ability. It is necessary to understand message receiver's values and inner beliefs. Consequently, the communication strategy should be based on the theoretical constructs discovered and explained in this literature review. As it was also revealed in this chapter, behavior change is a complex issue and values differentiate per person (so there is no guarantee for behavior change). Therefore, it is of high importance to conduct more in-depth research to maximize tailoring efforts in order to have maximal impact on the target audience. The plan outlined for this in-depth research will be laid out and explained in the following chapter.

# Chapter 4: Methodology

Based on the outcome of the situation analysis and the literature review, the following conclusion is drawn: the *motives* of parents for their child to participate in sports, are crucial for the child’s sports experience and the sports decisions that are made. As stated in the conclusions of the literature review, the theoretical constructs of parents’ role in a child’s sport, the parents’ motives are explored, as well as the possible translation of these theories into communication approaches to solve KGNU’s problem. Yet, the limitations of the theories lead to a knowledge gap which needs to be filled by further, in-depth, field research. The key factors which influence a child’s participation in preschool gymnastics: parents’ ability and parents’ personal intrinsic or extrinsic motivations. However, it is not yet clear how those pillars exactly influence the specific target audience (parents).

Furthermore, although these pillars are clearly laid out in theory, it is not possible to guarantee the possibility for the KNGU to influence parents’ behavior, due to the complex nature of human behavior. Therefore, in-depth research will focus on providing an understanding of the specific motives of parents of young children. This research will be conducted by the means of a deductive approach, using strategies such as case study, grounded theory and survey. In the research design the reasoning behind the chosen approaches are laid out. The research will be carried out using an explanatory research approach built upon three steering research questions to keep close to the objectives set for the in-depth research.

* **CORE PROBLEM:** Lack of understanding the specific motives and perceived barriers of the parents for enrolling their young children in preschool gymnastics.
* **KNOWLEDGE GAP:** It is unclear how the motivational pillars apply specifically to KNGU’s target audience: parents of young children.
* **IN DEPTH RESEARCH OBJECTIVE:** Understanding the personal motives and belief systems of parents of enrolling their children in preschool gymnastics, in order to create a fitting communication approach and finally influence their behavior.
* **OVERALL RESEARCH OBJECTIVE**: To increase the number of young children in preschool gymnastics.

In order to find out about the reasons why parents would put their children in preschool gymnastics, a quantitative approach will provide an overview of all different motives and values towards sports, which will eventually enable a categorization. If one is able to categorize the different systems for participation in preschool gymnastics, one may be able to segment the target audience based on motivation factors. This will eventually lead to an overall improved communication strategy based on targeted and tailored messages.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Objective** | **Research question** |
| **1** | Perceived Ability | Understanding the parents’ *perceived ability*, which is influenced by their personal sports-values. | What are parent’s sports-values set for their children, which form their perceived abilities? |
| **2** | Intrinsic Motivation | Understanding how to trigger parents *intrinsic motivation* to behave in a certain way: enrolling their children in preschool gymnastics. | What are the intrinsic motivational triggers to increase the level of motivation among the parents to put their children in preschool gymnastics? |
| **3** | Extrinsic Motivation | Understanding how to trigger parents *extrinsic motivation* to behave in a certain way: enrolling their children in preschool gymnastics. | What are the extrinsic motivational triggers to increase the level of motivation among the parents to put their children in preschool gymnastics? |

**ISSUES TO CONSIDER**

* LIMITATIONS: In general, people will feel uncomfortable to speak open about their behavior related to sports and health. Especially, since the research is related to parents’ sports and health decisions for their children, could limit openness and honesty. For parenthood it is expected that decisions are based on what is in the best interest of their children. This could result in cognitive dissonance, since parents’ love and care for their children could limit their ability to critically and honestly reflect on their behavior.
* RELIABILITY: The research’ reliability is related to its validity. Therefore, 100 respondents from different cultures, ages, regions will represent the Dutch society, Additionally, their outcome will be questioned by experts, educated in Dutch programs, with similar standards and norms. Additionally, the problem of being less physically fit, is a national problem, which affects many various families.
* VALIDITY: Validity of the research is ensured by sampling. The selection of 100 parents (based on the inclusion of both genders, different age ranges, different cultures, different regions etc). will provide valid information, representative for the entire target audience.
* GERNERALIZABILITY: The Dutch population varies, based on cultures, ages, income, gender, etc, as described in the demographic part of the situation analysis. In order to generalize the research, the composition of the Dutch society should be taken into account. Different demographics, lead to different beliefs, backgrounds and principles.

**CONCEPTUAL DESIGN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic** | **Objective** | **Research question** | **Definition** |
| **1** | Perceived ability | Understanding the parents’ perceived ability, which is influenced by their personal sports-values. | What are parent’s sport-values set for their children, which form their perceived abilities? | Parents’ ability and perception of barriers/obstacles define their level of capability to act in a certain way. |
|  |  | **Operationalization** |  |  |
|  | **Abstract concept** | Perceived ability |  |  |
|  | **Variable** | **Values**  (Parents’ **judgments** towards sports) |  |  |
|  | **Indicators** | * Which sport they practiced themselves in the past; * Which sport they practice themselves in the present; * How actively (competitions/recreational) they were in the past; * How actively (competitions/recreational) they are in the present; | * How many times per week in the past & present; * Location of sport * Money invested in sports; * Time-consuming; * Transport; * Level of Involvement. * Financial situation * Amount of children |  |  |

**TECHNICAL RESEARCH DESIGN**

In order to find out about parents’ perceived ability to enroll their children in preschool gymnastics, a quantitative approach will provide an overview of all perceived barriers and values that influences this perception, which will eventually enable a categorization. If one is able to categorize the different perceived limiting factors and parents’ judgments for participation, one may be able to segment the target audience based on motivation factors. This will eventually lead to an overall improved communication strategy based on targeted and tailored messages.

|  |  |  |
| --- | --- | --- |
| **Research Strategy** |  | Quantitative |
| **Survey** |  | Discovering the range of perceived barriers in relation to their values of participating in preschool gymnastics. |
| **Kind of Info** | *Data* | Different perceived barriers for not participating. |
|  | *Knowledge* | The reasons for parents not to make sports-related decisions. |
| **Methods** |  | Questionnaires |

**CONCEPTUAL DESIGN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic** | **Objective** | **Research question** | **Definition** |
| **2** | Intrinsic Motivation | Understanding how *intrinsic motivation* triggers the parents to enroll their children in preschool gymnastics. | What are the intrinsic motivational triggers to increase the level of motivation among the parents to enroll their children in preschool gymnastics? | Inner discrepancy between current situation and desired situation |
|  |  | **Operationalization** |  |  |
|  | **Abstract concept** | Personal goals of parents |  | . |
|  | **Variables** | **Attitude**  (of parents towards sports-goals set for their children) |  |  |
|  | **Indicators** | * Feeling better after sports |  |  |
|  |  | * Results oriented * Physical development * Mental development * Losing weight * Being part of a social community * Becoming healthier |  |  |

**TECHNICAL RESEARCH DESIGN**

In order to determine the appeal used for the communication strategy, it is important to find out whether intrinsic or extrinsic triggers appeal to the parents most. A combination of both is also possible. This will be determined by the means of a quantitative approach or a case study. This way, it can be determined which (mix of) appeal(s) is preferred and most influential for this specific target audience to trigger a change of their belief systems. This in-depth research focusses on the intrinsic motivational triggers of parents in relation to their children and participating in preschool gymnastics.

|  |  |  |
| --- | --- | --- |
| **Research Strategy** |  | Quantitative |
| **Case study** |  | Understanding intrinsic motivational triggers of parents in relation to their children and participating in preschool gymnastics. |
| **Kind of Info** | *Data* | * Number of intrinsically motivated parents in general, regarding children and sports. |
|  |  | * Number of intrinsically triggered parents by KNGU’s services and products. |
|  | *Knowledge* | An understanding of how many parents should be approached by intrapersonal-based communication. (As determined in the literature review based on the Ecological Model for Health Promotion). |
| **Methods** |  | Interviews & surveys |

**CONCEPTUAL DESIGN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic** | **Objective** | **Research question** | **Definition** |
| **3** | Extrinsic Motivation | Understanding how *extrinsic motivation* triggers the parents to enroll their children in preschool gymnastics. | What are the extrinsic motivational triggers to increase the level of motivation among the parents to enroll their children in preschool gymnastics? | Individual perception of external rewards |
|  |  | **Operationalization** |  |  |
|  | **Abstract concept** | Perceived benefits |  |  |
|  | **Variables** | **Attitude**  (of parents towards sports-benefits for their children) |  |  |
|  | **Indicators** | * Finances * Social involvement/friends * Location * Time |  |  |

**TECHNICAL RESEARCH DESIGN**

In order to determine the appeal used for the communication strategy, it is important to find out whether intrinsic or extrinsic triggers appeal to the non-actives most. A combination of both is also possible. This will be determined by the means of a quantitative approach or a case study. This way, it can be determined which (mix of) appeal(s) is preferred and most influential for this specific target audience to trigger behavior change. This in-depth research focusses on the extrinsic motivational triggers of parents in relation to their children and participating in preschool gymnastics.

|  |  |  |
| --- | --- | --- |
| **Research Strategy** |  | Quantitative |
| **Case study** |  | Understanding extrinsic motivational triggers of parents in relation to their children and participating in preschool gymnastics. |
| **Kind of Info** | *Data* | * Number of extrinsically motivated parents in general, regarding children and sports. |
|  |  | * How extrinsic triggers would motivate parents for preschool gymnastics |
|  | *Knowledge* | An understanding of how many parents should be approached by interpersonal, organizational, community or policy-based communication. (As determined in the literature review based on the Ecological Model for Health Promotion). |
| **Methods** |  | Interviews & surveys |

# Chapter 5: Results

Based on the conclusion of ‘the *motives* of parents for their child to participate in sports, are crucial for the child’s sports experience and the sports decisions that are made’ the in-depth research was created. By structuring the gathered information from the surveys and interviews, it is important that links are created, that results are put into context and that possible adherent points are revealed. Results of 100 respondents, parents of young children, combined with input and information from experts, four teachers, three pedagogical workers and three mothers, form the basis of this results chapter.

## Generally

The survey shows, that:

* 33% of parents is not participating in any form of sports;
* 76% of parents does not (really) know the Moving diploma;
* 56% of the children has never participated in preschool gymnastics;
* Parents value physical education in schools more (78% very important), than learning the basis during preschool gymnastics (40% very important).

## Intrinsic & Extrinsic Motivation

The literature review revealed three motivational pillars for children’s’ participation in preschool gymnastics: intrinsic and extrinsic motives and perceived ability. These pillars form the basis of parents’ decision making processes related to the sports activities of their children. By having researched the indicators of these pillars, it is revealed to what extent they influence parents.

It can be concluded that intrinsic motives are more valuable for parents than external rewards, when participating in sports. Feeling better and more energized is the biggest motivational factor for parents. Another remarkable aspect is that parents claim not to be influenced by social pressure.

## Ability and Limits

Parents are asked what would limit their children to participate in sports. Remarkable is that the number of ‘completely not true’ answers, indicates that there are not many limits at all. It was expected that parents would consider time and money as limiting issues. Some parents (10%) do state that being active at school and playing outside are good alternatives for participating in sports, while for lack of money and lack of time are considered as limits in only 3-4% of the cases.

A significant aspect is, that several experts within the topic, teachers and pedagogical workers, are recognizing parents’ limiting factors such as time and money. As Lilian vd Meer states, teacher of preschool gymnastics, the financial crisis is affecting possibilities for sports activities. According to her, this is probably the reason that the number of members for her classes has decreased over the past five years. (Personal Interview, vd Meer, 2014)

Parents’ percepts towards sports, govern their thoughts and actions. Based on their personal belief systems, they judge what is valuable to them. Results show that staying active and enjoying sports are most valuable to them, which affects the perception of their ability or possible obstacles/barriers.

## Awareness

Statics reveal that most parents highly value physical education at school and are aware that budgets at (primary) school are cut for physical education. However, less than 50% thinks that learning the basis of sports during preschool gymnastics is important. This is probably related to the participation percentage of 44% of children in preschool gymnastics. So, even though budgets are cut and parents are aware of a lack of physical education at (primary) schools, it seems that preschool gymnastics is not the most logical alternative. Additionally, an analysis of the results show that parents who are more active themselves in sports, acknowledge the importance of physical education and preschool gymnastics more often.

Additionally, 91% of the parents value the principle of the Swimming Diploma. However, only 20% of the parents are aware of the principle of the Moving Diploma. During the interviews with mothers Laetitia de Goeij and Sandra van Gent the principles of the Moving Diploma were explained. Both parents showed enthusiasm and acknowledged the values of such a diploma. “Especially for parents who have no sports interests themselves, the Moving Diploma could enhance the level of awareness regarding physical development”, is what ms. De Goeij believed. (Personal Interview, De Goeij & van Gent, 2014)

As an expert within the topic of parents’ awareness towards participating in sports, Marianne Lipman, pedagogical worker, declared that many parents lack awareness. She monitors and guides young children on a daily basis, and needs to discuss their progress with parents. During these conversations only a few parents take advices related to sports and health serious. This is supported by Lieske van den Berg, a pedagogical worker as well. She acknowledges that many parents who are invited for such an evaluation do not show up or neglect the advice. Ms. Liipman points out that many parents lack time and money, and a result is that many families often eat fastfood. Another factor in a lack of awareness, is that parents let their children decide; what to eat for diner, what to do as an activity during the weekend and what type of sports activities to choose. Easy and efficient are key words according to ms. Lipman and vd Berg. This is also a factor for playing on computers and tablets. When no time limits or regulations are set by parents, children will have no limits for staring at the screen. As Sandra van Gent states, mother of 2 children, when boundaries are set, children will find playing alternatives outside. Children are not capable of outweighing risks of certain behavior, therefore, as ms. Lipman mentions, it is important for parents to be aware of the situation and protect their children. (Personal Interview, vd Berg & Lipman, 2014)

The graphs show a difference in awareness, when results are compared between parents who are active in sports, and parents who are not active in sports. These three graphs clearly illustrate more awareness among the parents who are active, regarding the effect of participating in sports at a young age, the number of overweight children and that a basis for sports activities can be created at a young age. In the appendix a complete overview is given.

Statistics from the 100 respondents reveal value differences between parents who are active in sports by themselves and the parents who are not active. Ms. Van der Meer, teacher of preschool gymnastics, supports this outcome: “Parents who have been active in sports by themselves in the past, are more aware of the positive effects. Unfortunately, the other group of parents, who has never been active in sports, is not aware of possible negative consequences. Additionally, there are cultural differences. In some cultures sports activities are not part of daily life. Therefore parents do not have any awareness related to these issues.“

## Shifting Responsibilities

Many children are nowadays at daycare/BSO’s after school. It has become an important factor in their young lives. As Jennemiek vd Hoogenband states, teacher at a primary school, it is a tendency that more and more responsibilities of several parenting issues are shifting to schools and daycares. As ms. Vd Hoogenband said: “We now teach them norms and values, sexual education, using computers, hygiene, eating habits, cultural education (visiting museums), learning about nature and playing together. Parents are working more and therefore they lack time to do things with their children.” Since responsibilities are shifting, it is reasonable to question current standards for physical education. Budgets at schools are cut, children are more often overweight and less physically developed and parents seem to lack time and money. Currently, schools and daycare organizations have an advising role for children’s’ physical and mental development. Interviews with experts show that physical education, as well as other health issues, is a responsibility of parents. Schools should offer qualitative physical education and BSO’s can specialize in sports activities. According to ms. Lipman, in the most ideal situation all three factors, parents, schools and BSO’s, should intensively collaborate and complement each other. (Personal Interview, vd Hoogenband, 2014)

# Chapter 6: Conclusions

An overview of the results offers an insight in four different aspects, namely intrinsic, extrinsic and belief systems, awareness, limits and shifting responsibilities, related to the topic: ‘Sports activities for children’. At this point it is important to link these results to the main objective: increasing the number of KNGU members via preschool gymnastics. This section forms the basis on which a fitting communication strategy is built for the KNGU, in order to improve its (financial) position in the field of sports and consumers.

## Generally

It appears that not all parents are actively participating (33%) in sports. It seems that KNGU’s efforts to promote the Moving Diploma have not (yet) resulted in a high level of awareness among parents, since only 24% of them knows the principles of the Moving Diploma. The survey shows that 56% of the children has never participated in preschool gymnastics. This outcome can be linked to the fact that only 40% of the parents find preschool gymnastics important for learning basic skills. Overall, physical education at (primary) schools is highly valued by parents (78%). These general statistics should be taken into account, while designing a strategic communication plan.

## Intrinsic or Extrinsic Motivation

It can be concluded that intrinsic motives are most valuable for parents. Most parents claim that they exercise or participate in sports mainly for themselves, without influencing factors, such as rewards or social pressure. This means that in order to trigger their intrinsic motivation communication strategies should be related to setting personal goals, and address their health beliefs, self-confidence, self-awareness and their desired health situation. Since parents’ percepts towards sports and health, govern their thoughts and actions related to the children and their sports activities, these percepts are taken into account. Parents’ most valuable health and sports beliefs for their children are, staying active and enjoying sports.

## Ability and Limits

A discrepancy can be found between experts’ opinions and the outcome of the survey. Most parents have stated that there are (almost) no limits for their children to participate in sports, while experts indicate time and money as limiting factors. Even though a survey is anonymous, it might indicate that parents felt uncomfortable acknowledging such limitations. Additionally, parents’ beliefs systems play a role in their abilities and limits. These belief systems form parents’ values and because of that, their perception of barriers and limiting factors. For creating a succesful communication strategy, it is important to prove that parents do encounter limiting factors. Then, the KNGU could enhance parents’ ability, by reducing limits and obstacles, and making the behavior (participating in preschool gymnastics) more easy for them.

## Awareness

Based on the results of the survey and interviews with experts, an categorization of parents’ level of awareness can be made.

* **Parents who are active in sports**, are more often aware of the importance of sport for their young children. These type of parents are more aware of cut budgets for physical education at primary schools, more often value the principles of preschool gymnastics, and acknowledge the importance of physical education more frequently.
* **Parents who are not active in sports**, more commonly lack awareness regarding the risks of not participating in sports at a young age.

Results show a difference in the level of awareness between parents who are active in sports and the ones that are not active. These parents need to be informed and educated, in order to their trigger intrinsic motivation and to overcome possible (financial- and time-related) boundaries.

Teachers have indicated a difference between parents from different cultures. In some cultures it is more common to participate in sports, than in others. This segment of parents is most difficult to approach, since sports have never been part of their culture. Only a specifically tailored communication strategy could inform this group of parents, in order to improve awareness and increase motivation.

## Shifting Responsibilities

The financial crisis is affecting possibilities for sports activities, and parents need to make well balanced consuming decisions. The role of daycares and BSO’s in a child’s life is growing. Especially since budgets are cut at primary schools, more children are overweight and less physically developed and parents lack time and money, it is an opportunity for the KNGU to reconsider alternatives for physical development and offering preschool gymnastics. Results of interviews with experts indicate a possibility to combine the role of parents, schools and daycares in sharing responsibilities for physical education.

## Two Different Sets of Data

So, the field research has revealed insights into two factors of parents’ behavior: ability and motivation. A comparison between experts’ visions related to limiting factors and parents’ perceived ability, revealed a difference in data. Experts claim that parents often lack money and time, for children’s sports activities, while parents state that they do not take such limiting factors into account.

At this point, it is questionable which party to believe and on which conclusion the communication strategy should be built. Based on experiences, while having contact with parents, it seemed that they felt uncomfortable. In general, people could feel uncomfortable to speak open about their behavior related to sports and health. Especially, since the research is related to parents’ sports and health decisions for their children, could explain their limited openness and honesty. Additionally, the structure of the survey appeared to be steering parents in a certain direction: children *should* participate in sports. Which might have triggered their conscious and the politically correct answer. Therefore, it is expected that experts’ indications about limiting factors, such as time and money, are most trustworthy.

In order to support this assumption, it is necessary to prove that parents ability to enroll their children in sports, is affected by limitations. Therefore, a second phase of the in-depth research is created. This will provide a complete understanding of parents’ motives, abilities and how to trigger a certain behavior.

# Chapter 7: Parents’ (Perceived) Abilities

In order to have a valid conclusion, all results need to be reliable. However, a difference was found between experts’ and parents’ perception of limiting factors. Experts point out that parents’ financial situations or family structures could limit a child’s participation in sports, while parents rarely address any limiting factors. It is expected that the vision of experts is most trustworthy, therefore, a thorough understanding of parents’ (perceived) abilities is required. First, a research is done in the field Dutch parents’ financial and time situations and second, an explanation for parents’ lack of honesty is given.

## Financial & Time Abilities

It is a fact that parents’ time-schedules are bounded to their work schedules. Research shows that the number of working mothers has increased over the past ten years (Egten, Zeijl, de Hoog, Nankoe and Petronia, 2008). The Emancipatiemonitor 2011 shows that in 2011 72% of the married or cohabited mothers is working, while in 2001 only 57% was working (Nederlands Jeugd Instituut, 2014). So, it is a trend that the number of families, in which both parents are working, is increasing.

Results related to the financial situation of families, indicate differences among autochthone families and non-western families, as well as single mothers and married mothers (Coumans, 2008). Parents in single parent situations with minor children, are most often relying on an income just above the level of poverty (Brakel and Lok, 2010). Moreover, the SCP (Social Cultureel Planbureau) believes that parents who are not actively participating in sports, will not stimulate their children to participate in sports. According to the CBS (Centraal Bureau Statistieken), more than 0,5 million children (5-8 years old) are not participating in any form of sports activities. In two-third of the cases, it has to do with finances. (Jehoel-Gijsbers 2009). Finally, statistics of ‘Het Jeugdsportfonds’ show that the number of children that need funding to participate in sports is growing (ANP, 2013).

## Lack of Honesty

As stated in the Literature Review, the Cognitive Dissonance Theory claims that it is as vital to understand parents beliefs’. A parent strives towards consistency within his/her parenting. Granting that consistency is the usual thing, in this case the belief that ‘sports activities are important for my children’. Within this topic, health and sports are valued, however parents’ behavior is sometimes inconsistent (dissonant). In order to maintain consistency, a person reasons changes in his/her beliefs and/or behavior. For example, (a) my child has physical education at school, (b) he/she still has a healthy weight, or (c) playing outside is also a healthy activity. So, not participating in sports, is still consistent with the parents’ sports and health beliefs. (Cooper, 2007) During the survey, it was revealed that some parents were not capable of rationalizing inconsistent behavior and/or beliefs at all (dissonance). This results in mental discomfort. When dissonance is present, the parent will actively avoid situations and information, which would increase the level of dissonance. So, cognitive dissonance is in some (non-active) cases, the reason that parents are blinded for information and motivational triggers. This fact makes it difficult to change the parents’ behavior and knowledge. In order to influence parents’ dissonance, Osgood and Tannenbaum (1957) discovered that the evaluation of the information/triggering source (KNGU) should be positive. A positive evaluation can be realized, when causation of dissonance is removed in stages. (Ramachandran, 2009)

So, it can be concluded that many parents do encounter limiting factors. The reasons that parents do not address these factors, is because these limiting factors are inconsistent with their parental beliefs and values regarding sports and behavior. This is called cognitive dissonance.

# Chapter 8: Recommendations

Currently, the KNGU finds itself in a difficult position, since the organization has lost members and competition in the market of sports has grown. This situation is a result of parents’ shifting values related to sports and health, family structures, financial situations and modern technologies. For children, these trends, affect their physical and mental development. This requires conscious decisions of parents, in which they have to balance out all the best interests for their child(ren). Raising children is one of the most toughest jobs in the world, especially when parents have to deal with time and money issues.

So, the KNGU has a possibility so stimulate solutions for this general problem, as well as on family level. At this point, parents do not value preschool gymnastics as a foundation sport for their children, in physical and mental perspective. Parents need to become aware of the role preschool gymnastics could have in the lives of their children, even with insufficient abilities. The Dutch government acknowledges this problem, and has initiated a pro-active prevention program “Alles is Gezondheid”. Therefore, KNGU’s communication strategy is based on a partnership, which encourages a movement for a healthier and more vital Dutch society. At the end of the campaign, parents need to be aware of the risks of a lack of physical education for children (2-6 years old) and have built a positive attitude towards the KNGU as a socially involved organization. The needs, objectives and strategies will be outlined in this chapter.

## **STRATEGIC JUSTIFICATIONS**

This part of the research provides the context for the communication plan, and clarifies its needs and its objectives:

* Current loss of KNGU-members, due to the Dutch economic and/or family situations, and therefore reduce limits such as time and money for parents.
* The number of children who are less physically developed and overweight is increasing, and therefore improve children’s health and wellbeing;
* Lack of social involvement for KNGU, and therefore reposition the KNGU as a CSR organization and create a partnership with the Dutch government;
* Lack of information about the values of preschool gymnastics, and therefore informing parents about the positive effects of preschool gymnastics for young children, in order to trigger their intrinsic motivation.

## **COMMUNICATION STRATEGY**

*Main Strategic Ideas*

During the research it was found out that the majority of parents is mainly motivated for sports based on intrinsic reasons. Meaning, parents behave in a certain way for its inherent satisfaction, aligned with their personal values or attitudes. Another important insight are the differences found between active parents and non-active parents. Active parents are (more) aware of sports effects and health related trends and developments. This group of parents (76%) is more likely to be activated and influenced (triggered) in matters of sports and health. Finally, an understanding of parents’ ability was created, based on the cognitive dissonance theory and limiting factors.

Based on these insights, parents can be divided into four groups:

**Not Limited**

* + Sport values are not part of their belief system
  + Lack awareness
  + Sufficient ability

**Limited**

* + Sport values are not part of their belief system
  + Lack awareness
  + Sufficient ability

**Active parents**

* Intrinsically motivated
* Higher level of awareness
* Sports values are part of their belief system
* Sufficient ability

**Non-active parents**

* Sport values are not part of their belief system
* Lack awareness
* Sufficient ability

**Active parents**

* Intrinsically motivated
* Lack ability
* Inconsistent behavior and/or beliefs
* Cognitive dissonance
* Less open for information and motivational triggers

**Non-active parents**

* Lack ability
* Inconsistent behavior and/or beliefs health and sports
* Cognitive dissonance
* Lack awareness
* Less open for information and motivational triggers

Therefore, the communication strategy should:

1. Boost active parents’ level of intrinsic motivation, based on highlighting the values of preschool gymnastics;
2. Trigger intrinsic motivation of non-active parents, based on informing and educating them about the values of preschool gymnastics;
3. Reduce active parents’ limits, by offering assistance for enhancing their abilities for preschool gymnastics;
4. Gradually inform non-parents about the risks, frame their beliefs and (financially) optimize their abilities.

*Approach/Positioning*

Parents can be divided into two categories, 1. The group of parents that have sufficient abilities, and should be motivated based on intrinsic reasons. 2. The group of parents that lack sufficient abilities, and therefore cognitive dissonance is often in place. For the first group, it is important to stress values of preschool gymnastics and inform them, to enhance their awareness. The second group, the KNGU should create tools and tactics to enhance their level of ability, in order to intrinsically motivate them. In both cases (gradually) informing parents is crucially important, as well showing that parents beliefs and dissonances are understood by the organization. Moreover, it important to create a strategy on environmental level, to shape the individual's perception of a certain issue, as vice versa.

*Central theme*

The basis of the communication campaign, is based on the theme of ‘achieving the almost impossible’ as parents: offering your child perfect conditions to grow up. Stimulating and supporting parents to succeed, and to back them up in their challenge to successfully raise their children. This communication strategy shows that the KNGU understands that parents have to juggle with all modern aspects of parenthood. Being a super mom/dad, is what parents are striving for, however it is simply difficult to balance out work schedules, relationships, family time, time for themselves and offering their children best.

**COMMUNICATION INSTRUMENTS (See Appendix 3)**

*Campaign Launch*

For the big launch of the campaign, promotion playgrounds (Beweegpleinen) will be situated in the busy areas of maximum twelve cities, namely Rotterdam, The Hague, Amsterdam, Haarlem, Groningen, Utrecht, Heerenveen, Arnhem, Lelystad, Breda, Vlissingen and Eindhoven, to cover almost all Dutch provinces. In each city a playground will be set up, with a minimum of three professional supervisors. These playgrounds are specifically designed to learn how to tumble, jump, roll, etc. Pedestrians (parents with children) will be introduced with the concept of preschool gymnastics and are directly involved in the campaign. Additionally, KNGU assistants can have a conversation with parents about the importance of physical education at a young age, and especially stress preschool gymnastics as a foundation sport. Parents can receive an information brochure, with the link of the KNGU website. Additionally, parents are stimulated to take action shots of their children for the social media challenge.

This campaign is meant to raise awareness, communicate on a personal level and introduce children to the principles of preschool gymnastics. The promotion events will take place for 12 weeks, every weekend In a different city during May, June and July.

*Social Media (Challenge)*

Most KNGU social media platforms are now used as information providers, instead of actively involving their target audiences. For this campaign, new social media platforms will be designed related to these ‘Beweegpleinen’. A Facebook page is opened, on which parents can share their children’s action shots and/or videos. Parents can check in on that location and tag other parents, which opens a broad network of KNGU’s target audience: parents with young children. The second social media platform is Instagram, on which photos are shared and hashtags are used, such as #KNGUBeweegplein2014. The best photos are rewarded with a price: a free month of participating in preschool gymnastics at the nearest gymnastics club.

When a photo is selected as a ‘winning shot’, parents are contacted and offered a discount code. This code can be used on KNGU’s website, with a specific page designed for this campaign.

*Poster*

Posters will be applied for a period of three years to communicate a consistent message. The posters will be placed in the same cities as the ‘Beweegpleinen’, in health centers, kindergartens, daycares and schools, which are often visited by parents of young children. By choosing the mentioned locations, the target group will be reached effectively.

Parents are struggling in daily life, to live up to their own set objective: being the best mom or dad they could be. An ongoing challenge, which is sometimes even more difficult, because of limited money and time. The poster conveys the message that preschool gymnastics is a valuable factor in offering their children best: “Preschool gymnastics, the perfect basis!” (Gym, de perfecte basis!). The KNGU understands parenting issues, which led to the slogan: Calling all heroes, the KNGU (Aanjager van helden, de KNGU)

Parents should be able to recognize their children in the advert, which is the reason why emotional appeal was used. Thanks to the KNGU they can provide their children a good foundation, and achieve the almost impossible.

*The Website*

In order to appeal to parents, consistency in the approach is vital. The design of the KNGU website needs to reflect the approaches taken in the promotional campaign, social media strategy and posters. In the period of the promotion events, the website focuses on visuals of the ‘Beweegpleinen’ and the social media challenge. News updates are provided, as well as related sports and health information.

The KNGU website needs to easily guide parents to gymnastics clubs in their neighborhood, on which they can immediately reserve a trail lesson. For parents who are interested, but lack sufficient ability, a special button is designed, called Jeugdsportfonds. This directly offers them information about extra financial possibilities.

Type of sources and tone of voice are crucial when cognitive dissonance is in place. The website could provide a platform on which experiences are shared and advice is given among each other, instead of experts interfering in their family situation. The story of… A mom who gained more time for herself, because she has her child at preschool gymnastics every Tuesday afternoon. Or a father who is enjoying soccer with his child, because the boy went to preschool gymnastics to learn how to run, jump and first kick a ball.

**CONCLUSION**

This final chapter has combined insights gained in several layers of research. The strategy illustrates possibilities for the KNGU to increase the number of members and manifest itself as a socially involved organization. It could form the basis to adapt its mission and vision to new standards of the Dutch culture of sports and being active. The Plan is built upon a theoretical foundation and a thorough understanding of the target audience. When the plan is successfully implemented on all areas, it is expected that parents will more often be activated to enroll their young children in preschool gymnastics, because the plan has combined most important principles:

* Parents’ intrinsic motivation will be triggered, because the tone of voice addresses their most important value: whishing best for their children.
* Parents’ ability will be optimized, because of the partnership with ‘Jeugdsportfonds’.
* The website and social media strategy offer a tool to share experiences. This strategy decreases parents’ cognitive dissonances.
* The communication strategy is based on a critical analysis of communication theories, in which three important factors are considered:
* That a person is influenced by different factors, so within this plan efforts are made on individual level as well as on environmental level.
* Parent’s beliefs are shaped, since communication efforts stress the value of preschool gymnastics for mental and physical growth.
* The more tailored the message, the greater the impact.

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# APPENDICES

## Appendix 1: Implementation Plan

*Tactical Implementation of the Communication Strategy*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 1 | | | Year 2 | | | Year 3 | | |
| January-April | May-August | September-December | January-April | May-August | September-December | January-April | May-August | September-December |
|  | Launching Campaign for parents: ‘Beweegpleinen’ |  |  | Launching Campaign for parents: ‘Beweegpleinen’ |  |  | Launching Campaign for parents: ‘Beweegpleinen’ |  |
| Focus on values of preschool gymnastics for health and happiness of children. | | | | | Preschool gymnastics perceived as foundation sport for Dutch population. | | | |
|
|  | Social Media |  |  | Social Media |  |  | Social Media |  |
| Focus on visuals and creating a network of parents with young children | | | | | | Keeping it an interactive platform. | | |
|
|  | Posters |  |  | Posters |  |  | Posters |  |
|  | Inviting parents for Beweegpleinen. |  |  | Inviting parents for Beweegpleinen. |  |  | Inviting parents for Beweegpleinen. |  |
| The Website | | | | | | | | |
| Focus on efficiently guiding parents to the nearest gymnastics club, (gradually) offering information & (financially) support parents. | | | | | | | | |
|

## Appendix 2: Budget Plan

|  |  |
| --- | --- |
| **BUDGETING Per Year** |  |
|  | **Financial Support** |
| **Per year | Financial support of Government (Alles is Gezondheid)** |  |
| Support for campaign: “Gym, de perfecte basis!” | **10.000,00 €** |
|  | **Costs** |
| **Ongoing communication tool** |  |
| **Website** | Website design, interactive links with social media, interactive news updates and search engine optimization | **2.000,00 €** |
| **Every year, for four months** |  |
| **Photography** | incl. personnel, copyright and editing | **500,00 €** |
| **Social Media** | Marketing and communication department, keeping facebook up-to-date | **500,00 €** |
| **Posters** | Schools, kindergartens, daycares, etc (2.000 posters + print costs) | **1.000,00 €** |
| **Beweegpleinen** | Campaign (promotion event) on streets in 12 cities, every year for four months. Covering acquisition costs for promotional equipment, renting professional preschool gymnastics materials, personnel and permission. | **6.000,00 €** |
| **COSTS** | **10.000,00 €** |
| **TOTAL COSTS FOR KNGU** | **0,00 €** |

## Appendix 3: Communication Tools

LOGO

## 

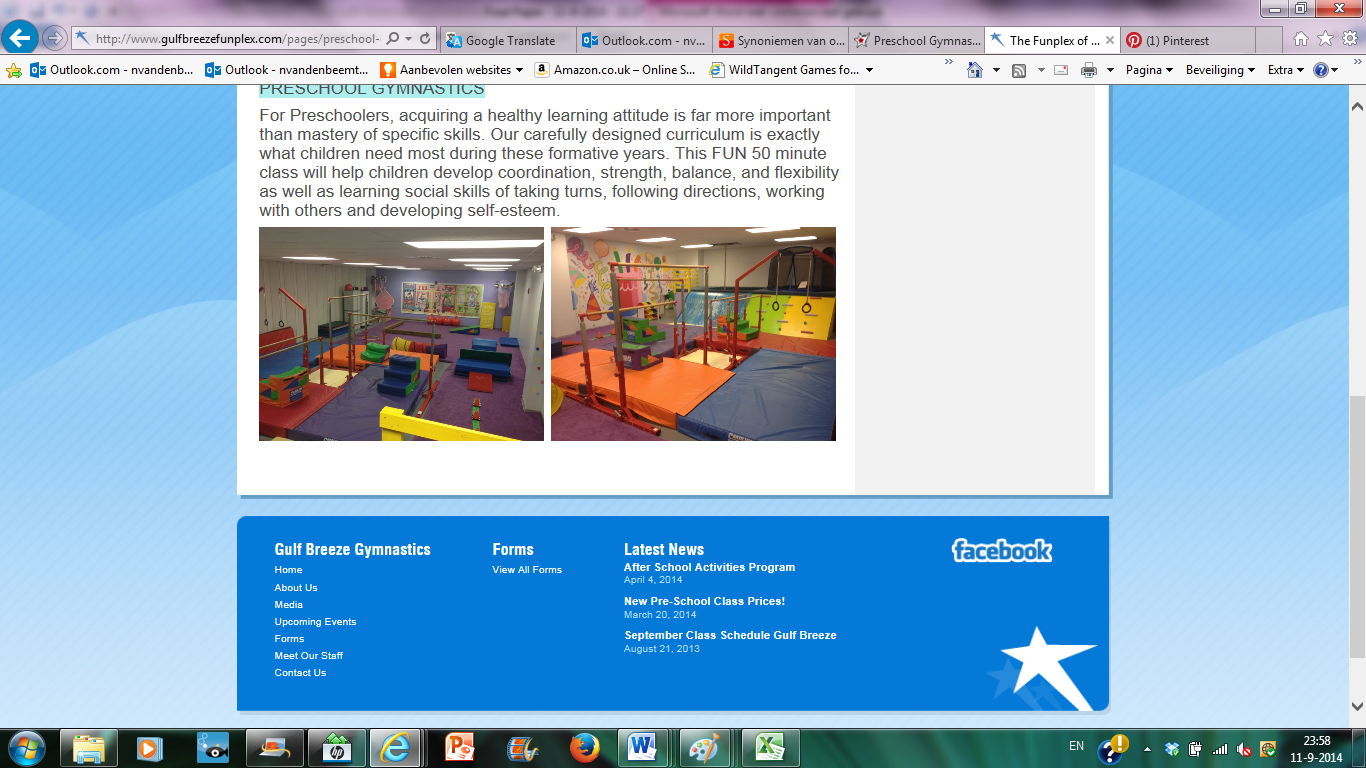
POSTER

## 

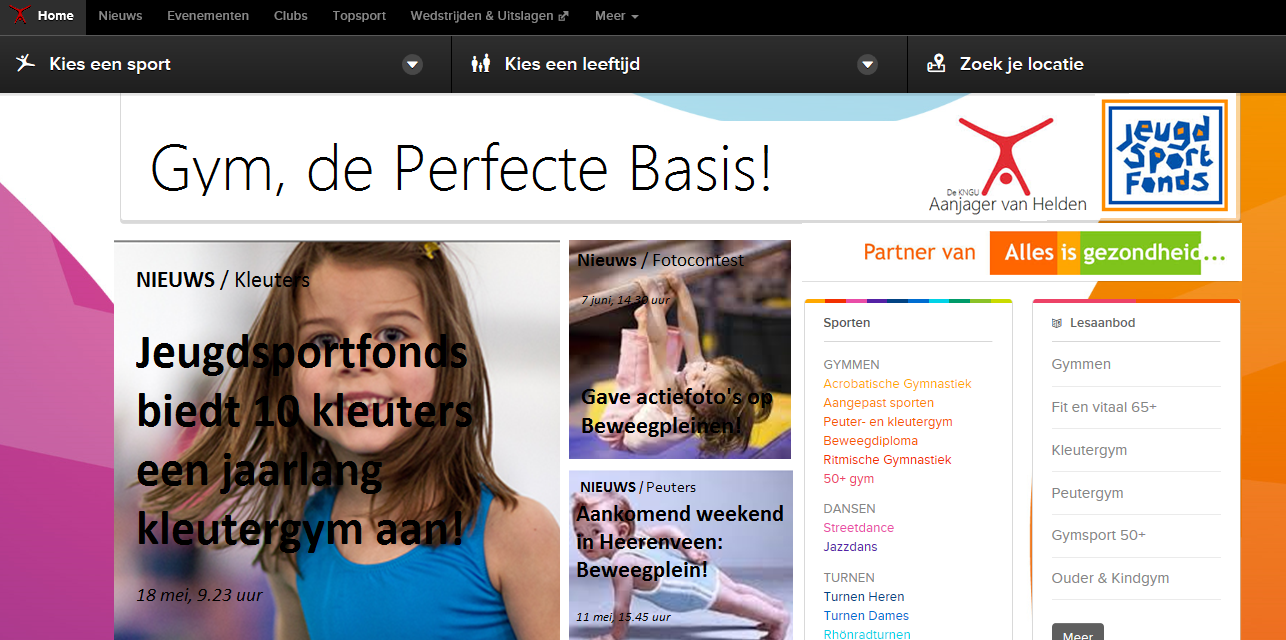
## 

BEWEEGPLEIN

Preschool gymnastics equipment stationed outside.



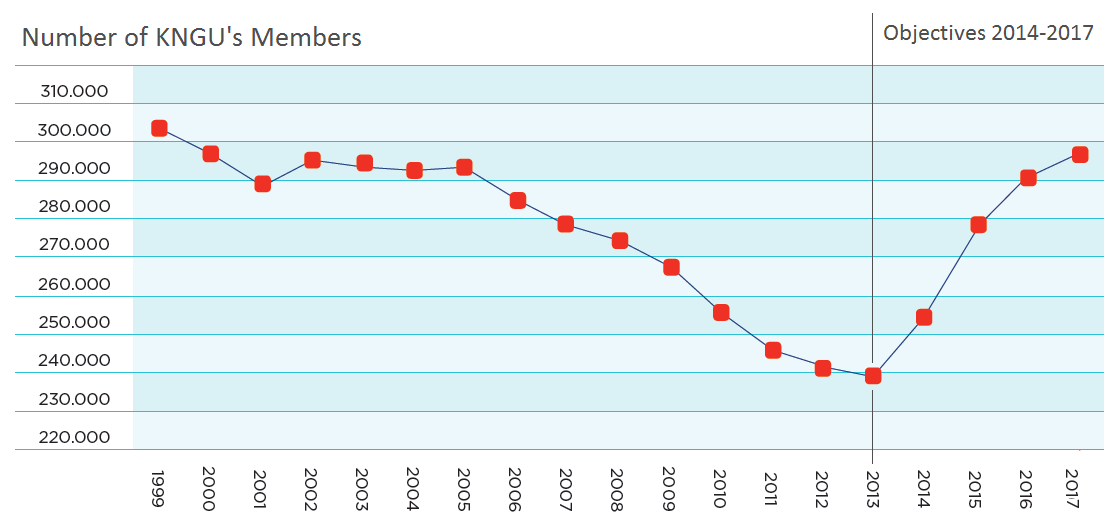
WEBSITE





## 

## Appendix 4: Graph of KNGU’s Members | 1999-2017



## Appendix 5: Field-Research Planning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities** | **Time** | **How** | **Who** | **Where** |
| Design questionnaire | 2 days | Group themes of questions, make sure the questionnaire is clear and all possible options for answers are there. | Researchers | - |
| Distribution of questionnaires | 5 days | Through Email, Social Media, on the phone, in person | Dutch parents from all cultural backgrounds, different ages, gender, level of income, etc. | Sports clubs for adults, primary schools & in the preschool gymnastics classes |
| Analyze data from questionnaires | 3 days | Analytical thinking | Researchers | - |
| **Activities** | **Time** | **How** | **Who** | **Where** |
| Find participants | 2 days | Email, telephone, in person contact representative samle | Researchers | - |
| Design questions for interviews | 1 day | Critical, strategic, neutral | Researchers | - |
| Conduct interview | 2 days | Taking into account interview techniques, staying as neutral as possible | Interviewees | Quiet, calm, comfortable, neutral spot (or at the interviewee's office) |
| Analyze data from interview | 2 days | Objectively analyze answers by using triangulation | Researchers | - |

## Appendix 6: Awareness Non-actives and Actives

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | NOT ACTIVE IN SPORTS | ACTIVE IN SPORTS |
| The number of children who are active (playing outside, participating in sports and physical education) is decreasing? | Yes, I know and take it into account | 30% | 48% |
| Yes, I know and try to keep it in mind | 21% | 18% |
| Yes | 46% | 22% |
| Not really | 3% | 10% |
| No | 0% | 1% |
| That children are staying home to play with tablets, videogames, etc? | Yes, I know and take it into account | 49% | 43% |
| Yes, I know and try to keep it in mind | 21% | 21% |
| Yes | 30% | 30% |
| Not really | 0% | 3% |
| No | 0% | 3% |
| Children who didn't start with sport-acitivities at a young age are less physically and mentally developed? | Yes, I know and take it into account | 12% | 43% |
| Yes, I know and try to keep it in mind | 12% | 10% |
| Yes | 33% | 33% |
| Not really | 30% | 13% |
| No | 12% | 7% |
| That in the age of 2-6 children most quickly physically develop? | Yes, I know and take it into account | 30% | 51% |
| Yes, I know and try to keep it in mind | 15% | 18% |
| Yes | 24% | 16% |
| Not really | 0% | 7% |
| No | 0% | 7% |
| That participating in sports at a young age, forms a basis for future sport-activities? | Yes, I know and take it into account | 36% | 55% |
| Yes, I know and try to keep it in mind | 15% | 12% |
| Yes | 36% | 24% |
| Not really | 12% | 7% |
| No | 0% | 3% |
| The number of overweight children is increasing? | Yes, I know and take it into account | 58% | 70% |
| Yes, I know and try to keep it in mind | 3% | 7% |
| Yes | 39% | 22% |
| Not really | 0% | 0% |
| No | 0% | 1% |
| Budgets at (primary) schools are cut for physical education? | Yes, I know and take it into account | 27% | 58% |
| Yes, I know and try to keep it in mind | 0% | 8% |
| Yes | 42% | 18% |
| Not really | 27% | 12% |
| No | 4% | 4% |
| That there is a Beweegdiploma (Moving Diploma) comparable to a swimming diploma? | Yes, I know and take it into account | 9% | 19% |
| Yes, I know and try to keep it in mind | 0% | 3% |
| Yes | 12% | 3% |
| Not really | 24% | 24% |
| No | 55% | 51% |

## Appendix 7: Graph Awareness Non-actives and Actives

## Appendix 8: Interest-Influence | Stakeholder Table

|  |  |  |  |
| --- | --- | --- | --- |
|  | **STAKEHOLDER** | **INTEREST** | **INFLUENCE** |
| **Market** | Members | High level of interest in KNGU’s products and services. However, this interest is very diverse, since KNGU’s members vary based on age (2-80 years old). So, these different needs should be closely monitored. | The influence of KNGU’s members is based on their needs and demands. Especially since KNGU’s new approach, developing towards a market oriented sports organization, the KNGU values members’ opinions and needs. Products and services are adapted to these needs and opinions. |
|  | Parents | The interest of the parents of KNGU’s younger members is high. Parents are constantly involved in the childs (buying) decision processes. | Parents’ opinions and needs are valued by the KNGU. Even though communication measures are focused on these parents, based on the given information, these opinions are not closely monitored. |
|  | Gymnastics clubs | High level of interest in KNGU’s products and services. Gymnastics clubs are directly offering these services and products to KNGU’s members. So these clubs have a high interest in the KNGU, as well as in the opinion of KNGU’s members. |  |
|  |  |  |  |
| Government |  | Ministery of ‘Volksgezondheid, Welzijn en Sport has an interest in the field of sports and health. The ministry is aiming for more healthy and physically developed children. Therefore the ministry has an indirect interest in KNGU’s products and services. | Currently the influence of the Ministry, with regards to KNGU’s services, is small. However, the ministry has the power to formulate rules and regulations, therefore the developments at governmental level should be monitored by KNGU. |
| Media |  | Currently, there is limited media interest. The media is interested in the success of KNGU’s elite athletes.. | Based on an analysis of data, there is influence of media in KNGU’s businesses, since media monitors if coaches have a professional attitude, products are safe, investments have reached objectives, etc. Media monitors KNGU’s ‘save sports environment (Veilig Sportklimaat) and the successes of elite athletes. |

## Appendix 9: Terminology

|  |  |  |
| --- | --- | --- |
| **Term** | **Englisch Translation** | **Explanation** |
| Beweegdiploma | Moving Diploma | Het Beweegdiploma (Moving Diploma) Is a product for gymnastics clubs to offer parents and young children the possibility to prove that they have accomplished several physical skills. Het Beweegdiploma is comparable to a swimming diploma, which is a common principle in the Netherlands. KNGU’s moving diploma is a tool to promote gymnastics for pre-scholars as a foundation sport. |
| Bewegingscultuur | Culture of sports and being active | Dutch values, norms and principles related to sports and the concept of ‘bewegen’ (moving). |
| Peuter- & Kleutergym | Preschool gymnastics | KNGU offers the basic principles of physical education to toddlers and preschoolers: Tumbling, Running, Jumping, Dancing, Singing, Throwing, Kicking (ball), working together, etc. |
| NOC\*NSF | NOC\*NSF | NOC\*NSF is the Dutch umbrella organization for all sports confederations. The organization sets out strategic guidelines for all sports organizations. NOC\*NSF is the Dutch Olympic Committee and therefore responsible for guiding and educating elite athletes and its organizations. |
| Marktgericht sportaanbod | Market oriented sports | Anticipating towards the different needs and demands from athletes and people who are interested in sports. |
| Gehandicaptengym | Sports adapted to mental disabilities | Gymnastics for people (in various age groups) with mental disabilities. |
| Acrogym | Acrogym | Teams of people, who build pyramids and do tricks by using teammates. |
| Dans | Dance | Rhythmic moving in teams or individual. |
| Groepsspringen | Group jumping | Trampoline jumping in a team. |
| Peuter- & Kleutergym | Gym for infants and toddlers | Classes in which the basics of sports are taught |
| 50+ Gym | Sports for 50+ | Classes for people older than 50. The classes are focused on staying active, instead of training for competitions. |
| Rhönradturnen | Rhönrad Gymnastics | This discipline is based on doing tricks and flips in a big wheel. |
| Ritmische gymnastiek | Rhythmic Gymnastics | Is characterized by limber gymnasts, small devices and music. |
| Trampolinespringen | Trampoline jumping | Individually or synchronized jumping on a big trampoline. |
| Turnen Dames | Artistic Gymnastics for Women | 4 Events: beam, uneven bars, floor & vault. |
| Turnen Heren | Gymnastics for Men | 6 Events: pommel horse, bars, floor, vault, still rings, even bars |
| Freerunning | Freerunning | Is since 2013 a discipline represented by the KNGU. Freerunning is a sport without limits and rules. It can be practiced outside as well as in gymnastics accommodations. |

## Appendix 10: Cuts on Physical Education

|  |  |  |  |
| --- | --- | --- | --- |
| **Source** | **Translation of title** | **Statements** | **Reference** |
| Trouw | No money left for real physical education | Schools have no other options than cutting on physical education (Eric Borst - Board of school directors Stip in Hilversum) | Eimers, D. (April 24, 2014), Geen geld meer voor echte gym. Retrieved on 20th of July, 2014, from the Trouw website: http://www.trouw.nl/tr/nl/4508/Sport/article/detail/3431172/2013/04/24/Geen-geld-meer-voor-echte-gym.dhtml |
|  |  | Research shows that most schools offer one hour per week physical education given by a professional physical education teacher. |  |
|  |  | Research shows that reserved time for physical education is used for playing outside or playing games inside. |  |
|  |  | The cabinet acknowledges the value of physical education, and is striving for 2 or 3 hours of physical education per week at (primary) schools. |  |
| KVLO | Results of survey - Cuts in primary schools | 80 % of primary schools have to cut costs in general. | Appelman, M. (2012). Resultaten enquete over bezuiningen in het bewegingsonderwijs. Retrieved on 20th of July, 2014, from the KVLO website: http://www.kvlo.nl/sf.mcgi?5091 |
|  |  | Municipalies have cut subsidies for physical education |  |
|  |  | General teachers are functioning as physical eduation teachers |  |
| Rijksuniversiteit Groningen | Prof. dr. C. Visscher: ‘Cutting on sports is irresponsible’ | Since the beginning of the economic crisis, it is common for municipalities to first cut costs for sports. | Visscher, C. (Jmay 18, 2010). Prof.dr. C. Visscher: ‘Bezuinigen op sport en spel is onverantwoord’. Retrieved on 20th of July, 2014, from the Rijsuniversiteit Groningen website: http://www.rug.nl/news/2010/05/opinie19\_2010 |
|  |  | According to prof. dr. C. Visscher this solution is a short term vision. |  |
|  |  | It increases obesity and it decreases the changes for children to develop a healhty way of living. Additionally, there is a clear relation between succeeding at sports and succeeding at school. |  |

## Appendix 11: International Gymnastics Confederations – USA, UK & Canada

**United States of America**

The organization USA Gymnastics, established in 1963, is the sole national governing body for the sport of gymnastics in the United States of America. The organizations represents gymnastics, rhythmic, T&T (Trampoline & Tumbling), acro and GFA (Gymnastics For all). Their designation comes from the U.S. Olympic Committee and the International Gymnastics Federation (FIG). As well as the KNGU, USA Gymnastics has many responsibilities, including selecting and training the U.S. Gymnastics Teams for Olympic Games and World Championships, promoting and developing gymnastics on all levels, and serving as a resource center for member clubs, fans and gymnasts throughout the US.

The organization has created a separate online platform for parents and their average gymnasts: usagymclub.com. Most information is related to where gymnastic clubs can be found. Additionally, reasons and stories are presented about ‘how gymnastics is more than just a sport’. The main objective of this platform is to trigger visitors and offer them the possibility to find a gymnastics club in their region.

USA Gymnastics is clearly related to offering information about their elite gymnasts and providing the possibility to find a suitable gymnastics club. The organization does not communicate information about other possibilities within its gymnastics scene, such as Preschool Gymnastics (walking through 6 years old), Tumbling or Cheerleading. Even though USA Gymnastics has a successful communication concept, their target audiences seems to be different than KNGU’s most valued target audience: Preschool Gymnastics. (USAGym, 2014)

The organization has an intensive social media strategy, with more than 430.000 likes on facebook, 73.000 members on youtube and 102.000 followers on Twitter.

**United Kingdom**

The organization Britisch-Gymnastics is the UK National Governing Body for the sport of Gymnastics. The organization is dedicated to developing gymnasts, coaches and clubs across a range of disciplines. They provide a national directive and structure for the sport. By delivering a range of opportunities across the age spectrum to take part and stay in gymnastics, as well as developing talent and delivering top—level success. The organization differentiates between gymnastics disciplines, including Trampoline, Aerobic, Rhythmic, Tumbling, etc. (British Gymnastics, 2014)

A remarkable fact is that Britisch-Gymnastics wants to become an internationally recognized brand and a household name. Meaning, the organization is aiming for a prominent position in the UK gymnastics scene.

As well as the USA Gymnastics organization, the Britisch-Gymnastics organization has an intensive social media strategy. Their facebook page has more than 54.000 likes, almost 8.000 members on youtube and over 18.000 followers on Twitter.

**Canada**

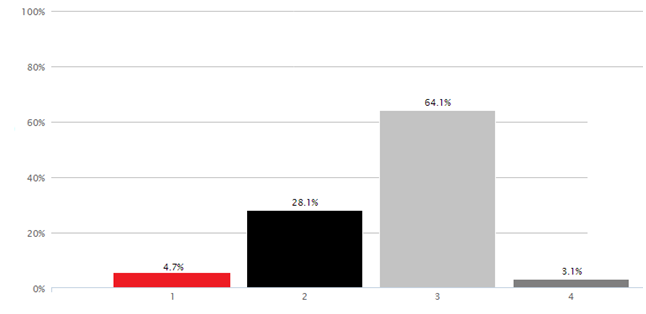
Gymnastics Canada, established in 1969, is the gymnastics national governing body in Canada. The organization is divided into twelve Provincial Federation and the 700 local gymnastics clubs. Gymnastics Canada wants to provide a broad range of programs and services to meet the needs of all participants. The organization states that gymnastics is a mulit-discipline sport, with two identities: one as a foundation sport and the other as a competitive sport.   
For its competitive identity, they set the operating standards and practices for athlete development, coaching and judging education. (GymCan, 2014)

A remarkable fact is that the organization is structurally growing with 5% more members per year. Their social media strategy has a less prominent position, with almost 3.000 likes on Facebook 2.000 members on YouTube and 3.000 followers on Twitter.

## Appendix 12: Results KNGU’s Research

**Level of Satisfaction Among Members and Gymnastics Clubs**

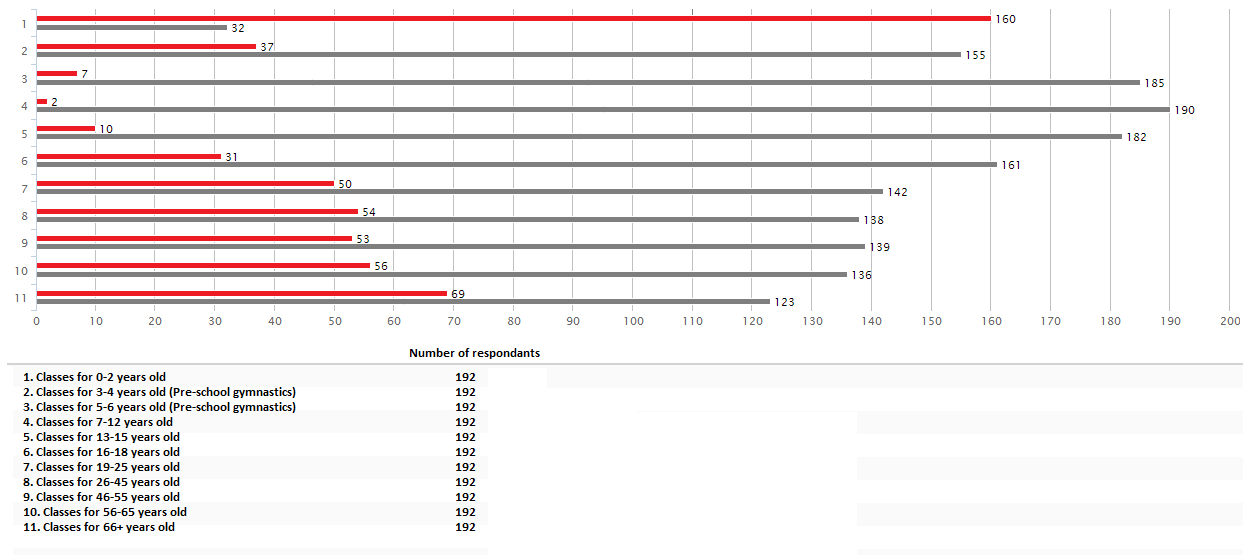
**Result 1:** Level of satisfaction among members/gymnastics clubs



## 

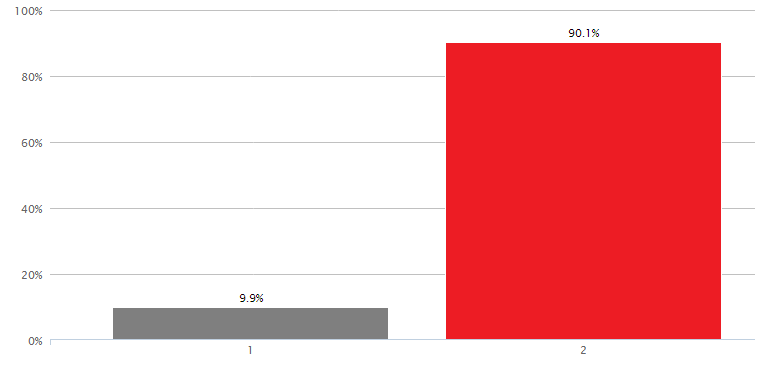
**Result 2**: Reasons for low level of satisfaction:

* Lack of understanding KNGU’s communication
* Overload of information and lack of structured communication on KNGU’s website
* Difficult to contact
* KNGU lacks added value to the experience of participating in gymnastics.
* Focus on elite athletes – lack of understanding KNGU’s average members
* Complicated organizational structure

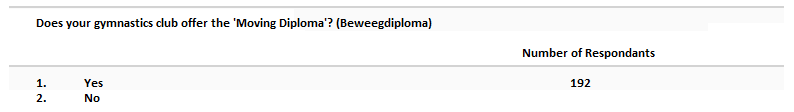
**Result 3**: Disciplines offered by gymnastics clubs

## 

Result 4:

**Result 4:** Moving Diploma (Beweegdiploma) offered by gymnastics

clubs:



**Result 5:** Level of satisfaction for Moving Diploma (Beweegdiploma) offered by gymnastics clubs:

## 

## Appendix 13: KNGU’s entire target audience

|  |  |
| --- | --- |
| **TARGET AUDIENCE** | **AGE** |
| **Young Children** |  |
| KNGU offers different disciplines for young children. However, most communication measures are focused on their parents, since they are the ones taking decisions. |  |
|  | Toddler (2-4 years old) |
|  | Preschooler (4-6 years old) |
| **KNGU's Athletes** |  |
| These athletes can be divided based on level of skills (regional, national or international competitions), age and on discipline. |  |
|  | 7-12 years old |
|  | 13-18 years old |
|  | 18-30 years old |
| **Young Adults** |  |
| This target segment has no intention to compete any more. |  |
|  | 30 + |
| **Adults 50+** |  |
| The oldest target groups are the adults. Their purpose of training varies. In this segment, adults can be divided based on age and on discipline. |  |
|  | 50 + |
|  | 65+ |

(KNGU, 2014)

## Appendix 14: Trans-Theoretical Model

|  |  |  |
| --- | --- | --- |
| **Stage of Change** | **Issue** | **GP Action** |
| Pre-contemplation | **Awereness-raising** | Discusses health problems associated with being physically inactive |
| Contemplation | **Recognition of the benefits of change** | Discusses the potential benefits to them of proposed change-illustrates success |
| Preparation | **Identification of barriers** | Assists in identifying potential barriers faced and how these can be addressed-emphasizes benefits |
| Action | **Program of change** | Work out an exercise plan-monitor closely |
| Maintenance | **Follow-up** | Organizes routine follow-up and address issues related to the likelihood of relapse |

## Appendix 15: Survey

Als derdejaars student van de opleiding International Communication & Management, ben ik bezig met het voltooien van mijn studie door middel van een scriptie. Door mijn betrokkenheid in de turnsport, ben ik terechtgekomen bij de Koninklijke Nederlandse Gymnastiek Unie (KNGU) en onderzoek ik hoe het aantal KNGU-leden kan groeien. Mijn onderzoek in eerdere fases heeft er toe geleid dat ik kan concluderen dat er voor de KGNU mogelijkheden liggen in de doelgroep: peuters en kleuters (2 tot 6 jaar oud).

Graag vraag ik 5 minuten van uw tijd om onderstaande vragen te beantwoorden.

Alvast vriendelijk bedankt, Nathalie van den Beemt

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ALGEMENE VRAGEN | Man | Vrouw |  |  |  |
| Geslacht |  |  |  |  |  |
|  | < 20 | 20-30 | 30-40 | 40-50 | > 50 |
| Leeftijd |  |  |  |  |  |
|  |  |  |  |  |  |
| Nationaliteit |  |  |  |  |  |
|  | Ja | Nee |  |  |  |
| Getrouwd |  |  |  |  |  |
|  | Aantal |  |  |  |  |
| Kinderen |  |  |  |  |  |
|  | Soort Sport |  |  |  |  |
| Persoonlijke Sport |  |  |  |  |  |
|  | Aantal keer per week |  |  |  |  |
| Sportactiviteiten |  |  |  |  |  |
|  | Ja | Nee |  |  |  |
| Uw hele leven actief geweest in sport? |  |  |  |  |  |
|  | Ja | Nee |  |  |  |
| Spelen uw kinderen regelmatig buiten? |  |  |  |  |  |
|  | Ja | Nee |  |  |  |
| Kinderen op peuter- kleutergym gezeten? |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ONDERZOEKSVRAGEN  Ik vind dit | Heel belangrijk | | Belangrijk | | Redelijk van belang | | Onbelangrijk | Totaal niet belangrijk |
| 1 | Ik sport omdat ik me dan beter voel |  | |  | |  | |  |  |
| 2 | Ik sport omdat dat van mij wordt verwacht |  | |  | |  | |  |  |
| 3 | Ik eet gezond en let op m'n gewicht, omdat ik me dan beter voel |  | |  | |  | |  |  |
| 4 | Ik sport omdat ik gezond wil blijven |  | |  | |  | |  |  |
| 5 | Ik ben (best) goed in sport |  | |  | |  | |  |  |
| 6 | Ik sport omdat ik dat altijd heel erg leuk heb gevonden |  | |  | |  | |  |  |
| 7 | Ik sport voor de gezelligheid |  | |  | |  | |  |  |
| 8 | Ik sport omdat het betaalbaar is |  | |  | |  | |  |  |
| 9 | Ik sport omdat mijn vriend(inn)en ook (daar) sporten |  | |  | |  | |  |  |
| 10 | Ik sport omdat ik op gewicht wil blijven |  | |  | |  | |  |  |
| 11 | Ik zal de rest van mijn leven blijven sporten |  | |  | |  | |  |  |
| 12 | Gymlessen op school |  | |  | |  | |  |  |
| 13 | Het leren van basis tijdens peuter- & kleutergym |  | |  | |  | |  |  |
|  | Ik vind dit | | Heel belangrijk | Belangrijk | | Redelijk van belang | | Onbelangrijk | Totaal niet belangrijk |
|  | Mijn kind(eren) sporten, omdat: | |  |  | |  | |  |  |
| 14 | Ik wil dat hij/zij vriendjes maakt | |  |  | |  | |  |  |
| 15 | Ik wil dat hij/zij op gewicht blijft | |  |  | |  | |  |  |
| 16 | Ik wil dat hij/zij leert bewegen | |  |  | |  | |  |  |
| 17 | Ik wil dat hij/zij geïnteresseerd raakt in sport | |  |  | |  | |  |  |
| 18 | Ik wil dat hij/zij zwemdiploma's haalt | |  |  | |  | |  |  |
| 19 | Hij/zij dit zelf graag wilt | |  |  | |  | |  |  |
| 20 | Hij/zij later voetballer/ballerina/Epke Zonderland/etc. wil worden | |  |  | |  | |  |  |
| 21 | Vanwege de fysieke ontwikkeling van mijn kind(eren) | |  |  | |  | |  |  |
| 22 | Ik over het belang van sport heb gelezen | |  |  | |  | |  |  |
| 23 | Ik vroeger zelf ook heb gesport | |  |  | |  | |  |  |
| 24 | Iemand mij dat heeft geadviseerd | |  |  | |  | |  |  |
| 25 | Zijn/haar vriendjes ook sporten | |  |  | |  | |  |  |
| 26 | Het niet te duur is | |  |  | |  | |  |  |
| 27 | Ik als ouder wil dat hij/zij zowel fysiek als mentaal het beste uit zichzelf haalt | |  |  | |  | |  |  |
|  | Ik vind dit | | Helemaal waar | Waar | | Neutraal | | Niet echt waar | Echt niet waar |
|  | Mijn kind(eren) sporten niet of nauwelijks, omdat: | |  |  | |  | |  |  |
| 28 | Gebrek aan tijd | |  |  | |  | |  |  |
| 29 | Ik zelf vroeger ook niet aan sporten deed | |  |  | |  | |  |  |
| 30 | Buitenspelen voor voldoende beweging zorgt | |  |  | |  | |  |  |
| 31 | Gebrek aan geld | |  |  | |  | |  |  |
| 32 | Ik weet niet waar mijn kind kan sporten | |  |  | |  | |  |  |
| 33 | Ik sporten niet belangrijk vind | |  |  | |  | |  |  |
| 34 | Mijn kind(eren) geen interesse heeft in sport | |  |  | |  | |  |  |
| 35 | Ver weg, lastig met vervoer | |  |  | |  | |  |  |
| 36 | Ze sporten al op school | |  |  | |  | |  |  |
|  | Wist u dat … | | Ja, hier ben ik van op de hoogte en handel ik naar | | Ja, dat weet ik en probeer ik rekening mee te houden | | Ja | Niet echt | Nee, dat wist ik niet |
| 37 | Kinderen in Nederland steeds minder bewegen? | |  | |  | |  |  |  |
| 38 | Dat kinderen veel thuiszitten om (video/tablet/computer-)spelletjes te spelen? | |  | |  | |  |  |  |
| 39 | Kinderen die niet bijtijds met sporten zijn begonnen een duidelijke achterstand hebben? | |  | |  | |  |  |  |
| 40 | In de leeftijd tussen 2-6 jaar de grootste motorische ontwikkeling plaatsvindt? | |  | |  | |  |  |  |
| 41 | Op jonge leeftijd beginnen met bewegen, een basis legt voor toekomstige sporten? | |  | |  | |  |  |  |
| 42 | Overgewicht bij kinderen steeds vaker voorkomt? | |  | |  | |  |  |  |
| 43 | Op scholen steeds minder aandacht/budget is voor gymlessen? | |  | |  | |  |  |  |
| 44 | Er een Beweegdiploma bestaat, waarbij kinderen leren bewegen? (Vergelijkbaar met leren zwemmen) | |  | |  | |  |  |  |

## Appendix 16: Examples of Average Members

* *The regional gymnast*, who trains and competes just for fun
* *The mom*, who participates in gym with her child
* *The elderly lady*, who trains her balance once a week
* *The toddler*, who learns to tumble and jump in his preschool gymnastics class.

## Appendix 17: Analysis of three largest Dutch sports confederations

* KNVB | soccer

The KNVB (Koninklijke Nederlandse Voetbal Bond) is the largest sports confederation of the Netherlands, with more than 1,2 million members. The organization has set two objectives:

1. The organization wants to offer *quality* for its amateur and elite athletes.
2. The organization is striving for *growth*, meaning an increase of KNVB’s members, stimulate national interest in soccer and encourage international successes.

The organization facilitates regional and national competitions, which is one of the organization’s core tasks. Additionally, the KNVB supports and facilitates the national soccer team, develops soccer related business activities and participates in community projects. Finally, the KNVB trains and educates coaches, trainers and arbitrators.

Their main target audience is men in the age of 12-22. However, the number of girls/women members is increasing (2,8%) and relatively young boys in the age of 10-12 (3%). Finally, soccer is the fastest growing sport, among women and girls. (KNVB, 2014)

* KNZB | swimming

The KNZB (Koninklijke Nederlandse Zwem Bond) is founded 125 years ago. Today, the organization has more than 140.000 members and offers swimming possibilities for elite athletes, amateurs, children and elderly people. The organization lost members over the past 10 years. But by the end of 2012 statistics showed that the number of members had increased by 1%. It is their ambition to support swimming clubs in the area of member recruitment, to increase the number of members with 1% each year until 2016.

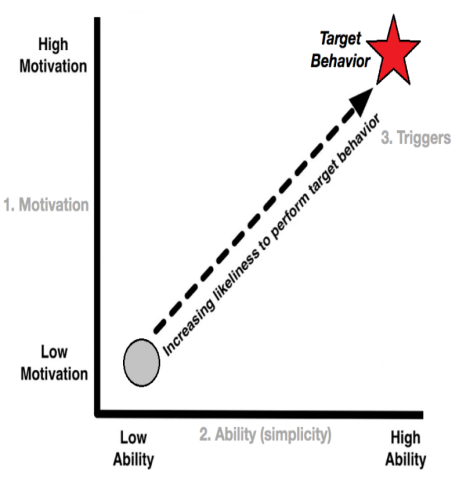
One of their core tasks is ensuring the quality of swimming education. The organization offers swimming diplomas (zwemdiploma’s), which have become standard principles for young children in the Netherlands. (KNZB, 2014)

* KNHB | hockey

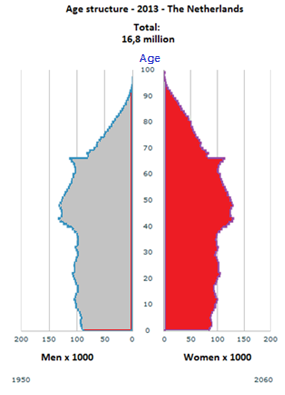
The KNHB (Koninklijke Nederlandse Hockey Bond) is founded in 1898 and represents almost 240.000 members and 320 clubs. As well as other sports federations, the organization has two focus categories: elite sports and recreational sports. Those recreational sports, can be divided into hockey for schools, for students, for veterans, for businesses and for disabled people. The KNHB facilitates qualitative competitions, providing everyone who is interested in hockey the possibility participate in sports at a personal level. Additionally, the organization supports development, by offering educational programs for coaches, trainers and arbitrage.

The KNHB has been growing over the past 4 years. In 2011 the number of members increased with 1,61% and in 2012 with 3,41%. Especially the F- and G-categories (children in the age of 4-7 ) have increased intensively. Since the growth of members and interest, new hockey clubs have started in 2012. (KNHB, 2014)

## Appendix 18: Fogg’s Behavior Model



## Appendix 19: Age structure – 2013 – The Netherlands



## Appendix 20: KNGU’s Communication Network



## In-Depth Interview 1 – Jennemiek vd Hoogenband

|  |  |
| --- | --- |
| **Name & Family name** | Jennemiek vd Hoogenband |
| **Profession** | Teacher (primary school) |
| **Could you describe what interested you in working with children?** | It seemed fun, the open-mindedness of children, their honesty and to let them grow. |
| **You often have to deal with young children, and their parents, of course. You are spending a lot of time with the scholars, so you fulfill an important role in their lives, education and development. How do you feel about that?** | The school has an important role in education and parenting. It is a tendons that more and more issues that were learned at home, are now a responsibility of the schools. We now teach them norms and values, sexual education, using computers, hygiene, eating habits, cultural education (visiting museums), learning about nature and playing together. Parents are working more and therefore they lack time to do things with their children. In my opinion the main responsibility of schools is to teach and improve the development of the child. |
| **There are a lot of developments in the areas of sports and health. In the past, people were mainly participating in sports because of the fun and pleasure. Nowadays, sports fulfills an important role in fighting obesity. Do you believe that more children are overweight?** | Our school is located in an area where children mostly participate in sports. Therefore, the number of children that are overweight is acceptable. Most of them exercise regularly and eat healthy. |
| **How do parents deal with it? And how does your school deal with it?** | As a school we do participate in the subsidized project of 'de gewichtige leerkracht'. This project measures and weights children, and when a child is overweight parents are invited for a conversation. During the conversation fitting advice is given. A noticeable thing is, than when parents are invited for such a conversation, many of them don't show up. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formend. Do you think that primary schools, for children in the age of 4-6, should play an important role in this progress? Or should it be mainly parent's responsibility?** | It is a shared responsibility. At school they play outside and are tested for their physical skills. When these skills are not matching standards parents are advised and stimulated to let them play outside more often, to learn them how to cycle, etc. Nowadays, parents are responsible for the swimmingdiplomas. |
| **My research has a focus on children (and their parents) in the age of 2-6 years old. Do you know whether these young children have regular sport activities after their school program?** | It seems that the for the children in the area I teach, it is normal to have sport activities. But I am aware of the fact, that that is not an average situation. |
| **Can you explain the differences between different areas, related to sport acitivities?** | It is a fact that participating in sport activities costs time and money, and that varies per region. In the area I teach in (The Hague, near the center) 80% of the children participates in sport. However, I do think that is more normal to participate in sport from 8 years and older than in the ages 2-6. Parents who lack money, are offered a subsidy for their children to be able to pay the annual fees. |
| **To what extent do you, as a teacher, pay attention to the sport activities of children. Meaning, to what extent does educating and informing parents is a school's responsibility? Is the role for schools, in regards to informing parents and monitoring children's development, increasing?** | The role of school and its teachers in informing parents about health, behavior, sports is increasing. We have weekly discussions about these subjects and during school hours it is prohibited to eat candy. We also question certain birthday treats and snacks. However, in the end the parents decide what to give their children to school. Parents are responsible, since it is not an option to have the child responsible for his/her eating habits. |
| **Are you familiair with schools that offer extra possibilities for sports and sport activities? Could you describe how that works?** | Yes, our school does it as well. We offer courses, provided by our teacher of physical education. |
| **Could you imagine that daycare facilities would offer physical education? Especially since budgets are cut…** | I think that the school should offer physical education. However, there are several problems involved. It is not only a budget issue, but also time gets lost (shower, walking, dressing, etc.) Many schools value time for the main courses more, than time for physical education. The ministry/government pressures schools in better results. I do think that a child should develop in a balanced manner, physical education is part of that. Offering sport activities at BSO's should be regarded as something extra. |
| **What is your opinion of children playing less outside, because of tablets and computers? Do you notice a trend in which playing with technology, in stead of acctually moving, is increasing?** | Playing at laptops/tablets/computers is a new sort of hobby. Children are still playing outside, and most children who are staying inside are the ones that have never been active outside. However, a lot of areas have become unsafe and strictly regulated. This limits children to play outside. |
| **Would a school have an advising and guiding role for parents, to inform them about the best sport activity for their child? Based on monitored talents or lack of certain skills? For example a child with a lack of basic physical skills, which could be advised for preschool gymnastics?** | As mentioned before, we do have several projects to stimulate children to participate in sports. When a toddler of infant lacks physical abilities, this is noted. However, we don't advice a fitting sports program. If it is really serious, parents are advised to visit a physiotherapist. |
| **More and more children are spending time at BSO's/daycares, because of intensively working parents. What do you expect of the role of daycares in the future in relation to parenting issues, health and sports?** | BSO's facilitate playing outside, healthy snacks, so the organizations are aware of their contribution to health and physical education. However, it would be helpful if they have the possibility to bring children to the sport activities. It is a problem to bring children and pick them up. |
| **Do schools fulfill a role in offering swimming diplomas/swimming classes? Or is this nowadays parents' responsibility?** | Schools have the possibility to offer a swimming program, however, as everything, that costs money. Black schools are receiving subsidies for it. Black schools are offering 'everything', to support parents, parenting, physical education, relaxation, etc. |
| **Are you familiair with KNGU's moving diploma? Could you describe what it is?** | Nope |
| **It seems a trend that, because of cuts, teachers are forced to offer physical education. How do you feel about that?** | It is true. This means that physical education mostly consists of playing games. These teachers are not allowed to use bigger materials. This means that physical education is limited. |
| **Would there be a role for schools in teaching the basis for 'bewegen' and for example, offering the moving diploma?** | Physical education at schools should provide the variety of sport principles. Therefore, it seems an option that schools offer the 'Beweegdiploma' for the younger children (2-6). |

## In-Depth Interview 2 – Denise Konings

|  |  |
| --- | --- |
| **Name & Family name** | Denise Konings |
| **Profession** | Pedagogical worker |
| **There are a lot of developments in the areas of sports and health. In the past, people were mainly participating in sports because of the fun and pleasure. Nowadays, sports fulfills an important role in fighting obesity. Do you believe that more children are overweight? How are parents dealing with this trend?** | I notice that more children are too heavy. However, it seems that not all parents consider it as an issue. Only a few discuss it with me and my colleagues, and request fitting nutrition and extra activities. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formend. Do you think that daycares, for children in the age of 4-6, should play an important role in this progress? Or should it be mainly parent's responsibility?** | Most children are with us for more than 2 times a week. Therefore, we guide them many hours a week. It seems reasonable to have a role in this progress. |
| **My research has a focus on children (and their parents) in the age of 2-6 years old. Do you know whether these young children have regular sport activities after their school program?** | We have many conversations with the children. It seems that they mostly spend their time playing with friends, inside. Not many of them are active in a sport. |
| **To what extent does the organization pay attention to physical activities of children? Do you believe that the role of daycare would increase in relation to physical education? Or do you believe that this is mainly parents responsibility?** | We are a small daycare in a busy neighborhood. Therefore we lack facilities to offer them physical education. We try to schedule trips during breaks, in order to offer the children a few physical possibilities. It is still the responsibility of parents, in the end, it is their child. |
| **Are you familiair with BSO's/daycare that pay extra attention to sport activities? Could you describe how and when?** | Im not really familiar with BSO's with extra sport activities. It seems that you need extra space and facilities. |
| **Could you imagine that daycare organizations would offer physical education, since budgets are cut at primary schools?** | No, that doesn’t seem realistic. BSO's generally do not have the required facilities. Not only schools lack budget, daycares as well. Additionally, children are staying with us after school. A break, eating, relaxing and drinking is also very important. |
| **What is your opinion about children who are playing more inside, because of tablets/computers? Do you notice a trend in which playing inside on technological devices is increasing? How do daycare organizations deal with that?** | It seems that children’s interest is more focused on TV/tablet nowadays. That's a shame. Outdoor they have the possibility to play, run, scream, jump, etc. Parents even complain that they lack contact with their children, because of that. Eventhought they have caused the problem. |
| **Does a daycare have an advising/guiding role for parents in choosing the right type of sport for their children?** | We are trying to have a advising role, but not many parents are interested in our opinions/expertise. Two times a year we write a rapport, but not many parents are willing to discuss the outcome. |
| **What do you expect of BSO's/daycare in the future, in relation to sports and health?** | That's a difficult question, but the world is changing rapidly, so I do expect that much will change. The government wants that everyone in daycare has a HBO-diploma. That indicates that more knowledge and expertise is required. I do hope that playing is still valued and it is not only about succeeding. |

## In-Depth Interview 3 – Marianne Lipman

|  |  |
| --- | --- |
| **Name & Family name** | Marianne Lipman |
| **Profession** | Pedagogical worker |
| **There are a lot of developments in the areas of sports and health. In the past, people were mainly participating in sports because of the fun and pleasure. Nowadays, sports fulfills an important role in fighting obesity. Do you believe that more children are overweight? How are parents dealing with this trend?** | It is true. Parents mention that they lack time because of work, groceries, social life, etc. or sometimes it seems that they lack consciousness that participating in sport is important in combination with eating healthy. They often mention that they have been eating fast-food, since it is easy and cheap. Additionally, parents ask their children more often what they want to eat. I do think that a child should be given such responsibility. The parents should know what is good for their child, and guide them. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formend. Do you think that daycares, for children in the age of 4-6, should play an important role in this progress? Or should it be mainly parent's responsibility?** | It can be a shared responsibility of schools, daycare and parents. However, in the end parents are responsible. BSO's have the possibility to guide and provide information. |
| **Could you imagine that the guiding and informing role daycares for parents would increase, in relation to physical development? Or do you believe that this is mianly the responsibility of parents?** | A few years ago, I would have believed that BSO's were having a bigger role in providing physical education. However, nowadays the organization lack financial budgets. |
| **My research has a focus on children (and their parents) in the age of 2-6 years old. Do you know whether these young children have regular sport activities after their school program?** | At many daycare organizations they have sport or gym a few times a week. The organization I work for, SRK, we also have an extra budget for such activities. However, this shouldn’t be a replacement for physical education at schools. The physical education teacher should remain part of the teaching team and gym/sport activities at daycare should remain as something extra. |
| **What is your opinion about children who are playing more inside, because of tablets/computers? Do you notice a trend in which playing inside on technological devices is increasing? How do daycare organizations deal with that?** | Parents should create time limits and pay more attention to their children. Additionally, the parents should stimulate the children to play outside, since that has positive effects on much more than only physical development. They will have more energy, learn social standards, create a sense of orientation, learning new words, emotional federations, etc. Doctors are currently warning for negative effects of tablets, computers and staring at a screen for too long. According to recent studie, this could lead to lack of sleep, depression and fears. In some countries governments are considering to limit and regulate technological devices for young children. |
| **More and more children are spending time at daycares, because of intensively working parents. What do you expect form daycares in the future, regarding parenting issues, such as health and sports?** | Most BSO's are currently aiming for increasing the number of members. This means that time and money is invested in that and there is no possibility for other campaigns. New and innovative ideas always sound nice, but it remains a money issue. BSO's often invite coaches from different sports, to teach the children at daycare some basic principles and introduce the sports activity. At this moment I can only hope that the economy recovers quickly, so people more often use the services of daycare. This will create more possibilities for our programs. However, I do believe that schools, BSO/daycare should collaborate more intensively. It would be an idealistic plan for the future, but it would help if all daycare and schools are direct partners and using the same facilities. |
| **What do you expect of BSO's/daycare in the future, in relation to sports and health?** | Sounds like an opportunity, but the people working at daycare need special training/courses/education. Parents are responsible, so daycares with special programs would create more possibilities for parents to choice the right type of organization. If it is not included in the daycare program, parents still have the possibility to pick a gymnastics club for preschool gymnastics. |

## In-Depth Interview 4 – Lilian vd Meer

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| **Name & Family name** | Lilian vd Meer |
| **Profession** | Teacher of preschool gymnastics |
| **My research has a focus on children (and their parents) in the age of 2-6 years old. The variety of sports is becoming more diffuse. This might explain why less children start their sports activities with preschool gymnastics. Do you agree, and could you explain why you think less children participate in preschool gymnastics?** | I am not sure about that. I do notice that because of the crisis, parents sometimes lack interest in sports activities for their children. On the other hand, parents ask the children what they want to do. Seems fair, however, this sometimes results in 'nothing'. Difficult to choose, quickly disappointed, etc. Parents only push their children to get a swimming diploma. For all the other sporst options, they truly believe it should be fun and therefore their decision. As I said before, parents are responsible, but what I they are not aware of consequences of not participating in sports? |
| **Would a school have an advising and guiding role for parents, to inform them about the best sports activity for their child? Based on monitored talents or lack of certain skills? For example a child with a lack of basic physical skills, which could be advised for preschool gymnastics?** | Schools have an advising role towards parents. Including advices for sports activities. Via physical therapist or ergo therapists parents are also advised to participate in preschool gymnastics in some cases. |
| **How do you feel about the role of preschool gymnastics for young children and their physical and mental development?** | Very important. Not only for physical development, also for developing social skills, improve the level of concentration, remembering what is being told and of course having fun in moving (bewegen). |
| **It is proven that preschool gymnastics offers a foundation for every other sports. Do you think that parents are aware of this fact?** | It is important that (young) parents are introduced to the possibilities of sports and related activities through media and advertising. Secondly, parents should be given advice by the people (experts) who work with their children. Parents who have been active in sports by themselves in the past, are more aware of the positive effects. Unfortunately, the other group of parents, who has never been active in sports is not aware of the negative consequences. When I point t out during observation conversations with the parents, some take it seriously and others lack time. Finally, there are cultural differences. In some cultures sports activities are not part of daily life. Therefore parents do not have any awareness related to these issues. |
| **In your classes, is the number of members changed over the past years? Has is decreased or increased?** | The number of members has decreased. One of the reasons is probably the economic situation. Parents are forced to cut costs, and sports activities are expensive. I do notice a difference among the children. They seem to be more stiff than they were in the past. Also, they lack stamina during ball and games that requiring running. |
| **Do you believe that a different type of children and parents is nowadays involved in preschool gymnastics?** | It is also a trend that more and more children enter my classes, because they are advised to. Physiotherapists notice basic physical problems and advice parents to enroll their children in preschool gymnastics. One of the causes is that parents assist their children too long with dressing. Parents value efficiency, which does not improve the level of independence. |
| **Are you familiair with the principles of the Moving Diploma and could you describe what it is?** | Yes, I am. The KNGU has a Moving Diploma related to Nijntje, for children in the age of 2-6 years. It is create to stimulate children to learn the basic principles of moving and learn it in a fun way. It could be a nice reward after a year participating in my class. It could stimulate the parents and their child. |

## In-Depth Interview 5 – Lieske vd Berg

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| **Name & Family name** | Lieske van den Berg |
| **Profession** | Pedagogical worker |
| **Could you describe what interested you in working with children?** | My mother has been working with children since she was still young. So as long as I remember, she was involved in the lives of children. I have often assisted her, and my interest in children has always stayed. |
| **You often have to deal with young children, and their parents, of course. You are spending a lot of time with the scholars, so you fulfill an important role in their lives, education and development. How do you feel about that?** | I do believe it is a major responsibility. Parents trust you with the care of their children. Additionally, I believe it is special to build and sustain a relation of trust with a child. I have the possibility to contribute to the lives of many children. |
| **There are a lot of developments in the areas of sports and health. In the past, people were mainly participating in sports because of the fun and pleasure. Nowadays, sports fulfills an important role in fighting obesity. Do you believe that more children are overweight? How are parents dealing with this trend?** | I do think that lately, there are more children with obesity. Every parent deals with that situation differently. Some parents neglect the problem, while others are struggling with the issues of being overweight. It is a difficult topic, since it is about health and well-being. Some parents ask if we would closely monitor their child's eating habits. After school, the children get fruit, three crackers max with healthy toppings. Parents who believe that the weight of their child is a problem, ask for example, if we would only give their child 1 cracker instead of 3. We monitor the child, pay attention and when necessarily, we discuss it. Additionally, parents can ask for certain activities. Many parents point out that they highly value sports activities and we try to adapt our programs and daily structures to it. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formend. Do you think that daycares, for children in the age of 4-6, should play an important role in this progress? Or should it be mainly parent's responsibility?** | Many children visit us 2-4 days a week. We play an important role in their lives and development. Because of many various activities, we try to stimulate children in as many ways as possible. |
| **To what extent does the organization pay attention to physical activities of children? Do you believe that the role of daycare would increase in relation to physical education? Or do you believe that this is mainly parents' and school's responsibility?** | Our daycare is located at a hockey and soccer facility. Because of that, many of our children are active in hockey and soccer. It is common to bring a child to their training. Many youngsters in the age of 4-6 are trying to get the swimming diplomas. |
| **To what extent does the organization pay attention to physical activities of children? Do you believe that the role of daycare would increase in relation to physical education?** | We are also a daycare, specialized in sports. Therefore we do invest time and money in the physical developments of children. By playing different games and offering different activities, we try to show children that playing outside and participating in sports is fun. Next to our daily activities, we also have workshops. These workshops are given by KICKS. this is an external party that can be hired by different daycares. They can organize many various workshops, such as playing guitar, dancing, theatre, soccer, basketbal, freerunning, etc. |
| **Or do you believe that this is mainly parents responsibility?** | I believe it remains the parents' responsibility. Parents choose daycares. I parents value sports and certain activities, the choose a daycare which facilitates it. I do believe that it is not only about offering the right program for children. We also need to make the parents more aware of the importance of sports, nutrition and health. |
| **Are you familiair with BSO's/daycare that pay extra attention to sports activities? Could you describe how and when?** | We are an organization with extra sport activities. We constantly vary our program and offer the children different activities. During the meal we tell the children what is on the schedule. Children can decide whether to participate in the activities or not. Of course, we try to stimulate all children to participate. If we notice that a child never participates, we will even oblige him/her to participate. |
| **Could you describe how and when?** | As I already mentioned, we work together with KICKS. They have a brochure and we can have 4 workshops a year. Lately we started the workshop freerunning. During 6 weeks a coach/trainer assisted as in teaching the children the basic principles of freerunning. The organization also offers extra activities during vacations. |
| **Could you imagine that daycare organizations would offer physical education, since budgets are cut at primary schools?** | As a daycare, to some extent we provide physical education. But I can't imagine that it will completely cover the role schools have or had. Children are with us in their free-time. Therefore, it is not fair to oblige them to participate in our activities. Additionally, it is seems unpractical to offer physical education. children are picked up at different times, we don't have the facilities and equipment. Trampolines and other big material are necessary to offer a complete program of physical education. It seems unrealistic for daycare facilities. |
| **What is your opinion about children who are playing more inside, because of tablets/computers? Do you notice a trend in which playing inside on technological devices is increasing? How do daycare organizations deal with that?** | We notice a trend of computers and tablets. During holidays many children bring their DS. So we have regulated the use of such technologies. They can use it before 9.00 and in the afternoon 17.30 h. |
| **How do daycare organizations deal with that?** | It is proven that it would be best if children would play outside every day. Playing outside offers them different and enriching experiences, such as making noises, nature, and have more space to play, run, jump, etc. Playing and experimenting with different materials and circumstances, offers new insights and lessons. Besides physical and mental lessons, also many social lessons can be learned outside. It will enhance their level of independence and gaining confidence and trust. |
| **Does a daycare have an advising/guiding role for parents in choosing the right type of sports for their children?** | We definitely have an advising role towards parents. Based on our studies, we have an objective vision of the child and can more easily notice an issue of development than its parents. Then, we will schedule a meeting with its parents and discuss our finding and give them a fitting advice. However, in the end, it is parents responsibility to use our advices. |
| **What do you expect of BSO's/daycare in the future, in relation to sports and health?** | Our role regarding those issues should become more important and more professional. The Dutch government is setting higher standards for daycares and I do expect that I have to follow more courses about those topics. |

## In-Depth Interview 6 – Jisca Frankhuizen

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| **Name & Family name** | Jisca Frankhuizen |
| **Profession** | Teacher (primary school) |
| **Could you describe what interested you in working with children?** | After I finished my gymnastics career, I started assisting gymnastics classes. During those classes I enjoy children's mentality. They are always honest and open-minded. Additionele, I really enjoyed teaching them. |
| **You often have to deal with young children, and their parents, of course. You are spending a lot of time with the scholars, so you fulfill an important role in their lives, education and development. How do you feel about that?** | That's is a role you have to take very seriously as a teacher. It is a huge responsibility and very important to value. It a positive thing, being able to influence lives and see progression. On the other hand it is your task to do it the right way. |
| **There are a lot of developments in the areas of sports and health. In the past, people were mainly participating in sports because of the fun and pleasure. Nowadays, sports fulfills an important role in fighting obesity. Do you believe that more children are overweight?** | I have noticed a huge difference, during my internships, between schools in cities and schools in villages. More children are overweight in cities and it seems that parents have more trouble setting norms, standards and rules for their children. It is a trend that more schools are paying attention to this development, by setting 2 days of fruits instead of snacks. |
| **How do parents deal with it? And how does your school deal with it?** | Many parents do not seem to have the courage to say no to their children. Saying no and addressing the child's health situation, is a difficult topic. It means admitting that your child is overweight and that actions are required to do something about it. These parents are still offering cookies during fruit days at schools. Additionally, it seems that many parents who have difficulties with health and nutrition, are overweight themselves. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formend. Do you think that primary schools, for children in the age of 4-6, should play an important role in this progress?** | Schools have an important role in observing children. They have several observation methods, especially related to such a basis of jumping, running, dancing, etc. There is a lot of attention for these principles, and children are closely monitored. Also during their outside activities. |
| **How is this addressed by parent's?** | When a child is not developing according to standards, it will be addressed by its parents. And a specialist will be informed to improve the child's situation? |
| **Are specific sports activities adviced by the schools, based on those monitoring methods?** | No, not really. Could be! Parents could by advised to put their children in a specific sports. Only, the young children (4-6) are monitored by their teachers, not by physical education teachers. Therefore, they might lack expertise regarding specific sports activities. |
| **My research has a focus on children (and their parents) in the age of 2-6 years old. Do you know whether these young children have regular sports activities after their school program?** | Actually, I don't really know. In cities it is less normal that children have sports activities. However, in children in the age of 2-6 are relatively young. From 'groep 3' onwards, children tell about their soccer games, dance competitions, etc and it is more normal that they are active in sports. |
| **Can you explain the differences between different areas, related to sports acitivities?** | As I have mentioned before, there is a big difference in areas in relation to sports, health and nutrition. This is also acknowledge by the government and municipalities, because 'black schools', are receiving more subsidies. |
| **To what extent do you, as a teacher, pay attention to the sports activities of children. Meaning, to what extent does educating and informing parents is a school's responsibility? Is the role for schools, in regards to informing parents and monitoring children's development, increasing?** | It seems that parents sometimes lack consciousness. Therefore, schools organize information days and for example, have fruit days instead of general snacks. Parents should sometimes be more aware of physical and mental health of their children. |
| **What would cause childrens obisity or lack of proper nutrtion?** | Parents sometimes lack norms and values regarding these issues. It is easier for them to say yes, instead of no. And it should be part of their parenting, since children do not have anything to say at that age (2-6) |
| **Are you familiair with schools that offer extra possibilities for sports and sports activities? Could you describe how that works?** | In the beginning of the year, every child receives a book with sports activities and possibilities. Free classes are offered by different sports organizations. In Rotterdam, 'brede scholen' are intensively subsidized to offer sports directly after the school program. Parents do not have to pick up and bring their children to sports activities. |
| **Could you imagine that daycare facilities would offer physical education? Especially since budgets are cut…** | It seems that daycare organization could enhance their level of awareness and policies regarding these issues. Even though they only have a short amount of time, since children are spending only one or two hours after school at a daycare, they have the possibility to monitor and offer sports activities. However, physical education requires more materials and the right facilities. Therefore, that would not be an option. |
| **What is your opinion of children playing less outside, because of tablets and computers? Do you notice a trend in which playing with technology, instead of actually moving, is increasing?** | Is is easier to let their children watch tv. Offering them alternatives, requires organizing those activities and motivating their children to participate in those alternatives. Healthier alternatives cost more money and time. |
| **Would a school have an advising and guiding role for parents, to inform them about the best sports activity for their child? Based on monitored talents or lack of certain skills? For example a child with a lack of basic physical skills, which could be advised for preschool gymnastics?** | This could be advised by a physical education teacher. In the negative scenarios a fitting sports activity could be advised, as well as in a positive scenario. When observations show a specific talent, this could lead to an advice. |

## In-Depth Interview 7 – Laetitia de Goeij

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| **Name and last name** | Laetitia de Goeij |
| **Number of children and what are their ages?** | I have four children in the age of 10, 8 and a twin of 3 years old. Yes, I am busy with being a mom. |
| **What are your childrens sports activities?** | They are active in hockey, tennis, soccer and every winter we go for a skiing trip in Austria. |
| **Are your children at a daycare/BSO? How many times per week?** | Yes, my children have to go to daycare twice a week. They enjoy it, since a lot of their friends are also at daycare after school. So instead of playing with a friend at home, they are playing at the organization. |
| **Do you know how many times per week they have physical education at school?** | They have gym classes two times a week at school. |
| **Could you desribe what the most important reason is, that your children participate in sports?** | For many reasons, having fun, social aspect, physical capabilities and simply moving. |
| **Do you believe that parents have to make the right choices, regarding sports, nutrition and health? Or do you think that your children should have their personal vision about these factors?** | Parents are definitely responsible and have to make the decisions. Otherwise we would be eating pizza the entire week. |
| **Could you indicate to what extent time and money play a role in making health, sports and nutrition choices?** | In our family it is not. However, I can imagine that for others it is difficult to manage it. |
| **There are a lot of developments in the are of sports and health. In the past, people were mainly participating in sports because of fun and pleasure. Nowadays, it plays an important role in fighting obesity. Do you think that more children are overweight and how do you deal with that?** | My children are healthy, but I do notice a difference compared to 10 years ago. At their schools, more children are overweight. It might be a consequence of the financial situation. Parents have less money, have to work harder and longer and therefore lack time and money for sports activities. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formend. Do you think that daycares, for children in the age of 4-6, should play an important role in this progress? Or should it be mainly parent's responsibility?** | I think it should be a combination of those 3 aspects, parents, schools and BSO. More and more children are spending time at daycare. However, it is the parents decision to put them in a certain sport. Schools have to monitor progress and teach children. So in that perspective, I would say, all three of them. |
| **More children are spending time at daycares. These organization are playing an important role in the lives of children. What do you expect of BSOs in the future, regarding parenting issues, health and sports?** | Sports activities would add value to the daycares program. As well as healthy food, snacks and drinks. However, in the end, parents are the ones responsible for the health and well-being of their children. |
| **What is your opinion about children who are playing more inside, because of tablets/computers? Do you notice a trend in which playing inside on technological devices is increasing? How do you deal with that?** | Yes, but It is simple. You need rules and set boundaries. Children lack limits and awareness, so as a parent you should protect them. |
| **Would a school have an advising and guiding role for parents, to inform them about the best sports activity for their child? Based on monitored talents or lack of certain skills? For example a child with a lack of basic physical skills, which could be advised for preschool gymnastics?** | No, not really. |
| **It is proven that preschool gymnastics offers a basis for other sports. Would that be a reason for you to put your children in preschool gymnastics?** | Absolutely! Actually, the twin is currently in preschool gymnastics. They love it! |
| **Do you value a moving diploma, which is comparable to a swimming diploma?** | For my children it isn't. However I can imagine that in some cases parents need more awareness and a moving diploma might help and motivate them. So, especially for parents who have no sports interests themselves, the Moving Diploma could enhance the level of awareness regarding physical development. |

## In-Depth Interview 8 – Sandra van Gent

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| **Name and last name** | Sandra van Gent |
| **Number of children and what are their ages?** | I have two teenagers. They are 10 and 14 years old. |
| **What are your childrens sports activities?** | They are active in soccer and the older one participating in a Japanese sport. Something related to defense and fighting of which I always forget the name. |
| **Are your children at a daycare/BSO? How many times per week?** | No, they are older. However, they never went to BSO's. |
| **Do you know how many times per week they have physical education at school?** | Only once a week |
| **Could you desribe what the most important reason is, that your children participate in sports?** | Sports activities are an opportunity to meet friends, have fun with friends, share experiences etc. Of course, I also value that my children are physically fit. |
| **Do you believe that parents have to make the right choices, regarding sports, nutrition and health? Or do you think that your children should have their personal vision about these factors?** | I the perspective my children are not that difficult. They have been easy eaters all their lives and therefore they eat whatever I serve them. And for that reason they have the possibility to snack. |
| **Could you indicate to what extent time and money play a role in making health, sports and nutrition choices?** | Quite a lot. Especially money. As a single parent, sport activities are expensive. For example, my oldest son wanted to have snowboard lessons. He could do it only 6 times, and then I realized in was not realistic. |
| **There are a lot of developments in the are of sports and health. In the past, people were mainly participating in sports because of fun and pleasure. Nowadays, it plays an important role in fighting obesity. Do you think that more children are overweight and how do you deal with that?** | My children are not overweight. I do notice it in my environment. I seems to do with parenting, since what you don't bring into the house, they can't eat. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formed. Do you think that daycares, for children in the age of 4-6, should play an important role in this progress? Or should it be mainly parent's responsibility?** | It is the parents' responsibility. All activities at school I consider as something extra. This means that a parent should have the option of choosing an organization BSO or, for example, the local gymnastics club which offers the right type of sport. |
| **More children are spending time at daycares. These organization are playing an important role in the lives of children. What do you expect of BSOs in the future, regarding parenting issues, health and sports?** | That these people, who would be working with my children on a daily basis, give me thorough advice. They have the expertise which I might lack and could give me a fitting advice. |
| **What is your opinion about children who are playing more inside, because of tablets/computers? Do you notice a trend in which playing inside on technological devices is increasing? How do you deal with that?** | It is clearly increasing. But when you set limits, they have to find new activities and eventually they will go outside. |
| **Would a school have an advising and guiding role for parents, to inform them about the best sport activity for their child? Based on monitored talents or lack of certain skills? For example a child with a lack of basic physical skills, which could be advised for preschool gymnastics?** | No, not really… I guess I only expect the school to mainly teach my children. |
| **It is proven that preschool gymnastics offers a basis for other sports. Would that be a reason for you to put your children in preschool gymnastics?** | Yes, absolutely. Being active and participating in sports is valuable for the rest of your life. If the basis can be created at a young age, it will pay of for future activities. |
| **Do you value a moving diploma, which is comparable to a swimming diploma?** | Yes, would be a good idea! So you can monitor the children’s progress, development, etc. |

## In-Depth Interview 9 – Sandra de Kok

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| **Name and last name** | Sandra de Kok |
| **Number of children and what are their ages?** | I have two young children. They are 3 and 1 years old |
| **Could you desribe what the most important reason is, that your children participate in sports?** | I want to teach my children that it is important to stay healthy and fit. |
| **Do you believe that parents have to make the right choices, regarding sports, nutrition and health? Or do you think that your children should have their personal vision about these factors?** | I negotiate with my children what to eat for diner and what they want to do as sport activities. So, I can value their opinion, but stimulate them in the best direction |
| **Could you indicate to what extent time and money play a role in making health, sports and nutrition choices?** | It is definitely a money issue. Several organization are way too expensive. |
| **There are a lot of developments in the are of sports and health. In the past, people were mainly participating in sports because of fun and pleasure. Nowadays, it plays an important role in fighting obesity. Do you think that more children are overweight and how do you deal with that?** | Yes, definitely. Obesity is a result of the computer era. Social media is one of the causes, since even communicating has become easier. It doesn't require any effort to discuss stuff with friends or even play with them. It can be done online, via social media or other application. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formend. Do you think that daycares, for children in the age of 4-6, should play an important role in this progress? Or should it be mainly parent's responsibility?** | Yes, absolutely. Because of cuts and different priorities, teachers lack time to invest in physical education. |
| **More children are spending time at daycares. These organization are playing an important role in the lives of children. What do you expect of BSOs in the future, regarding parenting issues, health and sports?** | I do expect that pedagogical workers pay close attention to health and sports. In the end, they are the experts. I believe we sometimes have to share those nurturing issues, because more people/mothers have to work. We do pay them to do their jobs. |
| **What is your opinion about children who are playing more inside, because of tablets/computers? Do you notice a trend in which playing inside on technological devices is increasing? How do you deal with that?** | Yes! Absolutely! Social media is even taught in the third year of school (groep 3). If it rains, playing outside is not an option, while I really enjoyed that in the past. Getting dirty. And, I have to admit, it is easy for parent. After a intense day at work, it is easy and the children and quiet. |
| **Would a school have an advising and guiding role for parents, to inform them about the best sport activity for their child? Based on monitored talents or lack of certain skills? For example a child with a lack of basic physical skills, which could be advised for preschool gymnastics?** | It seems that parents sometimes lack attention for their children. Otherwise they would notice certain skills and talents, ore that their physical health is not developed. An advising and supporting role of schools couldn't harm, of course. |
| **It is proven that preschool gymnastics offers a basis for other sports. Would that be a reason for you to put your children in preschool gymnastics?** | Definitely, my son is participating in preschool gymnastics for a year now and really loves it! Climbing walls, high jumping, ok, relatively high, rolling and running the air tumbling. It is challenging and they feel more independent and strong. It energizes them and he really enjoyes it. |
| **Do you value a moving diploma, which is comparable to a swimming diploma?** | Diploma? I think it varies among children. Some are truly motivated because of a diploma. For others it seems a negative challenge, something that has to be done. However, it is a tool to monitor process and that is something positive. And necessary, in some cases..... |

## In-Depth Interview 10 – Helen van Gemert

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| **Name and last name** | Helen van Gemert |
| **Number of children and what are their ages?** | I have thre young children, four, six and eight years old. |
| **Could you desribe what the most important reason is, that your children participate in sports?** | I want to show my children that it is important to participate in sports for several reasons, but mainly because it is a fun challenge. |
| **Do you believe that parents have to make the right choices, regarding sports, nutrition and health? Or do you think that your children should have their personal vision about these factors?** | The older they become, the more I value their opinions. When they are five years, they start to develop an own opinion, and I do support that progress. However, as a parent I know what is best for them. |
| **Could you indicate to what extent time and money play a role in making health, sports and nutrition choices?** | I have three children, all participating in sports. Well that is quite expensive! Even though it is only once a week. |
| **There are a lot of developments in the are of sports and health. In the past, people were mainly participating in sports because of fun and pleasure. Nowadays, it plays an important role in fighting obesity. Do you think that more children are overweight and how do you deal with that?** | Of course! As I mentioned before, I am the parent and know what is best for them. Sports activities are a fun challenge. |
| **Research has showed that in the age of 2-6 children's most physical development and skills are formed. Do you think that daycares, for children in the age of 4-6, should play an important role in this progress? Or should it be mainly parent's responsibility?** | I don’t know |
| **More children are spending time at daycares. These organization are playing an important role in the lives of children. What do you expect of BSOs in the future, regarding parenting issues, health and sports?** | I do have a fulltime job, as well as my husband. Thankfully we have grandparernts with sufficient abilities, at least for now… I do think that organization should take these developments into account. |
| **What is your opinion about children who are playing more inside, because of tablets/computers? Do you notice a trend in which playing inside on technological devices is increasing? How do you deal with that?** | Yes well… It has different sides. For work in the future it is required that they are capable of working with the newest technologies. On the other hand, I do believe that playing should be a healthy alternative. |
| **Would a school have an advising and guiding role for parents, to inform them about the best sport activity for their child? Based on monitored talents or lack of certain skills? For example a child with a lack of basic physical skills, which could be advised for preschool gymnastics?** | I have to admit, I truly value the role of our parents (grandparents). They guide our children. However, schools should monitor physical skills, especially since budgets at school are cut. |
| **It is proven that preschool gymnastics offers a basis for other sports. Would that be a reason for you to put your children in preschool gymnastics?** | Yes! I have participated in sports my entire life. I can only hope my children will be active for their rest of their lives as well. If preschool gymnastics could support that, then yes! |
| **Do you value a moving diploma, which is comparable to a swimming diploma?** | I am not sure… It is about having fun. |