From Movement in School to being Active in a Sport Organization outside of School

Michela Bengtsson, 19940912
Elinore Johansson, 19960319
Acknowledgements

We would like to thank all of the participants in this study. Thank you Jenny, Sofia, Axel, Sverker, Willfried and Lukas for taking your time. This research would not have been possible without you. It has been inspiring to take part of this project.

We wish to express our sincere gratitude to Mr. Lars Lagergren for good support and guidance throughout this Master Thesis. He has been positive and contributed to useful discussions.

The study has been written in equal terms. Therefore, we wish to be graded together.

_Malmö 26th of May 2019_

_Elinore Johansson & Michela Bengtsson_
Abstract

Previous research has shown that the existence of after school program is beneficial for children's health and their academic performance. Lorensborgsskolan, an elementary school situated in Malmö, implemented a project called “From movement in school to being active in organized sports” where they started a school sport organization. The project seeks to increase the amount of children active in external sport organizations and to make the transition more accessible. The project collaborated with Hemmaplan which is an initiative from the Scanian Basketball Federation. Therefore, the aim of this study was to discuss the prerequisites for implementing Lorensborgsskolans project “From movement in school to being active in organized sports” from a sustainable perspective. The sustainable perspective contains three concepts: social, environmental and economical. Three research questions has been formulated.

How was the preparation of this project in relation to sustainability?
What challenges can be identified when implementing this project?
What benefits can be identified when implementing this project?

Interviews, observation and document analysis were the methods used in this research and the data was analyzed through a six step coding process. The result and analysis were divided in three paragraphs named after the research questions connected to the theory. The research findings indicate how this project would give the children a protective factor outside of school. According to the collected result the children should be given the access to pursue sport in the entire city of Malmö and to work on their social skills. In conclusion, an external analysis should have been done before the implementation of the project. The financial aspect is identified as a challenge. For the children to be a part of the school’s sport organization is free of charge in contrast with external sport organizations where this does not imply.

Key Words: Sustainability, social sustainability, environmental sustainability, economical sustainability, external sport organization, sport organization, organized sport, after school program
1 Introduction

Sport is often used within other contexts than just sport itself. It has, especially in later days, become a bigger part of the entire society since it is in previous research is proven to bring good consequences. Especially within physical education according to Donnelly and Lambourne (2011). Aleksieva (2017) highlights how physical education is beneficial regarding the children's ability to develop motor skills and physical growth. Physical education will provide the children the opportunity to learn how to interact with both other peers but also with the surrounding environments. Physical education, lays the foundation for a positive attitude towards the capacity of learning different sports. Additionally, Rasmussen and Laumann (2013), discuss the importance of being physically activity among children or adolescents since it plays a significant role in the future. It is establishing that if a human is being active during their childhood, there is a greater chance for them to be active throughout their entire life. Rasmussen and Laumann (2013) acknowledge that exercise is beneficial within all age groups from childhood to senior.

There are many definitions of exercise and what it implies. However, there is one definition used more frequently and it is defined like this “Exercise is a physical activity that is planned, structured, repetitive, and purposive in the sense that improvement or maintenance of one or more components of physical fitness is an objective” (Rasmussen & Laumann, 2013, p.946). This definition differ from what physical activity is defined as any movement with the body will generate energy expenditure. With this in mind, both definitions are still general since they do not specify the activities frequency, intensity or duration. All these three factors could be combine in various ways and could also have different impact both psychological and physical (Rasmussen & Laumann, 2013). Furthermore, Aleksieva (2017) mention that student’s activities during their leisure time is an important socializing factor for the future. Leisure time is also a significant factor for full personal development for children. The children who participate in sport activities in their leisure time needs to have a personal interest, inner persuasion and also need for motor control. However, the impulse for the students to do a sport is usually stimulated from other people as well such as parents, teachers, peers or even inspiration from famous athletes (Aleksieva 2017).
The implementation of this project hope to make the transition from being active during school hours to being active outside school in organized sports more sustainable and also make the gap between those smaller. The initiators mean that this gap is to big and wants to make a contribution in order to reduce it. The researchers have the task to see that this project has the right prerequisites to work in the right direction. It is a step in the right direction for the development of a more sustainable active life among children and adolescents. Three concepts will be applied during this research: social sustainability, environmental sustainability and economic sustainability. These three will be further defined under theoretical perspective for a deeper understanding. The role of sport has in the later days got a bigger role in the work within sustainable development (Lemke, 2016). Looking at this project from a sustainable perspective is important in order to provide the society with long term effects through its initiative.

1.1 Background

Making the society sustainable is a current topic in the entire world right now. This concerns within the context of sport as well since it is proven to bring good consequences according to Donnelly and Lambourne (2011). The background to this interest of subject for the researchers is based on previous sport and education experiences. Both researchers have been physically active both in school and after in organized sports. They manage to keep their interest outside of school and are now interested in to help other young kids and adolescents to maintain that active life as well by evaluating the prerequisites towards a more sustainable one.

Sustainability is based on the word “sustain” which originally derives from the French language and the word “sustenir”. The meaning of “sustenir” is to maintain and keep something up. It is a word used in many contexts but the first definition is formulated by the Brundtland Commission 1987. In the Brundtland Commission sustainability is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Raj, 2009, p. 22). Raj (2009) also mention sustainability as a concept within events that can be connected to the sport project.
1.1.1 The project

The name of the project is “From movement in school to being active in organized sports” (Lorensborgsskolan, 2019). This study is a RND project, which stands for Research and Development. This RND project was requested by Lorensborgsskolan to Malmö University in order to receive an academic insight. Lorensborgsskolan is an elementary school situated in Malmö City who started a project to increase the amount of kids and adolescents active in organized sports outside the school physical activity classes (Lorensborgsskolan, 2019). The area of Lorensborg is being challenged with aggressive traffic and considered not a part of the community in Malmö. However, there is a lot of plans for expanding and developing the area in the future which will make it more attractive and accessible (Larsson, 2017). Their project starts with, together with the Basketball Organization of Scania, to create a school sport organization called Lorensborgsskolans IF (Lorensborgsskolan, 2019). The Basketball Organization of Scania implements a concept called Hemmaplan. Hemmaplan are working with finding a suitable process for physical activity that fits each individual school. Hemmaplan is based on a Danish basketball project called BørneBasketFonden who has shown positive results in Copenhagen, where it is implemented. BørneBasketFonden has succeeded in getting many children physically active at different schools in the mentioned area (Hemmaplan, 2019).

The goal of Lorensborgsskolans initiative activity is to make the kids and adolescents in school to not only be active during school in recesses or physical education classes but also afterwards in an external sport organization. The school sport organization has not yet been set in movement but will be during the spring 2019, which means it is only in the beginning of its implementation process. They hope to offer sport organizations from all over Malmö, doing all kinds of sport, to come and introduce the children to different activities after school hours for free. The thought is to also offer activities during the holidays in the future. The activity is from Mondays through Fridays at 3.30 PM until 5.00 PM (Lorensborgsskolan, 2019). According to Lorensborgsskolan (2019) not only the children will benefit from this cooperation but also the sport organizations and the surrounding society. Malmö Stad created an initiative called CTC. CTC is
involved in the project and it stands for Communities That Cares. CTC are working with providing children with good prerequisites for a better childhood. Their starting point 2018 are five different areas in Malmö where Lorensborg is one of them (Malmö Stad, 2019).

Lorensborgsskolan (2019) mention the fact that surveys shows that being active in a sport organization tend to make the individual feel better and become happier. This is one of the reasons for this initiative to implement this project. They believe that if the children are a part of this social life within sports after school will benefit them in their everyday life, such as self-confidence and better health. Another reason for Lorensbergsskolan to create a school sport organization and work with the project “From movement in school to being active in organized sport” is the protective factor. They believe that being part of an organized sport will provide with this protective factor in life (Lorensborgsskolan, 2019).

1.2 Aim & Questions

The aim of this research is to discuss the prerequisites for implementing Lorensborgsskolans project “From movement in school to being active in organized sports” from a sustainability perspective.

The approach for this research is an “on-going evaluation research”, this will be further developed under section 4.1. For a broader understanding of the aim, the researchers have chosen to translate the typical Swedish concept “föreningsliv” used in sport contexts into organized sports. “Föreningsliv” is an important concept which can be defined as a way to be active in organizations were a groups work together towards a common objective (Bengtsson, 2004). The concept is recurrently used within the context of Swedish non-profit sport. One of the most significant parts of “föreningsliv” is the non-profit perspective which provides the involved people a democratic input (Förening.se, 2019).
In order to fulfill this aim, three realistic research question has been formulated.

- How was the preparation of this project in relation to sustainability?
- What challenges can be identified when implementing this project?
- What benefits can be identified when implementing this project?
2 Previous Research

In this section, the previous research will be represented in order to receive a good entry of the already existing and implemented research within the current topic. The previous found research has been divided and themed into four headings: “What is after school programs?”, “Benefits with after school programs”, “Key factors for a sustainable after school programs” and “Challenges with after school programs”. These four headings are followed by a discussion why this previous research is relevant for this research.

2.1 What is after school programs?

Behtoui (2019) discuss the concept of extracurricular in Sweden, Germany and the United States. Extracurricular is similar to an after school program which means it takes place after school hours and it is optional. However, there is a clear distinction on how it is structured in these countries. After school programs is not common in Sweden compared to Germany and specifically the United States. Schools in Germany offer various of after school activities such as music, sport, art and so on that the students can choose between. In the United States the after school activities generally take place within the school environment (Behtoui, 2019). Neiva (2016) highlights how the importance of a child's exposure to activities in a young age could be significant to find their passion and interest outside the academic world. However, the children have different prerequisites since some parents work normal jobs and others might not work and can therefore expose their child to more fun-focused activities (Neiva, 2016). Behtoui (2019) explain how all extracurricular in Sweden occur outside of the school environment and after school hours. This could be a struggle for some low-income families since they do not have the privileged to expose their children to various of activities. The extracurricular activities in Sweden are traditionally organized and initiated by other adults that are active members in a non-profit civil-society organizations. As mentioned before, it can be an obstacle for some families that are less wealthy since it is required to pay a member’s fee to join a sport organization and there are usually other expenses as well such as training camps, equipment etc. The increase
for these expenses generates that children from low-income families’ decrease in the participant (Behtoui, 2019).

2.1.1 After school program in Sweden

The government in Sweden finance a phenomenon called “Handslaget” which started in 2004. It means for external sport organizations to do a project application in order to receive financial support from the government (Åkesson, 2005). According to Peterson (2007) this movement exist to increase the interest among children to continue to be active in external sport organizations outside of school hours. The Swedish government share the same values and opinions concerning youth physical activity as the Swedish Sports Confederation. Both parties have high expectations on “Handslaget” to show results in the transition from being active in school to being active in an external sport organization. Peterson (2007) is being critical about the projects implemented during school hours. Instead he thinks that these resources should be used to develop the subject physical education by adding hours, qualified teachers and good facilities. Though, projects being implemented in connection to school, before and after, is considered a better option according to Peterson (2007). An evaluation made on “Handslaget” by Hannula, Hinic and Johnson (2007) discuss the benefits of engaging school and organized sport, especially in the area of Halland situated in Sweden. Some benefits identified in “Handslaget” by Hannula, Hinic and Johnson (2007) was the encouragement to be physically active in school and the high qualified leaders from various sport organizations. Followed by “Handslaget”, “Idrottslyftet” emerged in 2007. Key points for “Idrottslyftet” is to develop organizations and associations, the accessibility to facilities, recruit and develop leaders and finally cooperation with school. The cooperation with school was and is a central part in both initiatives. The main idea of the initiatives is to give the children the opportunity to be physically active connected to their school. The activities should not replace the subject physical education (Riksidrottsförbundet, 2009).
2.2 Benefits with after school programs

Price-Shingles and Place (2016) discuss how a sustainable after school program could give the children the opportunity for skill development, increase their academic performance and social skills and finally to enjoy the different activities. Behtoui (2019) also mention the student’s development regarding their social and intellectual skills. Besides social and intellectual skills, the students could develop other skills, for example self-discipline, teamwork, leadership, strong work habits and last a sense of civic engagement that can be an advantages in the future. At the same time, there are some non-cognitive skills such as being able to follow instructions, operate in a group environment and interplay with their mates, becoming more independent and finally dealing with authority are skills that can be developed as well (Behtoui, 2019). Additionally, Behtoui (2019) highlights the benefits of participating in an after school program will help young students develop a rich friendship network among different ages and help the students create a more positive identity and boost their self-esteem. Neiva (2016) recognize different areas in an after school at Germantown Friends, situated in the United States, and explain that they organized their program in three categories. The first category is play-oriented clubs which include handcraft, ceramics and all-star sports. The second category gives the children the challenge of developing their tactical skills in chess, karate, ballet and Mandarin. The final category is passion-focused clubs which include yoga, Shakespeare, fashion design and computer coding. All these different categories will expose the children in different possibilities for learning abilities (Neiva, 2016).

Behtoui (2019) highlights how highly structured activities gives the children inspiration and motivation for academic success which is identified with positive social behavior, good mental health and finally identity development. Baghurst and Fink (2018) mention another benefit of an after school program is to reduce the children's sedentary. Jones, Kelly, Cliff, Batterham and Okely (2015) also explains the benefits of an after school program will help the children to be more physically active and this will also help children that are overweight or suffer from obesity to take a step in the right direction. Further Neiva (2016) emphasize how after-school programs is a perfect solution for both children with working or non-working parents. The after-school program will give
the children the chance to try new activities without leaving the school area (Neiva, 2016). According to Behtoui (2019), the adults that are working with the after school program tend to act as mentors for some students and they play an important role not only in the after school program but also in their academic success.

2.3 Key factors for a sustainable after school program

Price-Shingles and Place (2016) discuss different strategies for creating a successful and sustainable after school program. They recommend that the following steps should be followed: 1) manage a needs assessment, 2) design a program, 3) from a partnership with the community, 4) facilities, 5) external funding, 6) promote and market the program, and 7) evaluations policies.

Price-Shingles and Place (2016) state the first step is needs of assessment which means the school or organization that will be in charge of the program will have to do research about whether there is a need for an after school program or not. The people in charge of this will also have to identify potential barriers the children might have in order to participate in an after school program. This first step will lay the grassroots for the program with a clarification of both the strength and weakness. Once this is done the next step will be to design the program and Price-Shingles and Place (2016) highlights the importance to put the students in the center and consider their wishes and goals with this program. However, it is essential to understand the difference of what the students want and what they need. The third step is the process of establishing a partnership with the community. Different external partners will contribute with other resources that will facilitate the program. Baghurst and Fink (2018) also highlights the importance of working alongside community partners. This relationship is essential in order to have a creative, enjoyable and sustainable after school program that also contribute with equitable.

According to Price-Shingles and Place (2016) the fourth step is accessibility to various facilities around the school area such as classrooms, sport-fields and other school facilities. To make these after school program work there need to be external funding,
which is the next step. External investors, sponsors or grants is necessary for a sustainable program to work. Another factor for the after school program to work is participant and in this case students. Therefore, it is significant to do marketing about the program to reach out to the students at the school and make sure all of them are informed about the program and their opportunity to participate. This can be done through different ways and channels such as the school website, posters, social media, flyers to bring home to the parents and the schools newsletter. The final step in this seven step process is to evaluate the entire program. The evaluation is necessary to do in order to examine whether the program reached its goals and objectives, and also if the needs of the participants and the stakeholders were met. One benefit of doing an evaluation is the opportunity to modify the next program for the future. Baghurst and Fink (2018) also strengthen this statement and discuss a key learning outcome from after school programs is to do a follow-up with the participant to review what types of activities the children found particularly interesting. By implementing this follow-up, the researchers are given the opportunity to evaluate which activities that were successful and more significantly what factors that did not work in the program. Two factors, environmental barriers or personal interest was usually involved whether or not the activity was successful or not (Baghurst & Fink, 2018). Both Price-Shingles and Place (2016) and Baghurst and Fink (2018) agree on one overall key factor to be able to structure a sustainable after school program is communication and feedback. The main benefit of keeping an ongoing dialogue is the opportunity to identify any possible upcoming concerns or problems regarding the activities. By having this feedback loop with the stakeholders involved the program will be flexible and be able to make the program attractive (Price-Shingles and Place, 2016).

2.4 Challenges with after school programs

Baghurst and Fink (2018) discuss findings from other studies where the main reason why after school programs and particularly physical activities program does not work is because of the lack of inclusion. Further explained the lack of inclusion from all stakeholders such as the community, program planners, participants and parents. Behtoui (2019) addressed one challenge that an after school program is in the need for the structure to exist so that the activities will not be too spontaneous. If the activities
are more loose, such as watching TV or just hang out with their mates, the student’s individual skill development will not be challenged. One consequence of activities that are too loose is the risk for the students to develop an antisocial behavior such as taking distance from social groups (Behtoui, 2019). Baghurst and Fink (2018) mention a challenge regarding how many after school programs does not have an evaluation process which can interrupt and be an obstacle within the after school program. Furthermore, Baghurst and Fink (2018) discuss how the registration of the participants should be done electronically instead of doing it by hand. The weather could be a challenge within the after school program and it is important to have an alternative location as a plan B. To be provided with the right kind of facilities is a crucial prerequisite (Baghurst & Fink, 2018). According to Hedenborg and Larneby (2016) another challenge shown among students in Swedish schools, within the implementation process of an after school program, is the financial aspect. It can be considered a problem due to the fact not all students have the same financial prerequisites. As a solution of this problem Hedenborg and Larneby (2016) suggest for the external sport organizations to offer ”try-on” deals.

2.5 Relevance for this research

This previous research is important for this particular study since it lays the foundation for the background on what an after school program is, the benefits and challenges. This literature will provide the researchers with information that can be connected to what the other collected data says, which finally will be discussed in order to explore the aim and research questions. After school programs are usual in the United States in contrast to Sweden, on that account the majority of the previous research came from scientific articles from the United States. Even though the majority of the research that was found was applied in other countries than Sweden, there is valuable knowledge that can be used for this project as well.
3 Theoretical perspective

In this section of the thesis the theoretical perspective will be introduced and defined. Three suitable concepts concerning sustainability have been chosen and will be represented: social, environmental and economical. All these three concepts have in recent time taken more part within the sport context as well towards the vision of a more sustainable society. They have to be taken in consideration when analyzing how to develop the society into a more sustainable one (Lemke, 2016). After defining social, environmental and economic sustainability the application of the concepts in this particular research will be explained for a further understanding.

3.1 Social Sustainability

McKenzie (2004) mention a model when defining sustainability which includes social, environmental and economic sustainability. These three are overlapping each other and are tools used to understand the sustainable development. According to the model, these three concepts are equally important. Defining social sustainability is not an easy task. It can be defined in different ways due to different contexts. But McKenzie (2004) formulates an overall definition of that social sustainability is “a life-enhancing condition within communities, and a process within communities that can achieve that condition” (McKenzie, 2004, p. 12). According to McKenzie (2004) the existence of social sustainability is harder to measure or put into numbers than environmental or economical. It is much more than just black on white (McKenzie, 2004). Social sustainability is to be seen as a big part of the sustainable development. Sustainability is often connected with the environmental aspects. The society needs to apply the social science in order to achieve other results which can benefit all three concepts mentioned (Dixon, Perkins & Vallance, 2011).

Dixon, Perkins and Vallance (2011) divide social sustainability into three sub-concepts: development, maintenance and bridge. Development means the marking of basic needs and the production of justice, equity and social capital etc. Maintenance focuses on what can be sustained and how people act concerning changes, positively or negatively.
Eizenberg and Jabareen (2017) illustrate how safety is another concept that is included within social sustainability. Safety as a concept does not only refer to as being safe, but also the process for individuals and groups to adapt to certain situations and environments to prevent eventual future physical harm and casualties. Dixon, Perkins and Vallance (2011) describe the third and last concept bridge means how changing the behavior can come to affect environmental goals. Furthermore, McKenzie (2004) mention the life-enhancing situation includes various of key services such as health care, transport, education, housing and recreation that should be equally accessed among the residents. Social sustainability also means equality between generations and how the current generations should not affect the future generation. Social sustainability is about cultural integration were different cultures and religions should be supported and desired by different groups and individuals. This support between individuals can be seen as a sense of responsibility to take care of the community, a feeling of belonging (McKenzie, 2004). This feeling of belonging is important for creating a functioning sports team.

3.2 Environmental Sustainability

When talking about sustainability, the most common things being discussed are often connected to the environmental aspects. People tend to forget about the other concepts that is being mentioned in this research as well, social and economic (Dixon, Perkins & Vallance, 2011). All of these concepts needs to be taken into consideration though even when only looking into one (Kellison & McCollough, 2018). Morelli (2011) defines environmental sustainability as “a condition of balance, resilience, and interconnectedness that allows human society to satisfy its needs while neither exceeding the capacity of its supporting ecosystems to continue to regenerate the services necessary to meet those needs nor by our actions diminishing biological diversity.” (Morelli, 2011, p. 6).

There is a need to preserve the environmental assets in order to achieve environmental sustainability (Morelli, 2011). The natural environment has an influence on the most of things in society. In the sport industry, the environmental sustainability can involve the use and access of different facilities and geographic areas etc. (Adams, Mallen, Stevens
& Thompson, 2010). Adams, Mallen, Stevens and Thompson (2010) means that we have to maximize and put the existing facilities into use. Efficiently use the operations, facilities and products within companies/organizations in order to counteract waste. In order to maintain an environmental sustainability, the society need to use the already existing assets (Morelli, 2011).

3.3 Economic Sustainability

Economical sustainability, together with social sustainability, is the two most common concepts used within sport contexts of the three mentioned (Morelli, 2011). As mentioned by Raj (2009) in the background paragraph (see section 1.1), the definition of sustainability in the Brundtland Commission is “development that meet the needs of the present without compromising the ability of future generations to meet their own needs” (Raj, 2009, p. 22). This definition can also be used concerning the definition of the economic sustainability according to Ikerd (2012). He asks himself “How can we meet the economic needs of the present without diminishing economic opportunities for the future?” (Ikerd, 2012, p. 1). The economy is not considered sustainable if it fails to meet people's basic needs like food, roof over the head, clothing and other essential things. Sustainable economy does not imply for each individual to have unnecessary items such as multiple technological equipment (TV, iPad, computer etc.), but more about the basic needs for survival. If basic needs like shelter, food, clothing etc. like Ikerd (2012) states are given, then the well-being and mental development will benefit.

Being active in sports due require the students to have material (Behtoui, 2019). For example, if playing floor ball, a stick, indoor shoes and training clothes is required. This is not seen as given fact for everyone. According to Ikerd (2012) the society needs to keep productivity in order to maintain an economic sustainability.

3.4 Application of Concepts

Sugiyama (2008) mention that both human health and sustainability are priorities in the current society, especially the environmental aspects. Sustainability is aiming to help the society develop and take care of the resources that we are provided with. All of
these three concepts are relevant for this research since it covers various aspects in society concerning the chosen topic. Making sure children continue to be physically active and remain healthy is a societal problem (Sugiyama, 2008). Therefore, sustainability is also an essential factor within this subject.

In this research sustainability is divided into three concepts: social, environmental and economical. The social aspect is applied in this research to look into the protection factor, the social safety concerning being physically active in a project and the transition to being part of organized sports outside of the school context. The researchers needed to look at the importance of the social sustainability factors in order to fulfill the formulated aim. The environmental aspect is applied in this research to look and evaluate the accessibility of different facilities for both the project and the potential following participation in organized sports which is mentioned as an aim for the project itself. The geographic location of Lorensborgsskolan may come to affect the aspect concerning prerequisites of the environmental sustainability. The last concept, the economical aspect, is applied in this research to evaluate the different economical prerequisites existing within the geographic area and the project. Whether it is the need of an economic capital in order to buy tickets to go by the public transportation or paying an eventual fee for being a part of the organized sports, if the active students choose to continue in an external sport organization outside of school. The economical prerequisites may tend to affect the economical sustainability.
4 Methodology

The methodology and its implementation will be described and discussed in this part of the research. It begins with a description of the chosen research design, process of collecting data for the research and the analysis. This will be followed by a discussion concerning research quality and what ethical considerations to have in mind. A final overall discussion will take place below the last section headline named Method Discussion.

4.1 Research Design

The research design for this study is an “on-going evaluation research”. The researchers task in an “on-going evaluation research” is according to Nyqvist and Tiger (2008) to both critically and constructively behold how the project or program works towards reaching their aim and what is been said. What is distinguishes this research design from other traditional ones is the amount of interaction among the participants. In an “on-going evaluation research” the researchers are a bigger part of the process by giving feedback and advices. In the traditional evaluation, the researchers keep their distance and do not interact as in an “on-going evaluation research”. Nyqvist and Tiger (2008) also highlights that the “on-going evaluation research” should be benefiting the project or program by providing improvements for further development. This will be possible by the close relationship between the researchers and the, in this case, project. The challenge of having a too close relationship is the potential risk of hiding important findings in order not to destroy this relation. It is therefore important to keep a certain distance but still keep good contact (Nyqvist & Tiger, 2008).

4.2 Data Collection

In this section the way of collecting data will be represented. It contains an opening description of the four different methods being used within the research, followed by an explanation of the sampling, procedure and the choice of data analysis. Also, the quality
of the research and the ethics principles taken into account during the process will be discussed. Finally, this section will be rounded of with a discussion of what could have been done differently or if the data collection went as predicted.

4.2.1 Sampling

Bryman (2016) mentions the purposive sampling as one of the most common methods used when collecting data within the qualitative research (Bryman, 2016) and it is the one chosen by the researcher to be applied in this research. Researches that apply purposive sampling choose to gather extensive information from a particular group of people, setting or event etc. (Gray, 2014). The participant in this research were selected by the researchers in order to get the participants who were best fitted to help the researchers implement the study. The following quote by Bryman (2016) does apply the researchers thought concerning sampling “Because it is a non-probability sampling approach, purpose sampling does not allow the researcher to generalize to a population” Bryman, 2016, p. 408). Gray (2014) mention how purposefully sampling is an advantages since the participants will provide important information to the researchers that other sampling method could not.

4.2.2 Method

The methods that has been chosen to collect data in this research are qualitative interviews, non-participating observation and document analysis. In this research semi-structured interviews were applied. Semi-structured interviews mean that the researcher/interviewer have some questions or topics prepared. It is then common to create a interview guide before starting the qualitative interviews. An interview guide contains the different questions that are supposed to be asked (Bryman, 2016). Follow-up questions can occur but they are not mentioned in the interview guide. The follow-up questions are used in order to make the interviewee develop the given answer of an already given question. By doing this type of interviewing, the interviewees is given relatively open and not leading questions in order to understand them from their own perspective. The questions formulated should be adapted to the individual that is being interviewed concerning language etc. (Bryman, 2016). Also one semi-structured group
interview has been done. The people that were interviewed for this research was the principal Jenny Zander, the health educator and student coordinator Sofia Castegren, Scanian Basketball Federation board member Sverker Olsson, Axel Wallin, organizational developer in Hemmplan and two Hemmaplan leaders Willfried Isaacson and Lukas Sjöström.

The second method that is being used within the research is observation. Three observations were done on different occasions. Doing an observation provides the research with another depth since it takes part on the actual field (Gray, 2014). This research is a non-participant observation which means that the researchers will not take part in the physical activity but only have an observer role. The non-participant observation together with the connected unstructured observations are the approaches that is applied in this research. An unstructured observation means that no schedule has been formulated before the occasion (Bryman, 2016). There were only field notes taken (Creswell & Poth, 2018). The third method that is being used within this research is document analysis. This means to reflect and discuss upon how the existing document relates to the reality (Silverman, 2014). Silverman (2014) mention a twelve questions to keep in mind while doing an analysis of a document, for example “How are documents written?”, “What is omitted?” and “What does the writer seem to take for granted about the readers?”. The transparency can differ depending on which document that is being analyzed (Silverman, 2014).

4.3 Procedure

The researchers contacted Jenny Zander and scheduled a personal meeting. The first meeting took place at Lorensborgsskolan in the beginning of March with Jenny Zander and Axel Wallin from Scanian Basketball Federation and Hemmaplan. This meeting gave the researchers a clearer understanding on what the project “From movement in school to being active in organized sports” (Lorensborgsskolan, 2019) meant. Although the researchers had an early start meeting with people that were involved in this project, the thesis process officially started 2nd of April 2019. According to Gray (2014), the first order of business was to set up a structured time plan with a precise description on what should be done each week. The time plan is a beneficial implement and guidelines
for the researchers even if there are some changes during the process. Gray (2014) also mention the benefit of having a time plan gives the researchers the opportunity to manage their time.

### 4.3.1 Interviews

Before each interview the researchers informed the participants about the four ethical considerations such as avoid harm of the participant, to ensure informed consent of participants, respect the privacy of participants and avoid the use of deception (Gray, 2014). Five interviews were made with six people. To clarify four interviews were made individually meanwhile one were made with a group of two people at the same time. An interview guide for each interview was formulated which is common when doing a qualitative research (Bryman, 2016). The same interview guide was used for Jenny Zander and Sofia Castegren (see appendices number 1). A similar interview guide was used while interviewing Sverker Olsson with an addition with some additional questions since he is the intermediator between Hemmaplan, the school and Scanian Basketball Federation (see appendices number 2). Another interview guide was formulated for two leaders, Willfried Isaacson and Lukas Sjöström, in order to ask the right questions in the right context (see appendices number 3). A new interview guide was used for the interview with Axel Wallin (see appendices number 4).

Four interviews were scheduled with the individuals involved: Jenny Zander, Sofia Castegren and Axel Wallin. However, Axel Wallin cancelled the night before his interview due to lack of time. Instead, he provided us with contact information to his boss Sverker Olsson (personal communication, Axel Wallin, 28th of April, 2019). The interview with Axel Wallin were though implemented late in the process of writing. One interview was a group-interview with two leaders for the project, Willfried Isaacson and Lukas Sjöström. The need of understanding the native language is important according to Bryman (2016) and all the interviews in this study were made in Swedish which provides no room for misunderstanding since both researchers speak Swedish. The locations for all the interviews were decided by the interviewees which could contribute no harm and make the participants feel comfortable and safe in their chosen environment (Bryman, 2016). One researcher was in control of the interview.
and the other one had a reserved approach. The process of doing the interviews like this
gave the other researcher the opportunity to sit back and get an overall perception of
how the interview is going. Also to keep track on which questions has been asked and
also fill in with possible follow-up questions. The researchers had the leading role on
two interviews each. The interviews were between 30-45 minutes in length. Every
interview was recorded on a cell phone. The researchers transliterated i.e. write exactly
word for word what the responders said (Bryman, 2011). Ten minutes of recording took
approximately one hour to transliterate. All four interviews were done within a three-
week period besides the fifth one with Axel Wallin which was made later in the process
due to his lack of accessibility. Therefore, Axel Wallin were interviewed over the phone
but still recorded.

4.3.2 Observations

The researchers did three observations at Lorensborgsskolan. The first one took place at
Lorensborgsskolan where the researchers were non-participant observers at a workshop.
Involved individuals participating in the workshop was Sofia Castegren, Axel Wallin,
Sverker Olsson, representatives from CTC and four leaders from Hemmaplan. During
this workshop the researchers were able to receive further information about the project
“From movement in school to being active in organized sports” and how the involved
individuals will work with the project in the future and also what kind of vision and
goals each individual have.

The second and the third observation took place at Lorensborgsskolan, on the field,
during the actual activity after school. The researchers will refer to these two
observations as observation number one and number two. Observation number one took
place on the 8th of May 2019 and number two took place on the 10th of June 2019. The
observations took place from the beginning when participants were eating snack until
doing the actual physical activity and its ending. At first, the Hemmaplan leaders let the
children into the cafeteria to take attendance and after the children said their name they
got to take a fruit. After the children finished their fruit, they stood in line and together
they walked to the gym. The researchers observed the relation between the leaders and
children but also the actions and activities.
4.3.3 Document analysis

The researchers also did four document analysis. One analysis was of the formal website of Hemmaplan where the content was analyzed. The different headlines were “home”, “about us”, “our structure”, “partners” and “contact”. Each headlines on the website were visited and looked into in order to get a deep understanding about their ongoing process and other relevant facts about Hemmaplan (Hemmaplan, 2019). Besides one published document analysis, the researchers took part of two unpublished document received from Hemmaplan. One unpublished document analysis was made on a PowerPoint with more specific background information of the project and its implementation. The other unpublished document contained a summary of the project with headlines like overview, goals and reconciliation. The fourth document analysis were made on the official website of BørneBasketFonden which is the organization Hemmplan is inspired by. The researchers looked into the documents alone and afterwards they discussed their findings from the three documents in order to analyzed them.

4.3.4 Feedback process

Since the research design of this study is an “on-going evaluation research”, the researchers contacted the involved parties for one meeting and to be given the opportunity to present the results and conclusions. The individuals attending were Jenny Zander, Sofia Castegren and Axel Wallin. The meeting took place at Lorensborgsskolan. The researcher made a presentation for the three individuals mentioned which contained feedback on the project. After the presentation, the researchers opened up for a discussion in order to receive response and feedback for further development.

4.4 Data Analysis

Gray (2014) describes that the researcher should do a data analysis in order to break down and divide the collected material. It should be divided for the researcher to see
characteristics concerning structure and elements (Gray, 2014). The collected data in this research was transliterated which lays the foundation for the data analysis. The data analysis for this researchers was a sixth step process. First step was to read through the transcripts and highlight the theoretical concepts: social, environmental and economical. According to Bryman (2016) going through the transcripts is an important part both before and during the coding. The second step was to renew the three research questions which constituted the structure for the data analysis. Third step, was to read through the transcripts again and this time explore new categories which Bryman (2016) suggest the researcher to do. The fourth step was to get an overview if the interviewees mention the same information and pair these together. The fifth step the researchers did in this data analysis was to organize the selected information and put them in suitable order under each research question. The last step was to translate the information from Swedish to English, since the data collection have been done in Swedish. The data analysis has been influenced by Brymans (2016) different steps of coding.

4.5 Research Quality

Gray (2014) mention the four following concepts, confirmability, credibility, dependability and transferability regarding research quality. It is also connected to the trustworthiness of researches (Bryman, 2016). Confirmability means the ability to confirm, repeat or review a project (Gray, 2014). The ability to generalize from this project will not exist since it is a research made on one specific case. Therefore, this research will not establish research quality through confirmability. Though, other similar project may learn from its actions, result and outcome which may increase the chance of transferability. Dependability will not be able to ensure research quality in this research due to the research being based on one specific case. The researchers will, most likely, not receive the same findings another time (Bryman, 2016).

This study has been transparent and the researchers has both taken notes as written it all down during the process. The transparency throughout the entire process of the project provides it with credibility, which means how trustworthy the finding is (Bryman, 2016). In this research a triangulation of the methods has been applied to ensure research quality. It is a general approach among qualitative researchers. Triangulation
means to combine a several different methods which will contribute to the credibility. It is beneficial to use more than one method since they can complete one another. The process of being transparent in this research will also strengthen this study to gain more credibility (Gray, 2014).

4.6 Ethical Considerations

Taken the ethical consideration into account is important when working within social research process (Bryman, 2016). The definition of ethical considerations is according to Gray (2014) are “sets of moral principles or norms that are used to guide moral choices of behavior and relationship with others.” (Gray, 2014, p. 68). Gray (2014) highlights four different ethical considerations to keep in mind while doing a research: avoid harm to participants, ensure informed consent of participants, respect the privacy of participants and finally avoid the use of deception. The first one mentioned, avoid harm to participants, can be widely described meaning both physically and mentally. Within research it is more a matter not to embarrass the person being interviewed or provided with other unwanted feelings like stress, ridiculousness etc. Being physically harmed is not very common within social research but more within a medical research context for example (Gray, 2014). In this study, the researchers were careful with not harming the participants, for example giving the interviewees the possibility to choose a spot where they feel comfortable and self-confidence, hopefully contributing to the results in a positive way.

The second, to ensure informed consent of participants, which Gray (2014) states, means that the participants should be well aware of this research which is being made and the purpose of it. With that information as a starting point the interviewee can make a decision whether to participate or not. The ethical consideration to ensure consent of participants is especially important if they are considered a so called “vulnerable group” for example, victims in crime, persons with special needs or children (Gray, 2014). Since the ones being interviewed and observed are adults, they are not considered a “vulnerable group” and wanted to be associated with the project this were not a problem within the research. There was a lot of time and resources saved when choosing not to involve anyone from a “vulnerable group” in the data collection process. The
interviewees were though given information about the right to be anonymous and they, at any time, had the opportunity cancel the processes if they do not want to proceed. Or, for example, if they just did not want to answer a certain question. This rights were given to the participants in the beginning before starting the data collection itself.

The third one, respect the privacy of participants, means in a democratic society, like Sweden, the participants are given the right to have privacy (Gray, 2014). As mentioned in the second paragraph with the possibility in choosing whether to be anonymous or not, also applies to this ethical consideration according to Gray (2014) just as the right to cancel an interview or skip a question that has been asked. This applies in the implemented observations as well (Gray, 2014). Therefore, the respect of the participant’s privacy, was transparent before and during the data collection process. The people involved in this project did not want to be anonymous about their work. They wanted to show their work to the society and its process in order to make a contribution. Though, the researcher respected the participants concerning their private life by not asking personal questions.

The fourth and last ethical consideration mentioned by Gray (2014) was to avoid the use of deception. It means that the researchers need to be honest when representing their research. According to Gray (2014) the representing of something false is more common than most people might expect. The researchers in this study will make sure that this will not be a problem by being transparent about their work and its process. After collecting data from the participants, transliteration of the interviews was done to increase this transparency. It is an advantage that the researchers in this study consist of two individuals since they can keep track on each other during the entire process making sure to avoid deception.

4.7 Method Discussion

The researchers received fast contact with the people who was chosen to be participating. They were very flexible and willing to spend the amount of time that the researchers needed. The biggest set back concerning the process of taking contact were when one of the participants, Axel Wallin, who were supposed to be interviewed, got
unable to attend. The researchers received this message the night before the scheduled meeting which was a set back according to the formulated time plan. However, Axel Wallin provided the researchers with contact information to another individual, Sverker Olsson. Sverker Olsson was out of the country when contact was made, but were flexible and easy to schedule a meeting with after his return. The researchers were able to schedule an interview with Axel Wallin later in the process. Though, this interview would have been beneficial for the researcher to do earlier in the process due to his involvement and knowledge about the project. Almost every interview had a separate interview guide. The thought behind is based on the fact that every individual has different functions and tasks within the project. They all have essential roles in order for the project to function. Since the project is in the beginning of its implementation process there is only a few people involved. Therefore, all interviews become very important in order for the researchers to receive enough information and a holistic perspective.

According to Gray (2014), doing interviews is a skill that needs to be learned either through practice or experience. Both researchers have used interviews as a method several times before which lays a foundation for how to do interviews. While doing the interviews, the researchers experienced it was beneficial that one was in charge and one should have a passive role. The participants in the group interview, Willfried Isaacson and Lukas Sjöström, were willing to collaborate which eased the process during that interview. They did not interrupt each other and were respectful towards each other. Furthermore, Gray (2014) highlights the use of language need to be accessible to the interviewees, which the researchers applied while doing the group interview with the two leaders, Willfried Isaacson and Lukas Sjöström, since they were younger. The interviews were adjusted to the interviewees since it was clear they all have different backgrounds, age and profession.

Even if the study does not give the researchers the chance to generalize (Bryman, 2016), the researchers believe purposive sampling was the best way of choosing the participants because of the limited project. Due to the fact that the researchers were assigned this project a purposive sampling made it relevant in order to achieve the aim of the study.
5 Result and analysis

In this section the result and analysis will be represented in three different parts. These parts are the following. First, “How was the preparation of this project in relation to sustainability?”. Second, “What challenges can be defined when implementing this project?”. Finally, “What benefits can be identified when implementing this projects?”. All of the quotes are translated by the researchers.

5.1 How was the preparation of this project in relation to sustainability?

When implementing this project Jenny Zander (personal communication, 24th of April 2019) had a clear vision that this initiative really will be sustainable and lead to something great. The researchers asked two of the leaders at the project on Lorensborgsskolan Lukas Sjöström (personal communication, 8th May 2019) and Willfried Isaacson (personal communication, 8th of May 2019) if they receive any financial compensation which they answered that they did, from Hemmaplan. According to Price-Shingles and Place (2016) external funding is one of the keys for a creating a sustainable and successful after school program. Sverker Olsson (personal communication, 6th of May 2019) acknowledge that in Sweden we need to apply for money according to the rules that exists and that the project has received financial resources. The document analysis made on the official website of Hemmaplan states their strong financial collaboration with different basketball federations. Their list of collaborators is transparent.

Sverker Olsson (personal communication, 6th of May 2019) also mention that basketball is a flexible sport that can be played in many places and are not that expensive either which contributes to the environmental sustainability and the society's use of already existing assets (Morelli, 2011). The only thing needed to play basketball in the project according to Sverker Olsson (personal communication, 6th of May 2019) are basketballs which Hemmaplan provides the students with. The document analysis made on the official website of Hemmaplan states that all of the students get their own
basketball. Jenny Zander (personal communication, 24th of May 2019) mention in her interview that the children are not required to bring anything to the occasions but clothes which are the most essential thing. This was noted by the researchers during both observations number one and two. Furthermore, according to Ikerd (2012) it is considered economical sustainable if it can meet people's basic needs like clothing and other essential things. As there is no requirement to bring any material, the students will not be required to transport themselves anywhere on their own for now (personal communication, Sofia Castegren, 25th of April 2019). During observation number two it was noticed by the researchers that only three of the 20 children participating were wearing indoor shoes, the rest of the children were wearing just socks or barefoot. Approximately five children wore sport clothes, the majority was wearing regular clothes. The appearance of smaller jewelry did exist on a few children. Sofia Castegren (personal communication, 25th of April 2019) also mention that the sport organizations the children eventually will turn to the after school program, are both supposed to be geographically close and not. She does not see the distance as an obstacle and think that they will provide help. It maximizes the use of the existing facilities towards environmental sustainability (Adams, Mallen, Stevens & Thompson, 2010). A key factor in “Idrottlyftet” is, according to Riksidrottsförbundet (2009), the accessibility of facilities. The project is provided with some nearby facilities to use for the physical activity occasions (personal communication, Jenny Zander, 24th of April 2019).

Price-Shingles and Place (2016) mention how the partnership with the community is an important key for maintaining sustainability. According to Sverker Olsson (personal communication, 6th of May 2019) there is a project called CTC. He mentions this being an exciting collaboration with five areas in Malmö City. Lorensborg is one of them. CTC wants to make the children be seen and help them to grow up in a community with good resources. He also provides the researchers with a quote: “It takes a village to raise a child” and says that the meaning of the quote is that a child's development is not based on just one family or school but on a social cooperation. During the observed workshop together with CTC, CTC talked a lot about how the organizations is lacking in the area of Lorensborg. According to the document analysis made on the official website of BørneBasketFonden, they work together with different partners with operations, like inclusion, integration, IT, communication and economics all over Denmark, in order to
receive the best prerequisites for making it sustainable. They are also describing each partnership and its key points.

Besides establishing a partnership with the community, Sverker Olsson (personal communication, 6th of May 2019) highlights the importance of an interaction and communication between the involved parties within the project. According to both Baghurst and Fink (2018) and Price-Shingles and Place (2016) communication and feedback is important for the sustainability of an after school program. Having a good communication can come to prevent upcoming problems or concerns regarding the activities. Axel Wallin (personal communication, 10th of June 2019) mention the main contact in the project between himself and Sofia Castegren. He says that they are in contact every week and have meetings every other week. According to a document analysis that were made on the unpublished document received from Hemmaplan, they plan on having a weekly update with the children and leaders. Axel Wallin also highlights a communication with the head leader Willfried Isaacson, who are supposed to take over the project at Lorensborg, should be the one looking for interesting external sport organizations. During the workshop the researchers noted lack of communication and the need for clarification between the parties involved in the project “From movement in school to being active in organized sports”. According to Axel Wallin (personal communication, 10th of June 2019) he has not been able to attend any of the physical activity occasions on the actual field. Concerning the external communication and contact with the community, the document analysis made on the official website of Hemmaplan provide the external interested parties with an email-address, hemmaplan@skanebasket.se. According to Axel Wallin (personal communication, 10th of June 2019), Hemmplan is inspired by BørneBasketFonden. According to the document analysis made on the official website of BørneBasketFonden, there is a big amount of information concerning background, vision, partnerships, activities and contact information. The information about all involved parties is transparent and they are presented with name, professional role/assignment and also how to get in touch through phone number or email.

The marketing of the project was made in all classes on Lorensborgsskolan according to Jenny Zander (personal communication, 24th of April 2019), both telling and showing. The students should be well informed of the activity by different channels like posters,
flyers etc. (Price-Shingles and Place, 2016). Though the marketing, some of the older students might ask themselves if the project and its activities are cool enough, therefore Jenny Zander (personal communication, 24th of April 2019) highlights the importance of patience. The need to create recreation is necessary in order to maintain social sustainability (McKenzie, 2004).

5.2 What challenges can be identified when implementing this project?

According to Sofia Castegren the children that goes to Lorensborgsskolan only feel comfortable being in their neighborhood which is Lorensborg or Bellevue. The children have a very small geographic periphery (personal communication, 25th of April 2019). Price-Shingles and Place (2016) highlights how the ones that are in charge needs to identify barriers that the children might have. Jenny Zander (personal communication, 24th of April 2019) agrees with Sofia Castegren (personal communication, 25th of April 2019) and discuss how they have only a few students at Loresnborgsskolan that view Malmö as their entire city. Even if Malmö have many great and good activities for kids, however the children in the neighborhood in Lorensborg does not feel included to be apart of these activities (personal communication, Jenny Zander, 24th of April 2019). McKenzie (2004) acknowledge how social sustainability involves the integration within the community. Jenny Zander (personal communication, 24th of April 2019) explains how she set up requirements on Hemmaplan to make sure they would help the children in how to prepare them for the future if they join an external sport organization. The children need to know certain things before they start playing in an external sport organization such as how to take the bus, what bus they should take, to bring change of clothes and a towel and how to bring a snack to eat before or after the practice (Jenny Zander, 24th of April 2019). During observation number one the researchers noted how the process for the children was a great challenge to stand in line and one after one say their name to the leader. The children also struggle to sit down and eat their fruit and to keep their voice down.

The last struggle that was observed by the researchers was when the children were going to walk from the cafeteria to the gym which is across the school yard. The gym
was like the half size of a regular handball court and the amount of active students were many. During observation number one there were approximately 30 children participating. During observation number two there were approximately 20 children participating. Axel Wallin (personal communication, 10th of June 2019) highlighted a challenge as the children being too many but that it is a part of the process. He wants to further develop and take action before the semester starts in the fall. This was also observed as a difference in observations number one and two by the researchers made on the field of physical activity. In the first occasion observed, there were more children than in the second occasion observed which was noted by the researchers.

Lukas Sjöström (personal communication, 8th of May 2019) believes the lack of sports clubs in the area is one reason why there are few children that is part of a sport organization. Another reason could be that the parents are not able to drive their children across town to take them to practice. He believes if there were more sports organizations within the area it would reduce the expenses. Adams, Mallen, Stevens and Thompson (2010) mention that one of the ways to maintain environmental sustainability is to use the already existing facilities and geographic areas. Jenny Zander (personal communication, 24th of April 2019) continues to explain that within the Lorensborgs area there are socioeconomic factors involved. Behtoui (2019) further mention how the economical aspect could be one obstacle for some less wealthy families. Lukas Sjöström (personal communication, 8th of May 2019) highlights this lack of sports organizations around Lorensborg is one of the main reasons why Hemmaplan and this project exist, to give the children the opportunity to do sports. According to the document analysis made on the official website of BørneBasketFonden, their vision is to organised sport to be more accessible to the children and give them the opportunity to try out basketball for free in connection with school. The document analysis made on the official website of Hemmaplan states how they have many involved partners and the majority of those are schools and not sport organizations. Axel Wallin (personal communication, 10th of June 2019) mention the importance for the project to first build the project to establish a school sport organization and then later get in contact with external sport organizations. He believes the project and Lorensborgsskolan can make a great offer in the cooperation with the external sport organizations.
Jenny Zander (personal communication, 24th of April 2019) mention it will be free of charge to take part of the after school program at Lorensborg and highlights the importance of this. There were many children who insured this aspect. The economy is not considered sustainable if it fails to meet people's basic needs (Ikerd, 2012). Jenny Zander (personal communication, 24th of April 2019) continue to explain that 15 SEK could an obstacle for a family with a low-income, single mother with three children. Behtoui (2019) also explain how the economical aspect could be a struggle for some low-income families since they do not have the privileged to expose their children to various of activities because all extracurricular in Sweden occur outside of the school environment and after school hours. However, Jenny Zander (personal communication, 24th of April 2019), mention how it is important to not compensate too much with “special deals” in the sport organizations since that can make them feel far more behind. She highlights her concern about how the free of charge membership in Lorensborgs sport organization may cause a problem in the future.

Lucas Sjöström (personal communication, 8th of May 2019) mention how Hemmaplan only provides basketball at the moment which is a disadvantage since football is a popular sport around the Lorensborg area and the children likes football. He continues and emphasizes how he and the other leaders can change their schedule if they notice that the children do not want to play basketball. To put the children in the center is essential for an after school program to work (Price-Shingles & Place, 2016). According to Axel Wallin (personal communication, 10th of June 2019) Hemmaplans main activity is basketball but there is a desire for expanding the amount of other kind of sports. The document analysis made on the official website of Hemmaplan states how the leaders needed to have physical literacy in order to educate the children. McKenzie (2004) describe education as a key service within the concept of social sustainability. However, Lukas Sjöström, (personal communication, 8th of May 2019), point outs the plans for Hemmaplan is to offer more sports than just basketball in this project. Sverker Olsson, (personal communication, 6th of May 2019), highlights the goal of having more sports included in the project and how this project is not only a sport project but also a social project. He believes that Hemmaplan will be more appreciated if they do other activities than just playing basketball. The document analysis made on the official website of Hemmaplan states their thought to bond with local sport organizations which will make the step from the project in school to being active in organized sports smaller.
The external sport organizations visiting the project should provide the school with contact information regarding time and place of the practices.

Jenny Zander (personal communication, 24th of April 2019), explain how many people that lives in Lorensborg does not understand how a Swedish organized sport is structured and how it works. The children are not aware of the process of belonging to a team, that you attend every practice and if you can not make it, you have to call and let the coaches know and etc. (Jenny Zander, 24th of April 2019). The coaches in Swedish non-profit organizations are usually parents or other adult members that are involved within the sport organization (Behtoui, 2019). Sverker Olsson (personal communication, 6th of May 2019) also push on this factor and have high aims of engaging parents in the school project and give them some responsibility among people that are not used to take part of a Swedish sport organization. By doing this project, the expansion of knowledge and inclusion would increase (personal communication, Sverker Olsson, 6th of May 2019). Sverker Olsson (personal communication, 6th of May 2019) highlights the importance of the free of charge membership and how that is been taken care of from other financial stakeholders. Furthermore, Baghurst and Fink (2018) discuss how some after school program does not work because of the lack of inclusion from all the stakeholders such as program planners, participants, parents and the community.

Jenny Zander, (personal communication, 24th of April 2019), describe how unstructured playtime in school is something the children needs to practice on. Nevia (2016) agrees and point outs the value of children's exposure to other activities in a young age to find a passion outside the academic world. Education is, according to McKenzie (2004), pointed out as an important part to attain social sustainability. A challenge with an after school program addressed by Behtoui (2019) is in the need for the structure to exist so that the activities will not be too spontaneous. If an activity is too spontaneous there is a risk for antisocial behavior among the children to appear (Behtoui, 2019). During observation number two, the researcher identified a girl alone in one corner, not taking part of the physical activity. She withdrew from the rest of the group.
Sofia Castegren, (personal communication 25th of April 2019), points out the necessary skills such as self discipline and how to stand in line and wait is something that can be developed within a team. These various social skills are something they are working on, however it needs to be worked on even more (Sofia Castegren, 25th of April 2019). Price-Shingles and Place (2016) agrees on how children benefits from participating in an after school program and how children develop their social skills by doing so. During observation number one and two the lack of social skills among the children were visible. Lucas Sjöström (personal communication, 25th of April 2019) address a problem that occurred in the beginning of the project which was the resistance from the children at the school. He explains how the children had a hard time to welcome new people into their lives. Willfried Isaacson (personal communication, 8th of May 2019) continues and explains how the children did not know who the leaders were and that the children did not know them from the beginning. He also mentions how the children are not used to having other people caring about them other than their families (personal communication, Willfried Isaacson, 8th of May 2019). Eizenberg and Jabareen (2017) explains how this safety is one part of social sustainability.

5.3 What benefits can be identified when implementing this project?

The project “From movement in school to being active in organized sport” is mentioned by Sverker Olsson (personal communication, 5th of May 2019) to not only benefit the children and their development but also the entire society. There are two initiatives called “Handslaget” and “Idrottslyftet” that are aiming towards increasing the amount of children to be active in external sport organizations according to Peterson (2007). He also highlights the importance of the different activities to not replace the existing of the subject physical education. The relationship between children, adults, older people and the society have the opportunity to improve which Price-Shingles and Place (2016) highlights. They state the importance of a creating a band with the community in order to maintain sustainability. Jenny (personal communication, 24th of April 2019) also mention in her interview the gap between the society and the people in it but that it is a working process. In the area of Lorensborg the students and other surrounding people
who are living there, will create a garden together, like a meeting place, with a help from MKB who is the largest landlord in Lorensborg.

Besides this process of creating a meeting place, there is already many facilities that can be put in to use by the project according to Willfried Isaacson (personal communication, 8th of May 2019). He mentions for example the gym at Lorensborgsskolan, Bladins elementary school, Europaportens elementary school and Baltiska hallen which is closely situated to the school’s geographic location and keeps good quality. Lukas Sjöström (personal communication, 8th of May 2019) press on the benefit of having many facilities available but that they will not be needed yet because the project is still in the beginning of its implementation. This accessibility of facilities around the school area is important according to Price-Shingle and Place (2016) and that they are maximized used. Which Adams, Mallen, Stevens and Thompson (2010) highlights this as an important part when working towards achieving environmental sustainability. As facilities is one kind of resource, the range of sports is another in this project. Sverker Olsson (personal communication, 5th of May 2019) mention the importance to not only do basketball influences exercise but also to bind contact with other sport organizations which Hemmaplan can provide the project with. This is according to Baghurst and Fink (2018) an essential part when creating a more sustainable after school program. According to the document analysis made on the official website of BørneBasketFonden, they have a lot of different activities but they are all basketball oriented with various specializations.

Willfried Isaacson (personal communication, 8th of May 2019) also mention how children and families have different prerequisites regarding economical, social and environmental factors. He highlights that some families might not afford participating in some organized sports because of the limited resource of time which is strengthened by Neiva (2016). Also Lukas Sjöström (personal communication, 8th of May) states that some parents might not have the possibility to take their child to practice after school. Which is why Neiva (2016) suggest after school programs as a good solution for both parties. The limitation decreases because of the possibility to try out new activities without leaving the school area. As Riksidrottsförbundet (2009) states, both “Handslaget” and “Idrottslyftet” had a main priority to provide the children with a chance to be physically active in connection to their school. Axel Wallin (personal
communication, 10th of June 2019) expresses a vision from Hemmaplan to being able to give the children an opportunity to visit different external sport organizations. He explains it like doing a field trip in order to get familiar with the environment and also the geographic location etc.

Willfried Isaacson (personal communication, 8th of May 2019) highlights that he, as a leader, can not force the children to be a part of the after school activity. The children need to have a free will to participate. It is important not to force the children, but instead, motivate them and in that way the leaders have hopes to activate the children. In that way the leaders might learn the children to follow instructions as well as to operate in a group environment (Bethoui, 2019). If a child tries out the activity, there is a tendency that he or she will attract the friends to do the same according to Willfried Isaacson (personal communication, 8th of May 2019). Also it is a matter of feeling comfortable with the leaders which Willfried Isaacson (personal communication, 8th of May 2019) mention. He says that the leaders have got a good connection with the children at the school after just a short time and that they feel comfortable with each other. During observation number one and two, the researchers noted this behavior among the children, they interacted with the leaders on a familiar basis and were happy in their company. The document analysis made on the official website of Hemmaplan states their passion of getting children more physically active and that some of the leaders in the projects will have a strong connection to the area to increase the adequacy. The students hang out in their own familiar environment. The social capital is an important in order to maintain social sustainability (Dixon, Perkins & Vallance, 2011). According to Behtoui (2019) the leaders in after school programs becomes role models for the children both concerning the activity but also within the academics which is mentioned by Jenny Zander (personal communication, 24th of April). In the interview with Sverker Olsson (personal communication, 5th of May 2019) he says that they are four leaders that are placed on Lorensborgsskolan.

Besides the children having a good relationship to the leaders, Lukas Sjöström (personal communication, 8th of May 2019) acknowledge the friends that is being and will be made during the project which will increase their social capital for social sustainability (Dixon, Perkins & Vallance, 2011). Further Lukas Sjöström (personal communication, 8th of May 2019) mention how he, through sports, got friends for life. The after school
programs help the students develop this social network (Behtoui, 2019). Already it is being shown according to Willfried Isaacson (personal communication, 8th of May) to create bond between students in different classes. This was noticed during observations number one and two made by the researchers at that one occasion with high fives and handshakes. The children were also cheered at each other while being physically active. Jenny Zander (personal communication, 24th of April 2019) says in her interview that many students, especially the older ones, goes straight home after school to play on the computer. By encouraging the students to do something else after school will reduce the sedentary among children (Baghurst & Fink, 2018). Jenny Zander (personal communication, 24th of April 2019) want the project to make the students more physically active from a social sustainable health care perspective as well.

Also, to receive this social belonging and show what benefits it brings is highlighted by Sofia Castegren (personal communication, 25th of April 2019). For example, in this project the involved adults had a t-shirt with the “Hemmaplan” logo and often generally tell the children some of the benefits of being part of a team like being associated with something. The document analysis made on the official website of Hemmaplan states an importance of making the children feel like they are part of a context. Price-Shingles and Place (2016) states that a sustainable after school program should for instance give the children the possibility to learn social skills. Sofia Castegren (personal communication, 25th of April 2019) mention the social norms of, for instance, the organized sports as social skills. The project is aiming to get the children to learn these. For example, to stand in line, not pull someone hair etc. Also the parents need to understand that the physical activity has an end-time and that they can not come and pick up their child before that time. This will provide valuable knowledge of how it works in the “real life” sport organizations. During observation number two there were no gathering with the children and the leaders. The children were leaving one by one, some said to the leaders they were going home or going to the after school center. Two children left early in the middle of the activity.

The after school program and sport is seen as a big protective factor within according to Sofia Castegren (personal communication, 25th of April 2019) which will eventually follow the children out in the organized sports. Furthermore, Jenny Zander (personal communication, 24th of May 2019) highlights that the number one protective factor is
school and being part of a sport organization should be number two for children. Education and recreation is two concepts within the life-enhancing situation when talking about social sustainability (McKenzie, 2004). The earlier in life children is presented to different activities, the better. It gives them a feeling of passion and other interest than school (Neiva, 2016). Some of the students on Lorensborgsskolan only have their home and the school according to Jenny Zander (personal communication, 24th of May 2019). Lastly, Sofia Castegren (personal communication, 25th of April 2019) clearly states that they do not implement the project in order to nurture good basketball player but good citizens. This can according to Behtoui (2019) be an advantage in the future.

5.4 Feedback process

During the meeting with Jenny Zander, Sofia Castegren and Axel Wallin the research was represented and opened up for a discussion. The participants at the meeting agreed with some of the feedback given for example, the importance of giving the parents the possibility to learn social skills as well as the children. Being a part of an external sport organization not only requires the children to know how the organized sport world works but also their responsible guardian.

When the researcher brought up the lack of an external analysis before implementing the project, Jenny Zander mentioned that the involved parties have done it but not in a structured way. The external analysis was made orally not written down. The lack of communication was highlighted by the researchers and agreed by Jenny Zander who believes this aspect is important to prioritize in order to be successful. She also asked a reflective question to Sofia Castegren and Axel Wallin what they can do to make sure everyone gets to take part of the necessary information and highlights the importance of creating continuously work ethics.

The lack of external sport organizations was also discussed which Axel Wallin states that they are aware of. The contact with external sport organizations is the next step in the process of expansion. Jenny Zander, Sofia Castegren and Axel Wallin further discussed how the use of contacts could be rewarding for the future of the project. They
said to add it on the “to do list” for the fall after the summer break. They highlighted, as an answer to the feedback about lack of external sport organizations, the traditional sport organizations are hard to find in the geographic area of Lorensborg. They informed the researcher about the condition and said they need to look for not the typical external sport organizations, their perspective must be widened in order to expand.

Last feedback highlighted by the researchers were the fact that the project is free of charge meanwhile being in organized sports will bring financial costs. Within the project, there are no requirements of having indoor shoes, training clothes or training gear, which is good so all the children can participate on the same terms. However, this aspect was highlighted by the researchers and how this can be an obstacle for the children later on when it is time for them to join an external sport organization. Jenny Zander, Sofia Castegren and Axel Wallin were slightly aware of this aspect, however after discussing it with the researchers they were more enlighten and realizing this is a challenge they need to be prioritized.
6 Discussion

In this section the result will be discussed and problematized. In the context of transport, time and facilities as resources for this project, Sofia Castegren (personal communication 25th of April 2019) mention the children are not required to transfer themselves on their own to the activity. She also says during her interview once a child chooses to join an organized sport organization outside school, it does not matter if it is close situated or not. The researchers have identified the logistics as both a benefit and a challenge concerning sustainability. It is a benefit within the project that the school can offer nearby activities but at the same time further transport can cause problem due to the different prerequisites within different families. Both Behtoui (2019) and Neiva (2016) state, the economical aspect can be a struggle for some families with low-income to give their children the opportunity to be a part of sport organizations. As Lukas Sjöström (personal communication, 8th of May 2019) confirm, some parents might not have the privilege to drive their children across town to a practice. Though, there is a possibility for the children to take the bus instead, but according to Jenny Zander (personal communication, 24th of April 2019) the majority of them are not familiar with doing that. A concern has caught the researcher’s attention, when the project is done and a child wants to take the step out to another sport organization, the matter of transport will be a significant factor from a sustainable perspective.

Another resource identified is the accessibility of facilities nearby. In order to be environmental sustainable the project need to be provided with the right kind of facilities according to Baghurst and Fink (2018) and also to use the existing facilities for environmental sustainability (Morelli, 2011). During observation number one the researchers identified one facility that was used which was a very small sized gym combined with 30 children. There is a possibility to use the outdoor areas existing close to the school. The researcher got an overcrowded expression in this small area. It could cause harm to both the facility and the activity itself. The idea of not knowing how many children that were estimated may cause problem concerning the amount of facilities. During the interview with Willfried Isaacson (personal communication, 8th of May 2019), the researchers were told there are more facilities to use but they speculated about how the project will develop if the amount of active students’ increase. The
amount of children during observation number two were around 20 which made significant difference in space, leadership and possibility to include all children. Though, if they book more facilities than they are in need for, the maximization from an environmental sustainability perspective, will not appear.

The last resource identified by the researcher for this project is the economical aspect. Jenny Zander (personal communication, 24 of April 2019) assured the researchers that it will be free of charge to take part of the project. She continues and said 15 SEK could be an obstacle for some families which needs to be spend on basics needs in order to maintain economic sustainability (Ikerd, 2012). The main goal of the project is to get more children involved in organized sports, however to be a part of a sports organization means to pay a members’ fee, equipment, training camps etc. (Behtoui, 2019). The challenge identified is the readjustment for the children and families from not paying a fee in the school project and then later paying a fee in other non-profit sport organizations outside of school. If the financial aspect for the families are too big of a challenge, some children might stay within the school sport organization and not move on to another external sport organization.

The economic factor is an important ground for achieving Lorensborgsskolans aim with this project. Since the project is free of charge for the children, the external funding plays a significant role (Price-Shingles & Place, 2016). Sverker Olsson (personal communication, 6th of May 2019) informed the researchers that there are financial resources to use and that is why the opportunity exists to have it free of charge. If the children to receive special treatment when joining a sport organization outside of school might cause conflicts between those already active in this organization. Therefore, one arrangement to reduce the gap and process between the school’s project to the sport organization is external funding. If the needing student could receive some financial support, this could be a starting point for the children to actually join a sport organization outside of the school.

The project also provides the children with the possibility to learn social skills in order help them make their way in society. Both Jenny Zander (personal communication, 24th of April 2019) and Sofia Castegren (personal communication, 25th of April 2019) describe some social skills that the children need to learn which are how to act while
standing in line and wait, not pull someone's hair etc. Also to be quiet and listen to instructions is mention by Behtoui (2019). During observation number one and two the researchers noted that these social skills are something these children need to work on and develop in order to make the transformation to a sport organization smoother. These social skills are essential to work with which makes this a benefit within the project and as observed the practice is necessary. It is also necessary among the parents. The leaders and teachers has the primary contact with the students but not with their parents. The learning of social skills concerns them as well. Sofia Castegren (personal communication, 25th of April 2019) for example mention that the parents need to learn the social skills of being a part of the Swedish organized sports context, such as not picking up their children before the end-time of the exercise. Jenny Zander (personal communication, 24th of April 2019) informed the researchers that the children are not aware of what it means to be a part of a team. This project will, through social skills, help the children feel a sense of social belonging. The project gives the children a feeling of safety, which is a concept within social sustainability Eizenberg and Jabareen (2017). By participating in these activities at Lorensborgsskolan the students are given an identity, friends for life within all ages. If the project succeeds and provide the children with the right prerequisites, the children will be gaining friends for life outside the school environment.

The interaction between the people in charge of “From movement in school to being active in organized sports” is highlighted by both Price-Shingles and Place (2016) and Baghurst and Fink (2018) to be an important factor for a sustainable after school program. This communication and feedback is barley mentioned by the interviewees which worries the researchers since it is such a big part of success. The communication mentioned is only the one between the leaders and the children, not every involved party. Willfried Isaacson will be given more responsibility within the project according to interview with Axel Wallin (personal communication, 10th of June 2019). The lack of communication becomes clear due to the fact that most of the communication is made between Jenny Zander, Sofia Castegren and Axel Wallin. Axel Wallin later on communicate with the leaders, where Willfried Isaacson, who is going to be given more responsibility is one of them. The communication will become a priority in the future process. The everyday life is filled with communication between different parties and it needs to be prioritized! Without the communication there can be a lack of clarification.
of who does what and when. When working in a group this is an essential part in order to make the collaboration and process function. Even though communication is seen as a fundamental criterion for a successful project, the need of attendance is important as well. Axel Wallin (personal communication, 10th of June 2019) mention the fact that he has never been to any of the physical activities at Lorensborgsskolan. Therefore, he has not been able to create his own perception, only what he has been told. He needs to take part of the physical activity, not always but some times.

Another identified interaction is the one between the leader, who are on the field, and the active children at Lorensborgsskolan. Sverker Olsson (personal communication, 5th of May 2019) mention there is four leaders active in the project. According to the document analysis that were made on the official website of Hemmaplan, they want some leaders to have a personal connection to the area. At first, the leaders had problem reaching out to the children but it developed fast into a better relation according to both Willfried Isaacson (personal communication, 8th of May) and Lukas Sjöström (personal communication, 8th of May 2019). This strengthen relation provided a feeling of safety, which is a key in maintaining social sustainability (Eizenberg and Jabareen, 2017). The relationship between the leaders and the children have caught the researchers interest. It can bring negative consequence in the process of joining another sport organization. This emotional attachment will make it harder for the children to move on since the leaders will not be involved in the new sport organization. To reduce this emotional attachment an action would be to involve other partner organizations, which would lead to the children would also be in contact with other leaders.

Sverker Olsson (personal communication, 6th of May 209) described that this project is in the beginning and the aim is to have external organizations within other sports than basketball. A challenge identified by the researchers is the lack of these preparations. Recruiting these external sport organizations during the process affects the project negatively. By just trying basketball does not expose the children to new activities nor sport organizations. To give the children a wider range of sports to try on and therefore also increase the chances of joining another sports organization. Axel Wallin (personal communication, 10th of June 2019) mention how Hemmaplan have as a vision to take the children on field trips to various external sports organizations, could be a good way of making the transition from sport in school to being active in organized sports easier.
According to the researchers, this is not a sustainable arrangement though. One reason for not having involved any other external sport organizations may depend on what Lukas Sjöström (personal communication, 8th of May 2019) is mentioning in his interview about how there is an overall lack of sport organization nearby Lorensborg. But the rush within time may be one reason why the offer of sports is lacking now during the early implementation. Before implementing the project, the researcher would suggest to do an external analysis and identify strength, weaknesses, opportunities and threats from a sustainable perspective. For example, the researchers would identify one strength to be how Lorensborg has been chosen from CTC, “Community That Cares”, to be one of five areas where they place their resources to develop the community (Sverker Olsson, 6th of May 2019). It is not too late to do an external analysis since the project has only just began. As mentioned by Axel Wallin (personal communication, 10th of June 2019), hemmaplan is inspired by the Danish organization BørneBasketFonden. Based on the document analysis made on the official website of Hemmaplan and the one made on the official website of BørneBasketFonden the researchers discuss the possibility for Hemmaplan to take more inspiration from BørneBasketFondens process. There is room for eventual changes that can be discovered. The researchers are aware of this early phase of the project.

6.1 Feedback process

The overall impression on the meeting, where the researchers presented the feedback to Jenny Zander, Sofia Castegren and Axel Wallin took part, was largely consisted of agreement. By providing the project with new perspective from the researchers, there were some feedback that Jenny Zander, Sofia Castegren and Axel Wallin have not paid much attention to. They have been part of the project since day one, it is easy to get stuck in the same line of thoughts. As mentioned in the result (see 5.4), Jenny Zander explained that they had done an oral external analysis before implementing the project. This is not considered sustainable from any perspective. The choice of not keeping structured notes or documents of an external analysis may cause misunderstandings which can be connected to the need of clear communication. Another risk by not documenting could result in making the transferability harder, for example if any of the individuals involved might be sick for a long period of time or change jobs. If the
information, as in this case, is not written down, it is hard for external individuals to take part of it. The researcher experienced this since they were not aware of this oral external analysis and therefore were not able to take part of it. This was also one of the reason why this was mentioned in the feedback process as a recommendation before implementing the project.

During the meeting, the lack of external sport organization was recurrent. The researchers expressed a concern about the fact the project only have basket ball as an activity. For Jenny Zander, Sofia Castegren and Axel Wallin this is seen as a “working progress” towards the fall and a next step in the right direction. According to the researchers it is still important to have a safer and more solid foundation to begin with. It can come to harm the project by not having this kind of structure. Another feedback expressed by the researchers during the meeting was the fact of the physical activity in school being free of charge meanwhile this is not the case in external sport organizations. By highlighting this aspect, the researcher gave Jenny Zander, Sofia Castegren and Axel Wallin the recourse of time to be able to address this financial challenge. The researchers were not afraid of giving constructive feedback, even though there has been a close contact with both Hemmaplan and Lorensborgsskolan. The project will benefit and develop from the given feedback in the future. This will contribute into making the transition from being active in school to being active in organized sports more accessible.

6.2 Conclusion

With the background of knowledge of previous research, data collected and discussion for this researches, the following conclusions has been made. There are various of benefits by implementing this project such as the opportunity for the children to participate in physical activity after school hours. Some of the children only go back and forth between the school and their home. By implementing this project, the children will get a sense of social belonging and develop friendship among several different ages. This project will give the children a sense of safety where the children, both as individuals and groups to adapt to certain situations which provide social sustainability. The children will also learn social skills which applies when being part of a team and an
external sport organization. These social skills need to be worked with during the project in order to make the transition to an external sport organization socially sustainable. These social skills are also necessary for the parents to learn since they will take big part of this transition.

In conclusion the research shows a connection to all of the three concepts within sustainability, social, environmental and economical. The researchers identified a prerequisite concerning the preparation of this project in relation to sustainability, the need of an external analysis before implementation. This is not done by the people in charge of the project. By doing an external analysis, the project would have increased their awareness of what to do and which paths to take in order to make the project both social, environmental and economical sustainable. A recommendation by the researchers is for Hemmaplan to do a deeper analysis of the process of BørneBasketFonden, Hemmaplan’s inspiration source.

The researchers discovered a lack of communication and feedback among all the responsible individuals in this project. Every involved individual must be noticed and a part of the process. Communication and feedback is an essential part of making a sustainable after school program function. Furthermore, the relation between the leaders and children in the project was considered to first be beneficial since the leaders have a strong connection to the area of Lorensborg and a strong identity and connection with the children. However, after the researcher’s observations, this strong bond between the leaders and the children gradually became more of a challenge. Therefore, the need of leaders from external sport organization is necessary in order to provide the students with safety within this transition as well. The lack of external sport organization is visible from a social sustainability perspective and as a result the children are not exposed to other sports. Other challenges that were identified in the project were the resources regarding time, transport, facilities and economy in the transition to external sport organizations. The goal of the project is for children to be active in an external sports organization, although the parents need to have time to take their children to the practice. The practice might take place across town and would require transportation to specific facilities and the accessibility and use of existing areas is essential for the environmental sustainability.
The most challenging part of this project identified by the researchers is the economical aspect. The project is free of charge meanwhile the activity in external sport organizations is not. The economy is a main prerequisite for making this transition. This is a challenge for some of the children which is not a prerequisite for economic sustainability.

6.3 Future Research

The opportunity to follow up this study in future research exists. This research is made before the project of starting a school sport organization is implemented which gives the researchers limited data to analyze. Therefore, only the prerequisites are in to question in this current research. But the opportunity does exist for future research since the aim formulated by the initiators is, as previously mentioned in the text, to increase the amount of children that continue on doing organized sports even after school hours. It is not until after a while into the process that any possible results can be analyzed which therefore gives rise to future research. The initiators specific aim could be measured more realistic after the implementation process. Time needs to be a resource in order to receive results.

The theoretical concept maintenance in social sustainability, being mentioned by Dixon, Perkins and Vallance (2011), could be taken in consideration underneath the section of future research. It is more about how people tend to act concerning changes either positively or negatively. A suggest is to apply it on the children either after the project or when the project has been going on for a longer while and look on their behavior and reaction by participating in “From movement in school to being active in organized sports” by Hemmaplan and Lorensborgsskolan.
References


Appendice 1

Interview guide- Jenny Zander & Sofia Castegren 25/4-2019

- Vad är din roll i detta projektet?
- Hur kom idén fram?
- Kan du nämn något om uppstarten (start 23/4)?
- Kan du förklara processen från idé till genomförande?
- Utifrån din roll i detta projektet, vad är dina förväntningar?
- Kommer det att göras en uppföljning av projektet?
- Vem är det som kontaktar andra “partnerföreningar” från olika sporter?
- Hur många dagar genomförs tillfällena med besök av olika partnerföreningar?
- Hur länge varar dessa tillfällena?
- Hur viktigt är det sociala samspelet mellan deltagarna i projektet?
- Hur ska ni få elevers intresse till att medverka?
- Vad önskar ni att uppnå socialt med projektet?
- Kommern det vara nya instruktörer eller bekanta ansikten?
- Kommern dessa eventuellt bekanta ansikten vistas i föreningssammanhang vid möjligt fortsatt idrottsutövande?
- Hur jobbas det med sociala faktor i skolan generellt?
- Har ni några andra ambitioner med detta projektet? (utflykter på lov, träningsläger m.m.)
- Hur skapas det rättvisa förutsättningar för de aktiva barnen?
- Hur skulle du vilja beskriva Lorensborgsskolans geografiska placering sett utifrån förutsättningar?
- Hur skulle du beskriva infrastrukturen i området?
- Hur är möjligheten att ta sig med kollektivtrafik till närbeliggande områden?
- Vad finns det för lokaler som går att använda i närheten av Lorensborgsskolan?
- Vad finns det för aktiva föreningar i närheten?
- Kommern det att kosta att vara med i projektet?
- Hur ser du på det faktum att det eventuellt kostar för att bli en del av föreningsslivet?
- Kan detta i så fall bli ett problem?
- Varifrån kommer utrustningen till de olika tillfällena?
- Begränsar kostnaden av transport (busskort, bil osv.) tillgängligheten av övergången från fysisk i skolan till att vara en del av föreningsslivet?
Appendice 2

Interview guide- Sverker Olsson 6/5-2019

- Vad är din roll i detta projektet?
- Hur kom idén fram?
- Kan du nämna något om uppfarten (start 23/4)?
- Kan du förklara processen från idé till genomförande?
- Utifrån din roll i detta projektet, vad är dina förväntningar?
- Kommer det att göras en uppföljning av projektet?
- Vem är det som kontaktar andra ”partnerföreningar” från olika sporter?
- Hur många dagar genomförs tillfällena med besök av olika partnerföreningar?
- Hur länge varar dessa tillfällena?
- Hur viktigt är det sociala samspelet mellan deltagarna i projektet?
- Hur ska ni få elevers intresse till att medverka?
- Vad önskar ni att uppnå socialt med projektet?
- Kommer det vara nya instruktörer eller bekanta ansikten?
- Kommer dessa eventuellt bekanta ansikten vistas i föreningssammanhang vid möjligt fortsatt idrottsutövande?
- Hur jobbas det med sociala faktorer i skolan generellt?
- Har ni några andra ambitioner med detta projektet? (utflykter på lov, träningsläger m.m.)
- Hur skapas det rättvisa förutsättningar för de aktiva barnen?
- Hur skulle du vilja beskriva Lorensborgsskolans geografiska placering sett utifrån förutsättningar?
- Hur skulle du beskriva infrastrukturen i området?
- Hur är möjligheten att ta sig med kollektivtrafik till närliggande områden?
- Vad finns det för lokaler som går att använda i närheten av Lorensborgsskolan?
- Vad finns det för aktiva föreningar i närheten?
- Kommer det att kostta att vara med i projektet?
- Hur ser du på det faktum att det eventuellt kostar för att bli en del av föreningslivet?
- Kan detta i så fall bli ett problem?
- Varifrån kommer utrustningen till de olika tillfällena?
- Begränsar kostnaden av transport (busskort, bil osv.) tillgängligheten av övergången från fysisk i skolan till att vara en del av föreningslivet?
- Hur kom ni i kontakt med Lorensborgsskolan?
- Hur har utvecklingen av samarbetet och processen varit?
- Hur inspirerades ni från detta projekt?
- Vad är er största uppgift som så kallad ”partnerförening” till projektet?
- Vad har ”Skånebasket” som ”partnerförening” för mål med detta projektet?
- Hur kommer partnerföreningarna ”marknadsföra” sin förening? “Testa på-erbjudande” eller liknande?
Appendice 3

Interview guide- Willfried Isaacson & Lukas Sjöström
8/5-2019

• Vad är din roll i projektet?
• Hur mycket tid lägger du ner på projektet?
• Hur kom du i kontakt med projektet?
• Vad är din relation till Lorensborg?
• Har du identifierat några utmaningar i projektet gällande det sociala, miljömässiga och ekonomiska?
• Vad finns det för för- och nackdelar?
• Vad önskar ni socialt uppnå med projektet?
• Hur viktigt är det sociala samspelet mellan deltagarna?
• Hur är din relation till eleverna?
• Hur jobbar ni ledare med att få barnens intresse att fortsätta vara en del av idrottsföreningen?
• Vad tror du att detta projekt betyder för barnen?
• Hur skulle du vilja beskriva Lorensborgsskolans geografiska placering sett utifrån förutsättningar?
• Vad finns det för lokaler ni kan använda er av i detta projekt?
• Vad finns det för närliggande föreningar (specifikt för denna målgrupp) som skulle kunna vara en del av projektet?
• Finns det någon annan mötespunkt i Lorensborgsområdet?
• Hur ser du på det faktum att det eventuellt kostar för att bli en del av föreningslivet? Kan detta i så fall bli ett problem?
• Begränsar kostnaden av transport (busskort, bil osv.) tillgängligheten av övergången från fysisk i skolan till att vara en del av föreningslivet?
• Får ni som ledare någon ersättning?
• Vart kommer ersättning till ledare ifrån?
• Vem finansierar mellanmålen innan aktivitetstillfällena?
Appendice 4

Interview guide- Axel Wallin 10/6- 2019

• Vad är din roll i detta projektet?
• Hur kom idén fram?
• Kan du förklara processen från idé till genomförande?
• Kan du berätta mer om Börnebasketfonden?
• Hur var förberedelserna inför genomförandet av projektet?
• Vem är det som kontaktar andra “partnerföreningar” från olika sporter?
• Hur kommer det sig att projektet är basketcentrerat?
• Hur påverkar denna basketcentration övergången från att vara aktiv i skolan till ett aktivt föreningsliv?
• Vad bidrar Hemmaplan med i projektet?
• Hur har kommunikationen mellan Hemmaplan och Lorensborgsskolan sett ut?
• Hur ofta har Hemmaplan och Lorensborgsskolan kontakt?
• Har du identifierat några utmaningar i projektet gällande det sociala, miljömässiga och ekonomiska?
• Hur ser du på det faktum att det eventuellt kostar för att bli en del av föreningslivet? Kan detta i så fall bli ett problem?
• Hur skulle du vilja beskriva Lorensborgsskolans geografiska placering sett utifrån förutsättningar?
• Hur kommer partnerföreningarna “marknadsföra” sin förening? “Testa påerbjudande” eller liknande?
• Hur ser du på det faktum med transport till de externa föreningarna? Vem hjälper till med det?
• Jobbar Hemmaplan med några liknande projekt? I så fall vilka och hur?
• Vad önskar ni uppnå socialt med projekt som dessa?