DAYS

Dancing Your Sport

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ERASMUS+ SPORT PROJECT

101133504 — DAYS

RESEARCH REPORT

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Content

INTRODUCTION

Physical activity and sport have been reported to have a wide range of benefits for health and well-being in the general population and particularly in young people (Richards et al., 2015; Wilson et al., 2022; World Health Organization WHO, 2020; Zhang and Chen, 2019). These benefits include improvement of the cardiovascular system, prevention of chronic diseases (Rao et al., 2022); psychological effects such as relaxation, better stress management and reduction of depression (Pascoe et al., 2020), and socialisation (Buecker et al., 2021).

On the contrary, the latest Special Eurobarometer on physical activity and sport found that only 12% of Europeans aged 15-24 participate regularly in physical activity (European Commission, 2022).

This percentage rises to 20% if other physical activities such as cycling to work, dancing or gardening are included, which remains a cause for concern. There is also a gender gap, with young women being even less active than their male counterparts (Chen et al., 2021). However, the Eurobarometer also shows that dancing is very popular among young Europeans, especially among women (who account for 86% of those who say they dance in the survey).

Previous literature has identified several benefits of dance at physical, cognitive and social levels, including enjoyment, autonomy, enhanced creativity skills, improved body image, fostering community connections and positive social values (Atkins et al., 2019; Aujla, 2020; Izabela et al., 2023; Monteiro, 2018; Schaillée et al., 2017).

Well-being and health are important issues for individuals, societies and public policy worldwide. In the modern world, perceptions of what it means to be healthy point to the need to explore alternative ways of addressing quality of life and well-being for all people at all stages of life and levels of health. Performing dance is a social practice that offers participants the potential for mental wellbeing and physical health benefits.

Throughout history, dance has been used as a tool for healing and health, much in the same way that pharmacology and therapies are used today. Examples include shamanic dance healing in Siberia and other European and American countries (Sheppard and Broughton, 2020).

According to the World Health Organization (WHO), well-being is a crucial aspect of health. Marmot (2011) describes well-being as "a multidimensional construct that includes satisfaction with life, a sense of autonomy, control and self-actualisation, and the absence of depression and loneliness". Therefore, active engagement in dance as a socio-cultural performance practice has the potential to enhance, improve and maintain well-being.

The contribution of dance participation to well-being involves a variety of social, physical and personal components. It was concluded that the integration of mobility, physical, cognitive, and social skills attributed to dance classes was the root cause of this improvement in quality of life.

Muro & Artero (2016) found that those who regularly participated in dance practice were more mindful and experienced a better quality of life than those who did not dance (or practice any other type of sport). Nadasen (2008) also found that a group of 30 years old women who participated in regular dance classes reported a significant increase in their engagement in social activities and an expansion of their social networks. Partnered tango dancing has been found to facilitate a state of mindfulness, which has important implications for mental health, in addition to promoting psychosocial-emotional and physical benefits.

The research reviewed suggests that dance participation makes an important contribution to cognitive and physical health. However, further research is needed to better understand the impact of dance participation in younger populations, including children, and how this might facilitate individuals' self-management of their well-being and health across the life course. Evidence suggests that dance participation affects individuals in a number of ways that can improve health determinants such as stress and social capital, which can lead to improvements in overall well-being and health (Sheppard and Broughton, 2020).

Dance has been considered both as a physical activity, sport and an art (Guarino, 2015; Holst, 2017), and many countries have included it in their formal curricula to benefit from its educational potential (Mattsson and Suzanne, 2015). They have also taken into account its versatility, as it can be practised for recreational, competitive, fitness or aesthetic purposes, from the gym to the discotheque.

BUT CAN DANCE BE COMPARED, IN TERMS OF BENEFITS, WITH TRADITIONAL SPORTS SUCH AS ATHLETICS, FOOTBALL OR GYMNASTICS?

In an attempt to provide an answer to the aforementioned question, or at the very least, to come as close as possible to doing so, a series of scientifically designed steps have been established within the project DAYS with the objective of objectively and subjectively, quantitatively and qualitatively assessing the benefits and usefulness of dance as a sport. Firstly, a literature review was carried out (objective/qualitative), and based on it, a survey was designed for young people (subjective/quantitative). The qualitative phase was complemented with interviews and focus group discussions (both subjective/qualitative). Triangulation of results was achieved to give more consistency to the conclusions reached (Natow, 2020).

DANCING YOUR SPORT PROJECT DAYS

PROJECT AIMS AND PRIORITIES

Sports and dance have often been compared. But are they equal? Absolutely, yes! Hockey, football and dance may be grouped as sports. Moreover, dancing is unique combining sports and arts. The DAYS Dancing Your Sport Project (Erasmus+ Sport funded, Ref. 101133504) has measured the impact of dancing on health and physical condition.

The project DAYS was aimed to:

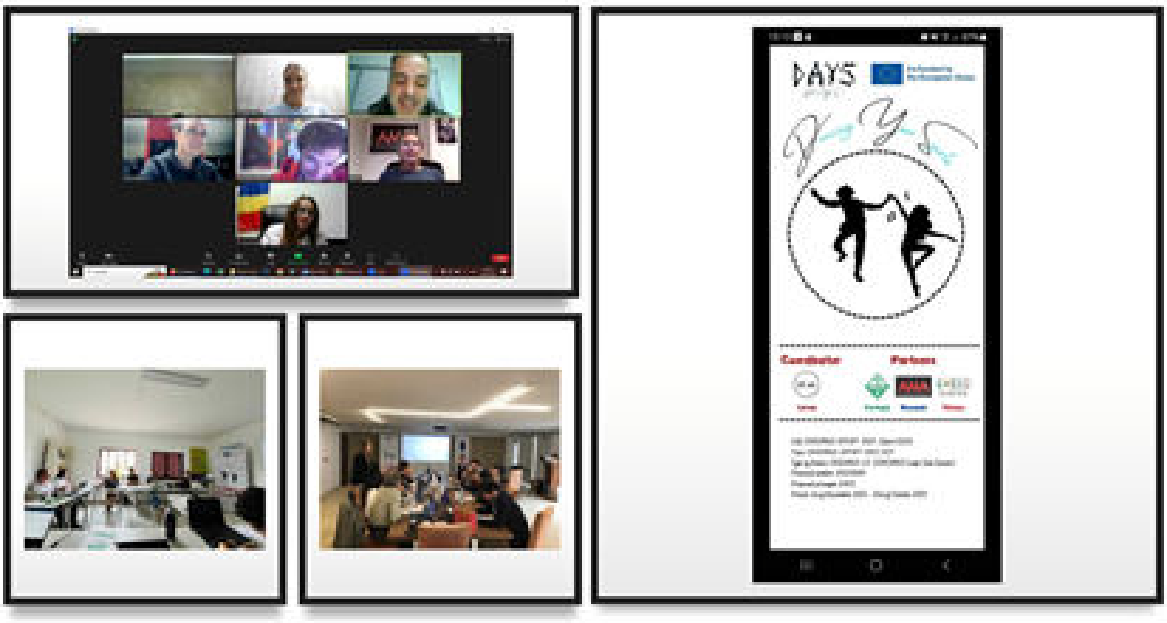
- Develop a **Research Study** on dancing.
- Create an International **Dance**.
- Assemble a project's **Movie**.
- Launch a **Campaign of Visibility**.

A partnership of complementary partners was created for this purpose, joining forces with four associations from four countries. Led by BK-95 (Latvia) as the project Coordinator, the partners were SPELL (Türkiye), AMA Events (Romania) and ADCS (Portugal).

This project addresses the **priorities** of the European Commission and the Erasmus+ Programme specifically through the dance of:

- Promoting sport and physical activity.
- Encouraging participation in sport and physical activity.
- Reduce dropout from sport.
- Promote socialization, creativity and fun in physical activities.

PROJECT ACTIVITIES



Project meetings

During the life of the project, different internal, transnational and virtual meetings were scheduled to ensure a smooth management and resolution of problems that might arise and to minimize and correct risks, as well as to ensure the quality of all project deliverables.

Control Normative exercises

They consist of a set of 5 exercises, designed by the project DAYS Managers and sport and dancing researchers specifically for the project DAYS needs based on a sample Control Normative exercises of the combination of normatives of Track & Field Union of Latvia and Basketball Union of Latvia with exercises that are significant for dancers (Chart 1 *Control Normatives Chart*). The chart consists of measures to be passed by the participants according to the age.

Basic Control Normatives for female and male teenagers for the project DAYS

No	Control Normative	Gender	Age 14	Age 15	Age 16	Age 17	Age 18-24
1	Running 20m of the maximum pace (seconds)	Girls	4,00	3,90	3,85	3,80	3,77
		Boys	3,90	3,80	3,75	3,70	3,67
2	Shuttle run 5 laps x 5m (seconds)	Girls	19,30	19,00	18,50	18,00	17,70
		Boys	19,00	18,50	18,00	17,50	17,20
3	Long jump from the spot (metres)	Girls	1,50	1,60	1,70	1,80	1,90
		Boys	1,55	1,65	1,75	1,85	1,95
4	Jumping rope 1 minute (reps)	Girls	70	80	85	90	95
		Boys	70	80	85	90	95
5	Running 800m (minutes)	Girls	5,00	4,40	4,30	4,15	4,00
		Boys	4,45	4,25	4,10	4,00	3,45

* The Control Normatives are designed by the project DAYS Managers and sport and dancing Researchers specifically for the project DAYS needs on the basis of sample of Control Normatives of the track & field athletics and basketball with elements that are significant for dancers.

Chart 1. Control Normatives Chart

Survey

Survey with youth dancers, athletes and students. A questionnaire with a wide range of variables related to physical activity, sport and health was designed and applied to the young population participating in this project: athletes, dancers and students (non-athletes and non-dancers) answered the questionnaire (Image 1).

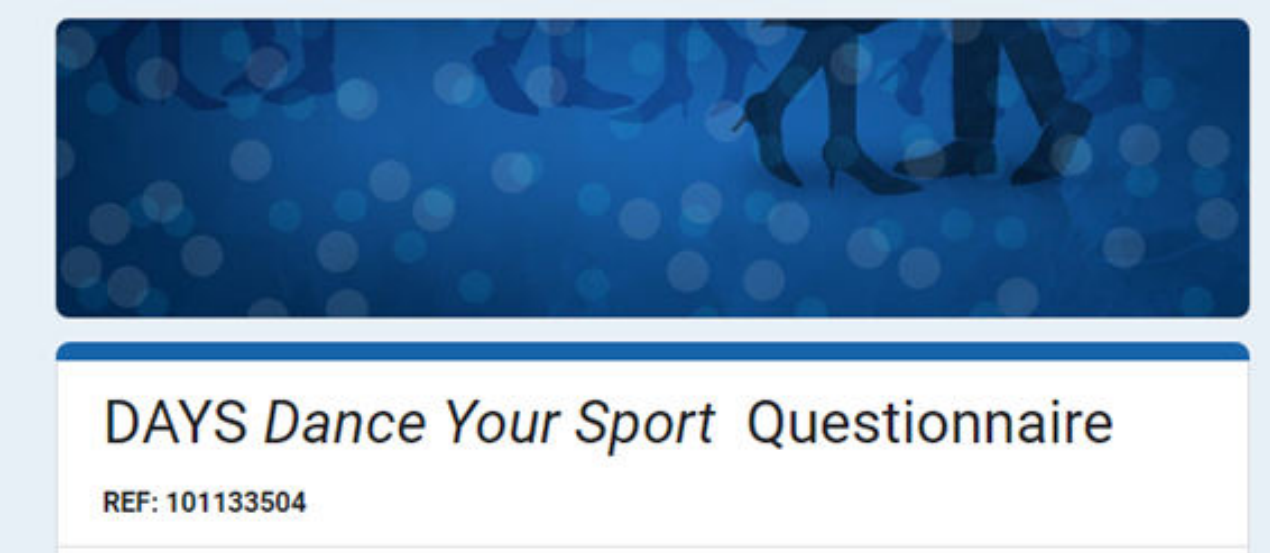


Image 1. The youth Google Forms questionnaire

Focus Group

Focus Group discussions with coaches and PE teachers. Four focus groups (one in each participating country) were held to discuss the results obtained and to extract good practices and lessons learned from the whole experience, which could be applied both by physical education and sport specialists and by European sports clubs and associations.

International DAYS Dance

Creation and recording consisting of 4 duos of the project partner countries to reach out for more audiences and promote the project's visibility and main idea 'to create awareness of equal importance of dance in the sports and physical activity'.

The DAYS Dance aims to reach out to more audiences and promote the project's visibility. The main idea is to create awareness of the equal importance of dance in sports and physical activity. The project team believes that the video will help to reach not only the stakeholders, but also those individuals who stand completely outside the area that can be reached by this project – sports, physical activity, and health.

The DAYS Dance shows the unity and benefits of culture and sports values. It reveals the athletic part of a dance is usually associated more with culture.

This International DAYS Dance was planned and rehearsed firstly remotely, led by a renowned choreographer. Subsequently, a stage was held in Antalya, Türkiye, where the remaining details were fine-tuned, and the dance was recorded.

In the final part of this stage, dancers and choreographers gave interviews about the experience.

Movie

The Movie – a 20-minutes film – recorded by partners promotes the value of dance and its benefits for health and well-being in schools. The Movie aims to introduce school children of the project's target age with the good possibilities to be physically active, to do a high level sports, to keep fit body, maintain good health and experience fine wellbeing through dancing and encourage schoolchildren to consider dancing as their sports with the first steps in dancing by the project partner organizations as pilot activities.

LITERATURE REVIEW

DanceSport (DS) is a form of competitive ballroom dancing that requires considerable effort, coordination and concentration. Its disciplines include five couple dances (waltz, tango, slow fox, Viennese waltz and quick step) and five Latin American dances that can be performed individually, in a couple or in a formation (samba, cha-cha, rumba, paso doble and jive) (Aliberti et al., 2023). As an aesthetic sport, it has a dual technical and artistic component, both of which are assessed by the judges in competition.

The World DanceSport Federation (WDSF) regulates amateur practice, while the World Dance Council (WDC) regulates professional sport. Although the struggle of these institutions to have this sport included in the Olympic programme dates back to the 1990s, it is only at Paris 2024 that a form of dance (breakdancing) has been included in the programme.

As this sport has been kept away from traditional sporting forums and has been considered for centuries as something "minor", a pastime, science has not devoted many resources to studying it as a sport and dance or dances have been analyzed more from social science disciplines relating to culture and traditions than as a physical, competitive, regulated and institutionalized activity, which defines it as a sport (Parlebas, 1988).

In this sense, the DAYS Dancing Your Sport project (Erasmus+ Sport Ref: 101133504), aims to demonstrate the health benefits that DanceSport can bring to young people. This systematic review is part of this project as a first action to analyze the existing scientific literature on dance as a sport.

Definitions

- DanceSport = competitive, regulated, and institutionalized dancing.
- Health benefits = physical, psychological/mental and/or social health benefits.
- Scientific database = internationally recognized database of scientific publications.
- Scientific document = Peer-reviewed article, study, or manuscript published in a scientific journal (which is located in a scientific database).

Objectives

This literature review aims to identify, sort and analyze all scientific papers related to dance as a sport and its health benefits for young people.

Objectives:

1. To carry out a bibliographic search in three high quality scientific databases, a general one (Web of Sciences), a biomedical one (PubMed) and a sports one (SportDiscus), in order to cover the scientific, health and sport fields.
2. Analyze the results obtained in terms of the physical, psychological/mental and social benefits demonstrated by different authors for dance as sport.

Methods

Three simultaneous literature researches were conducted for DanceSport and its benefits for young people, in the predefined time-frame of 1st to 20th March 2024, in three scientific databases: Web of Sciences Core Collection (Clarivate), PubMed (NLM) and SportDiscus (EBSCO), plus the Erasmus+ Project Results Platform.

The **inclusion criteria** were:

- Scientific studies, conference proceedings and any other scientific document.
- Published in English.
- Published on any date.
- Articles where the focus of the research is dance as a sport and its benefits.
- Youth or young adult population.

The **exclusion criteria** were:

- Systematic reviews, book chapters, non-scientific publications.
- Published in other languages than English.
- Articles with technical aspects, therapy, or injury prevention focus.
- Documents focusing on the rules or judging.
- Studies on children, only adults and/or elderly.

Based on the project objectives, the search terms selected were DANCESPORT for the first search; DANCE (AND) HEALTH (AND) BENEFITS (AND) YOUNG for the second one; and SPORT (AND) DANCE (AND) YOUNG for the third search. For DanceSport a total of 179 documents were selected, SPORT (AND) DANCE (AND) YOUNG found 869 documents, while for dance benefits 191 were found. After eliminating duplicates and filtering by title and summary, a final of 58 studies were included in the complete text review.

Additionally, and with the same terms a search was carried out on the Erasmus+ Project Results Platform and consortium partners looked for any useful document at a local or national level. For DanceSport, 5 projects were found, with only one completed (and so, with results. Nevertheless, no research documents were found in there). With the benefits search, 132 completed projects were found, only 15 with results, and, as previously none of them displayed research documents. A summary of the search per database is shown in Table 1.

Table 1. Literature review search summary

DATABASE	Keywords	Number of Documents
Web of Science	DANCESPORT	80
Pubmed	DANCESPORT	35
SportDiscus	DANCESPORT	64
Erasmus Results Platform	DANCESPORT	0
Web of Science	DANCE (AND) SPORT (AND) YOUNG	80
Pubmed	DANCE (AND) SPORT (AND) YOUNG	729
SportDiscus	DANCE (AND) SPORT (AND) YOUNG	60
Erasmus Results Platform	DANCE (AND) SPORT (AND) YOUNG	0
Web of Science	DANCE (AND) HEALTH (AND) BENEFITS (AND) YOUNG	95
Pubmed	DANCE (AND) HEALTH (AND) BENEFITS (AND) YOUNG	78
SportDiscus	DANCE (AND) HEALTH (AND) BENEFITS (AND) YOUNG	42
Erasmus Results Platform	DANCE (AND) HEALTH (AND) BENEFITS (AND) YOUNG	0
	TOTAL	1263

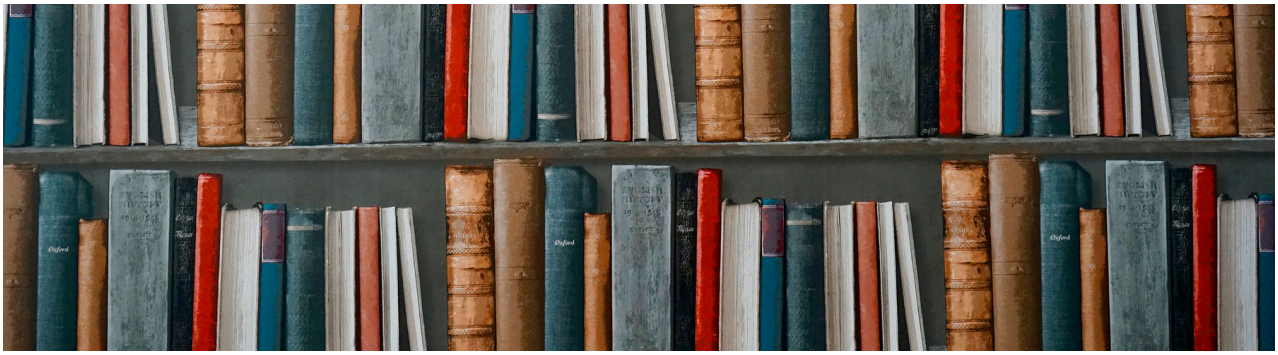
If the identified study did not match the inclusion criteria, this counted as an exclusion criterion. Reasons to be excluded were: 1) the full document cannot be accessed; 2) once the document has been reviewed, it does not meet the criteria for inclusion.

Out of the 66 included studies, 18 were eliminated because the complete text review was not available. Finally, 20 extra documents were not included due to language (n=2), sample (n=4), focus (n=3) or not open access (n=11). Eventually, 28 documents are included in this literature review.

RESULTS

Out of the 28 studies finally included, 6 are theoretical (21,4%), 10 are observational (35,7%) and the rest 12 are experimental studies (42,9%). 14,3% (n=4) are Conference Proceedings or similar, while the rest 85,7% (n=24) are scientific papers (articles). Regarding method, literature reviews (n=6), physical tests (n=10), questionnaires, surveys, or inventories (n=10) as well as standardized protocols have been used. In other words, both quantitative and, to a lesser extent studies carried on through qualitative methods such as interviews, focus groups or observation (n=5) have been recovered to understand DanceSport as a sport.

Considering the scientific interest in the subject, we observe that the number of publications in the 20th century (n= 2) while those in the first decade of the current century were 3, the number increased considerably in the period from 2010 to 2019 (n= 15) and in the five years of the next decade there are already 9 publications. Chart 2 displays the evolution of the included publication.



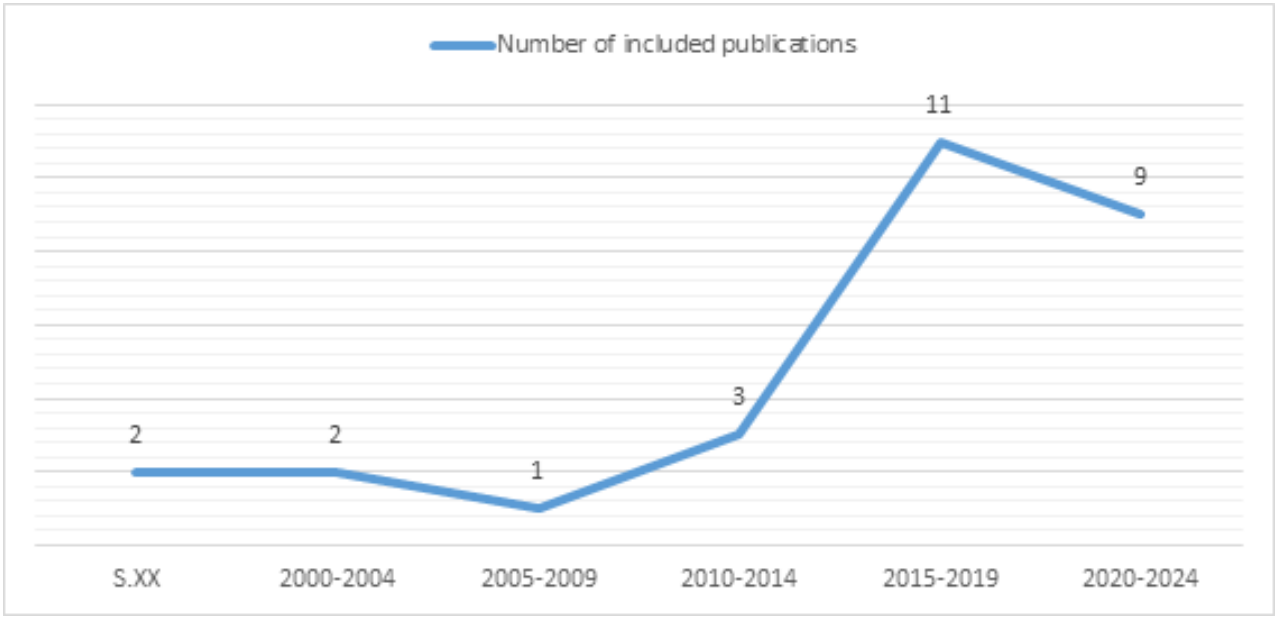


Chart 2. *Number of included documents in a five-years-period*

Following the objectives of this review, we located scientific papers on dance as a sport (n=14) and on the benefits of dance as a sport (n=14). Among the topic of dance as a sport, there are articles about dance motor skills (n=4), physiological variables affecting dance performance (n=5), talent selection (n=3), the application of fitness enhancement programmes (n=2) and even one in which it is debated whether sport dance is a sport or whether introducing competition loses its essence (Markula, 2018). Concerning the benefits of dance for young people, the literature highlights both the social (n=4) and the individual benefits of dance (n=12), including physical benefits, health benefits, personal development, improved quality of life, improved mood, cognitive aspects, emotional intelligence, and creativity. Table 2 presents a summary of the selected documents.

Table 2. Documents included in the review

No	Reference	Type of article / tools	Sample	Aim / Objectives	Main Findings
1	Adam, Simion & Iconomescu (2018)	Experimental / Proceedings / Physical test	N = 24 (12 boys and 12 girls) Age = 12-13 Country = Romania	To develop and experiment programs specialized in the optimization of the psychomotor capacities in training DanceSport athletes through rigorous calendar planning.	- Psychomotor skills can be improved in DanceSport because of a specific training programme. - Especially balance and specific balance can be improved, influencing the technical level of the dancers therefore.
2	Armas (2016)	Observational / Scientific paper / Interviews and questionnaire	N = 107 dancers Age = 18-24 Country = various	To determine the sportsmen competition among dance-sport dancers.	- What is the impact of social skills of competition, cooperation, and collaboration on sportsmen competition? - Variables: collaboration; competition; cooperation; inside club; international event; international level; outside club; personal goals; results; trust. - Research results revealed that competition and cooperation can be combined in collaboration, and indirectly affect competition through it.
3	Armas & Šniras (2019)	Theoretical / Scientific paper	NA	To create the conceptual model of the educational presumptions of the coordination of collaboration and competition in the DanceSport activity	- Dancesport dancers act and strive for sport and personal goals by using collaboration and competition capabilities, coordinating them and reaching a higher form of coopetition (harmony).

					- The theory of Social Interdependence is applied.
4	Atkins et al. (2019)	Observational / Scientific paper / Qualitative (focus group and interview)	N = 13 Age = 18-75	To determine the social impact and meaning of "Dance for Health" for participants who attended this community-driven, intergenerational, physical activity dance program	- Three broad themes emerged representing the social impact of Dance for Health and included: (1) Enhancing the Well-being of the Individual, (2) Fostering Interpersonal Relationships and Connections, (3) Fostering Connections with the Community.
5	Aujla (2020)	Observational/ Scientific paper / Qualitative (semi-structured interviews and focus groups)	N= 9 (1 teacher, 4 dancers and 4 parents). Age = 15-16 (dancers, all female).	To explore the perspectives and outcomes of an inclusive talent development programme, and how these were facilitated	- Benefits for involved young people included high levels of enjoyment, improved technical and creative ability, greater independence and confidence, and opportunities for socialising with like-minded peers. - A range of factors facilitated these benefits, such as the inclusive and caring ethos of the programme, its comprehensive development and teacher training, particular teaching strategies, and relationships between staff, students, and parents.
6	Blanksby & Reidy (1988)	Experimental / Scientific paper / Physical test	N = 20 (10 ballroom dance couples) Age = 15-30	To predict the energy requirements of competitive Modern and Latin American ballroom dancing from telemetered HR while dancing simulated competitive sequences and relating back to direct	- The results suggested that both males and females were dancing at greater than 80% of their maximum oxygen consumption. A significant difference between males and females was observed for predicted gross and net values of oxygen consumption.

				measures of V02 and HR previously recorded.	
7	Carretti et al. (2022)	Observational / Scientific paper / Questionnaire	N= 21 visually impaired sport dancers (compared with 27 impaired athletes from other sports) Age= 20-73	To investigate the possible benefits of DanceSport on Psychological Well-being (PWB) and Quality of Life Research (QoL) of visually impaired subjects by comparing this practice with other adapted sports based on simple/non-rhythmic sound input.	- Dancers reported significantly higher scores in the Psychological Well-being (PWB) scale in autonomy, environmental mastery, and self-acceptance along with a higher total score than the other athlete group. - Results demonstrated significantly higher scores in both physical and mental QoL of visually impaired dancers compared with other athletes. - In conclusion, our findings suggest that, given its peculiarities, the practice of DanceSports may have a stronger positive impact on PWB and QoL of visually impaired individuals than other sound input-based sports.
8	Chen et al. (2015)	Experimental / Proceedings / Physical test and psychological inventories	N= 18 dancers Country = China	To investigate the respective correlation between body balance and cognition and mood of DanceSport athletes at different levels through testing and analysis of their static postural balance, cognition and mood.	- The respective correlations between body balance, cognition and mood of High-level Group athletes are more significant than Middle-level and Beginners.
9	Ciematnieks & Gulbe (2020)	Experimental / Scientific paper / Physical test	N = 117 Age = 9-11	To explore the impact of folk dances on the children's body mass index and physical conditioning at a younger school	- The volume of folk dance as afterschool physical activities is not enough to make

		(Eurofit battery)		age, compared with children engaged in other out-of-school physical activities and children not engaged in out of school physical activities.	significant difference of average physical conditioning level of children
10	Dan (2012)	Theoretical / Proceedings	NA	To identify factors in the specific language and in the manner of carrying across the specific communication is based on the thorough study of the possibilities for interpretation and motor-artistic expression in the couple's work in DanceSport.	- Artistic communication for dance sport performers appears under different varieties of motion and emotional intelligence. Good artistic training involves theoretical knowledge, a training model and interpretation based on a scenario and a role to play, and requires specific nonverbal communication training (motion)
11	Emmonds et al. (2024)	Observational / Scientific paper / database analysis (register)	N = 5,5 million Age = 8-18 Countries = 27	To explore current organized youth sport participation rates across Europe for both males and females and update current understanding.	- DanceSport (86%) was the sport that had the most female participation rate of the 18 sports analysed. - Of all the sports analysed, only dance sports and volleyball are practised to a greater extent by females than males. - Males in DanceSport increase with age (from 9% to 17% between U-8 to U-16).
12	Izabela, Katarzyna & Krzysztof (2023)	Experimental / Scientific paper / Physical test and psychological	N = 31 female dancers (contemporary dance)	To investigate the relationship between perfectionism and motor cognitive abilities in dance	- There is a space for diagnosing and projecting cognitive training in connection to this discipline in young children to support cognitive development not only in general but in alignment with sports.

		inventories or scales	Age = 13-16		- Anticipation of time and movement is one of the skills that a dancer uses on an ongoing basis during his performance. - Anticipation should be as effective as possible, and additional factors of the individual, like perfectionism, can modify it. If one incorporates this knowledge into the practical work of sports psychologists and coaches, more exercises can be designed for dancers to make more effective decisions in a limited space. - Future studies should focus on that aspect in connection to specific dance routines and memory capacity.
13	Kostić, Zagorc & Uzunović (2004)	Experimental / Scientific paper / physical test	N = 29 Age = 11-13 (female) Country = Serbia and Montenegro	To determine the possibility of predicting success in sports dancing competitions on the basis of certain morphological characteristics and functional capabilities	- Regarding the results it can be assumed that the dancers with ideal body composition, narrower pelvis width, normal systolic pressure at rest and lower diastolic pressure at rest. The results should be accepted with a certain degree of reserve considering the dancers' age range.
14	Koutedakis & Jamurtas (2004)	Theoretical / Scientific paper	NA	To analyse the sport performance parameters of dancers	- While aesthetic goals are of the utmost importance, dancers remain subject to the same unyielding physical laws as athletes. - Even at the height of their professional careers, dancers' muscular balance, muscular strength, aerobic power, and bone and joint

					integrity are the 'Achilles heels' of the dance-only selection and training systems currently in use. - In particular, dance injuries have been linked to poor levels of physical fitness, which often resemble those found in sedentary individuals. - Preliminary data have indicated that supplementary off-studio exercise training can increase key fitness-related parameters without interfering with artistic and dance performance requirements. - The investigation into physiological and fitness components of dance and dancers has mainly concentrated on classical ballet dance. Relatively little has been published in relation to modern equivalents.
15	Lakes et al. (2016)	Observational / Scientific paper / different questionnaires and scales	N= 225 dancers (71% female) Age = 13-48 Country= EEUU	To study dancers' perceptions of the physical, cognitive, affective, and social benefits of partnered dancing.	- The majority of participants reported perceived benefits in physical fitness, cognition, affect, and social functioning. - Experienced dancers reported significantly greater self-perceived physical, social, and cognitive benefits than novice dancers. - Committed dancers were more likely than occasional dancers to report improvements in physical fitness. - Self-reported improvements in mood were greater for women than for men.

					- Length and frequency of participation in dancing practices significantly predicted perceived physical benefits but not cognitive benefits.
16	Markula (2018)	Theoretical/ Scientific paper	NA	To examine what sport and dance might do when they meet in contemporary society.	- Several scholars implied that introducing competition—making dance sport—did compromise dance. For example, competition transformed the focus on 'glitz and glamour' in favour of creativity and imagination. - Second, although adding popular appeal, competition reproduced stereotyped narratives of gender, race, sexuality, and age in dance. - Based on this research, art with intention for creativity and imagination, has more potential to steer both dance and sport toward a path of transgressive social action. - Currently, dance has adapted the competitive premise of sport as part of its strategy to gain an economic advantage. Although some athletes and coaches might now use dance training to improve their performance, sport, in general, has not been transformed by artistic influences despite criticisms from sport scholars. In addition, aesthetic sports seem to continue to be marginalized by the sport industry (except for some aesthetic sports that

					gain large audiences during the Olympic Games). - Aesthetic sports, like dance, are dominated by women. The aesthetic aspect is often considered effeminate and possibly not of interest to the main target audience of the sport media. - We should continue to ask what sport can learn from dance and vice versa without necessarily assuming that they have to be the same. Both forms of physical activity have large participation bases and can meet diverse needs, aspirations, meanings, and goals in our current society, but as researchers, we need to continue to problematize their intersections to think and act towards positive social change.
17	Mircea & Dana (2013)	Observational/ Scientific paper / Questionnaire	N = unknown Age =18-22	To analyse the efficiency of the methods for developing the personalities of teenagers through dance	- The efficiency of the methods for developing the personalities of teenagers through dance is the toning of the morale and spirit, rehabilitation of self-esteem, vitality, energy, force and dynamics, a healthy soul, a solid body and a healthy mind. - Dance programs (modern dance, social dance) make a big difference when it comes to getting to know the person of a group, the homogenization of the group, the harmonization of group and the bounds of it.

					- Dancing uses the body as its main instrument, and this makes the communication with the transmitter much more direct yet unmediated. It is superb because the way a dancer moves shows some personality traits of which the dancer is not conscious of. It shows a mirror of the dancers' deep self.
18	Nieminen (1998)	Observational / Scientific paper / survey	N = 308 dancers (folk, DanceSport, ballet and modern dancers) Age = 15-32	To assess and compare participation motives among 308 non-professional folk dancers, competitive ballroom dancers, ballet dancers and modem dancers.	- Dancers surveyed several reasons for being attracted by dance. Analyses revealed four meaningful motivational factors: 1) Self-Expression, 2) Social Contacts, 3) Fitness, and 4) Achievement / Performing - Two contradictory motive items, Breaking Away From Daily Routines and Preparing for a Career, were considered individual motive items. - The most important factors were Self-Expression, Achievement / Performing and the individual motive item Breaking Away From Daily Routines.
19	Schaillée, Theeboom & Skille (2017)	Observational / Scientific paper / Qualitative (observation and interviews)	N = 25 Age = 11-19 Country = Flanders (Belgium)	To discuss what are the perceived developmental benefits of disadvantaged girls and what are the social mechanisms under which these outcomes have been generated for this group	- First, access to the programmes is a necessary but not a sufficient condition to foster developmental outcomes. - Second, the participants described benefits across four main areas including sport-related skills, positive identity, social competencies, and positive values.

					- Third, there are various social mechanisms through which significant others, including adult staff and peers, can have an impact on participating youth's perceived benefits. Identified mechanisms include observational learning, participants' perceptions of coaches' autonomy-supportive behaviours, a caring climate, and a motivational climate. - Fourth, inherent characteristics of urban dance provide a context for facilitating an autonomy-supportive coaching climate.
20	Sofron & Țifrea (2021)	Theoretical/ Scientific paper	NA	To design a selection model for dancers	- In any sport, selection is a long process and requires seriousness, perseverance, and exigency of those who perform it, but it is recommended to take into account both the particularities of the sport and the particularities of each dancer. - The diagnosis of skills must be correlated with both the particularity of the chronological age and the particularity of the biological age, in accordance with the processes of growth and the development of the human body: The medical-biological criteria; psychological criteria; methodological-pedagogical criteria; motor criteria.

21	Soraka & Sapezinskiene (2015)	Theoretical / Proceedings	NA	To create a methodology for the education of students through partner DanceSport when preparing them for high-performance competition.	- Development of artistic competence in students using partner DanceSport is conditioned by the unity of kinaesthetic, cognitive, and emotional processes, i.e. systematic development of partner DanceSport skills, accumulation of personal experience, combining teaching about emotional and moral values, development of the relationship between students and their teacher. - Dance has become a sporting activity. The situation is similar with children, as families who can afford dance lessons take their children to lessons from early age. Yet in every country some people decide to take their children to DanceSport lessons so that they acquire the dance skills, style and techniques to prepare for competitions and to participate in them (Helen, 1995). - The perception of dance as a performance (social expression of dance) is traditionally attractive to society, as it serves as a means to express social activeness.
22	Spesyvykh et al. (2019)	Experimental / Scientific paper	N = 84 Age = 18-35 Country = Ukraine	To determine the asymmetry coefficient of qualified dancers	- A strong tendency towards right-hemispheric activity was revealed in both groups of dancers. - The importance of a thorough assessment of the lateralization of brain function for the

					timely identification of sinistrality in sports and professional selection was confirmed. This is important because there are many left-handed leading athletes in different sports. Most of them are distinguished by a high level of creativity and abilities for original artistic work. The tendency towards right-hemispheric activity was determined. This criterion can be considered as one of the most significant components for the selection of children in DanceDport.
23	Tang (2024)	Experimental / Scientific paper / Mental Health Scale	N = 400 students	To research the impact of modern sports dance on college student's mental health	- DanceDport has a promoting effect on the mental health level. - DanceDport can improve the psychological condition of students. - DanceDport can improve the interpersonal skills. - DanceDport can effectively resist the psychological barriers of students. - It is a very beneficial physical activity for students.
24	Uzunović, Kostić & Miletić (2009)	Experimental / Scientific paper / Physical test (coordination, frequency of	N = 95 Age = 15-18	To evaluate motor abilities and physical fitness as predictor variables and based on the number of points that each of the dancers acquired at dance competitions	- The results obtained illustrated the formation of ideal motor complexes in female and male sport dancers, and along with detected gender differences (in the test for assessing power, flexibility, and specific and general

		movement, balance, rhythm coordination, and flexibility)			stamina), should be respected in the dance training process.
25	Vaczi et al. (2016)	Experimental / Scientific paper / physical test	N= 20 dancers Age = 20-32 Country = Germany	To test the hypotheses that, relative to the maximum capacities, ballroom dancing is more intensive for females than males, and that the hold technique (female vs. male) regulates dancing intensity.	- It is concluded that lower-class ballroom dancers perform at their vita maxima during competition simulation. Using heart rate as an intensity indicator, ballroom dancing is more intensive for females because of their unique hold technique.
26	Vajngerl & Wolf-Cvitak (2000)	Observational / Scientific study / Questionnaire	N = 122 girls (48 sport students, 43 rhythmic sports gymnastics and 31 sports dance) Age = 12-30	To determine the motivational structure in girls engaged in sports with a distinct aesthetic component, i.e. rhythmic sports gymnastics, and sports dance.	- The motivational space was examined with 30 variables. By means of the factorial analysis, 8 latent dimensions have been isolated, the first two of which stand out. - The first one has been labelled as aesthetic movement and refers to the link between music and the expressiveness of motions as well as the specific ability of expressing one's personality through motions. - The other one is the dimension of socializing in a group and of the experiences specifically fulfilling those engaged in aesthetic sports. - The remaining six latent dimensions are less structured, yet they provide information on the structure of young girls' motives to

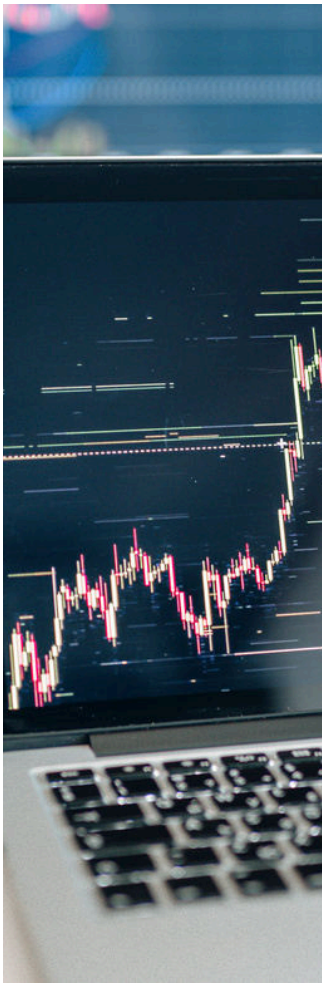
					engage in sports with a distinct aesthetic component.
27	Zanchini & Malaguti (2014)	Experimental / Scientific paper / Physical test	N = 20 (10 couples) Age = 19-31	To define the energy expenditure and the intensity of the two main DanceSport disciplines (Latin American and standard dances) in top-level athletes and verify the characteristics and differences between these two dance genres.	- Statistical analysis reveals no differences between the two dance disciplines, our results suggest that DanceSport is a moderate/heavy activity that requires a strong energy expenditure. Athletes involved in continuous training programs show a vigorous Physical Activity Level.
28	Zhang, Zhang & Hao (2022)	Experimental/ Scientific paper/ Survey plus biochemical test	N = 300 dancers and sports students	To explore the physiological and biochemical changes caused by DanceSport.	- The physiological indices also changed significantly, with an average body fat reduction of over 5%. - Conclusion: DanceSport proved to help improve its practitioners' physical and biochemical function.

CONCLUDING REMARKS

Sports dance seems to be increasingly established in the minds of sports scientists, not without some controversy as to whether competition causes it to lose its essence (Markula, 2018) or whether there is a tension between the artistic and the development of physical and motor skills (Koutedakis, & Jamurtas, 2004; Soraka & Sapezinskiene 2015). In this sense, participation in sports dance is estimated at between 9 and 17% of children and young people who practise sport, and it is also one of the most feminised sports (Emmonds et al., 2024). The main motives for practising appear to be self-expression, social contact, fitness and achievement or performance. Among competitive dancers, there is also the contradiction of practising to break routine and to prepare for a career in the medium (Nieminen, 1998). For female dancers in particular, the emphasis is on aesthetic movement and group socialisation (Vajngerl & Wolf-Cvitak, 2000).

This conception of sport dance as a sport is observed in physiological studies that try to determine the demands and limiting factors for sport performance in dance (Blanksby & Reidy, 1988; Soraka & Sapezinskiene, 2015; Spesyvykh et al., 2019; Zanchini & Malaguti, 2014; Zhang et al., 2022) or those that measure the intensity of the sport in comparison to other sports or dance modalities, noting, for example

that while folk dance cannot be considered an intense physical activity (Ciematnieks & Gulbe, 2020), sport dance provides heart rates and other indicators that make it a moderate to vigorous activity, with the intensity being higher for women due to technique (Vaczi et al., 2016). This has led to the application of fitness and performance enhancement programmes for sport dancers (Adam et al., 2018; Koutedakis & Jamurtas, 2004), as well as the development of different models for talent detection and selection (Kostić, Zagorc & Uzunović, 2004; Sofron & Țifrea, 2021; Uzunović, Kostić & Miletić, 2009).



At the level of benefits found for sport dance among young people (Lakes et al., 2016), we can highlight the acquisition of social skills such as competition, cooperation and collaboration (Armas, 2016; Armas & Šniras, 2019), improvements in health both at the individual level and in well-being and personal development (Atkins et al, 2019; Aujla, 2020; Mircea & Dana, 2013; Tang, 2024), improvements in cognitive level (Chen et al., 2015; Izabela, Katarzyna & Krzysztof, 2023), mood (Chen et al., 2015), interpersonal skills (Tang, 2024), emotional intelligence (Dan, 2012), community connections (Atkins et al., 2019). This is also reflected in specific populations, such as visually impaired people (Carretti et al., 2022), who can improve their quality of life through dance, or young women from disadvantaged backgrounds, for whom dance contributes, although not enough, to their acquisition of sports skills, positive identity, social competence, as well as the integration of positive values (Schaillée et al., 2017).

CONTROL NORMATIVE EXERCISES

INTRODUCTION

Physical testing is an essential tool for assessing physical fitness in adolescents and young adults, as it provides objective and quantifiable data on their health status and physical performance. During this stage of life, physical development and activity habits are essential to establish a solid foundation for long-term health. These tests measure different capacities such as cardiovascular endurance, muscular strength, flexibility and agility, which are key indicators of a healthy lifestyle. In addition, regular assessments help to identify strengths and areas for improvement, promoting the adoption of appropriate exercise habits and the prevention of problems related to physical inactivity.

In an educational or sporting context, physical testing also fosters self-awareness and motivation, helping young people to set realistic goals and maintain a commitment to their overall well-being (American College of Sports Medicine, 2013; Council of Europe, 1988; Léger et al., 1988; Ortega et al., 2008; Ruiz et al., 2009).

Physical fitness tests serve as a valuable tool for comparing athletes across different sports disciplines and identifying specific physical demands associated with each modality. By evaluating parameters such as aerobic capacity, muscular strength, agility, and flexibility, these tests provide insights into the physiological and biomechanical profiles of athletes. For example, endurance tests like the shuttle run are widely used to assess cardiovascular fitness, enabling comparisons between sports that rely heavily on aerobic endurance, such as soccer and basketball (Léger et al., 1988). Similarly, strength and power assessments, including vertical jump tests, help differentiate performance capabilities in power-based sports like weightlifting or sprinting (Ruiz et al., 2009).

These comparisons allow coaches and trainers to tailor training programs, optimize performance, and even guide talent identification processes, fostering a more evidence-based approach to athlete development (Ortega et al., 2008). Such evaluations not only enhance individual performance but also provide a framework for understanding the interplay between physical attributes and the demands of various sports.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ASOCIAȚIA AMA EVENTS
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PROIECTELE TALE
DEVIN REALITATE
CONCEPERE, SCRIERE ȘI IMPLEMENTARE PROIECTE
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EVENIMENTE CULTURALE
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WORKSHOPURI
ACȚIUNI CARITABILE
ANTREPRENORIAT
EUROPEAN WEEK OF SPORT
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Objectives

The objectives of this study were as follows:

- To assess the physical fitness of a group of young people aged 14-24 years as a function of socio-demographic variables such as age range, gender and country of origin.
- To compare the level of physical fitness of a group of young dancers compared to a group of athletes of other sports and a group of students.

Methods

The participants in this study were 96 young people aged 14-24 years (45.8% female and 54.2% male). The average age was 18.12 years. The sample consisted of 24 young people from each of the project partner countries (Latvia, Türkiye, Romania and Portugal). Out of these 24 young people per country, 8 were dancers, 8 were athletes in other sports and 8 were students. Thus, within the total sample, 32 were dancers, 32 were athletes and 32 were students.


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These 96 young people were subjected to Control Normative exercises of physical tests listed below:

- 20m run (measured in time to complete).
- Long jump from spot (measured in meters jumped).
- Rope jumping of 1 minute (measured in jump repetitions).
- Shuttle run (measured in seconds to complete 5 laps x 5m).
- 800m run (measured in minutes to complete).

Each participant in the project performed these tests on a total of 20 times. The results were based on the average of the marks obtained in these 20 attempts, as this is the most appropriate measure of fitness and limits possible human measurement error (in comparison to if only the best record is taken into account).

The project team had set standards by gender and age (see Chart 1) and so the compliance or non-compliance with these standards was also considered.

The results obtained were processed using descriptive statistics. A correlation analysis was then carried out to see if there were any associations between the different variables, using Pearson's coefficient. Differences by gender and modality were analyzed using the t-Student (t-test) and ANOVA tests.

RESULTS

General results

The average time in the **20-meters run** test was 3.79 seconds. Figure 1 shows the distribution of the marks in the test, where x-axis is time, y-axis is CN participants.

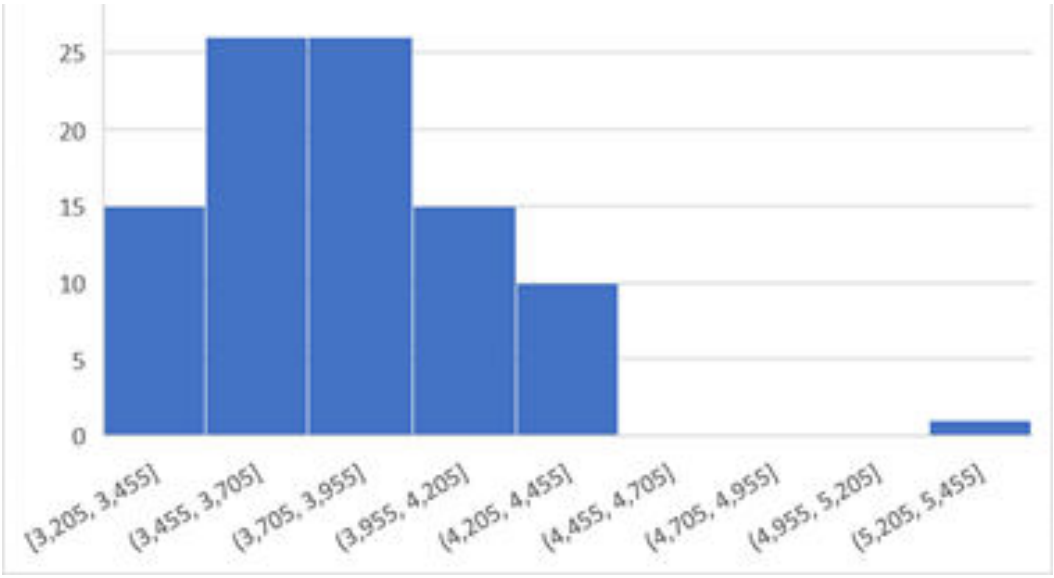


Figure 1. 20m marks distribution (general)

The average distance in the **long jump** test was 1.98m. Figure 2 shows the distribution of the marks in the test, where x-axis is distance, y-axis is CN participants.

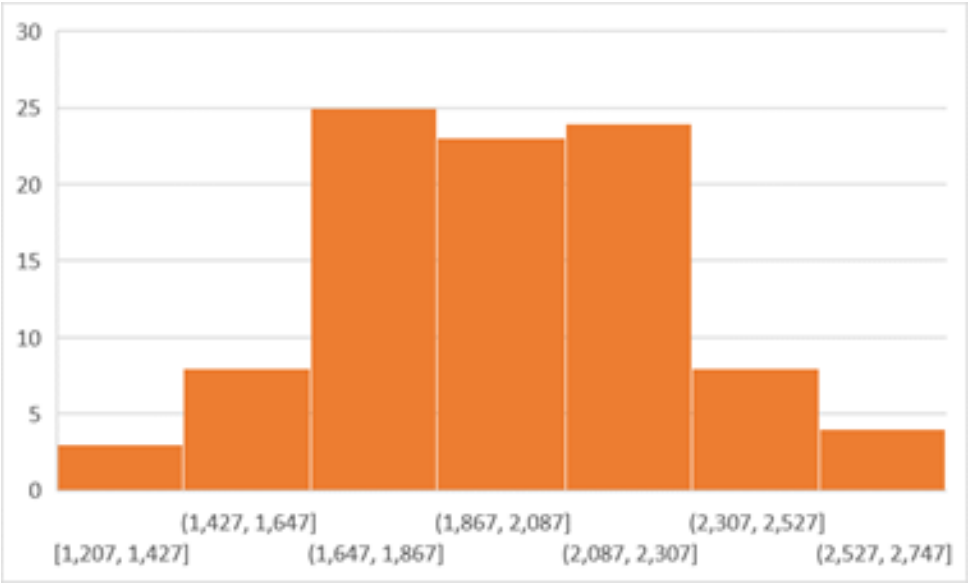


Figure 2. Long jump marks distribution (general)

The average time in the **shuttle run** test was 17,31 seconds. Figure 3 shows the distribution of the marks in the test, where x-axis is time, y-axis is CN participants.

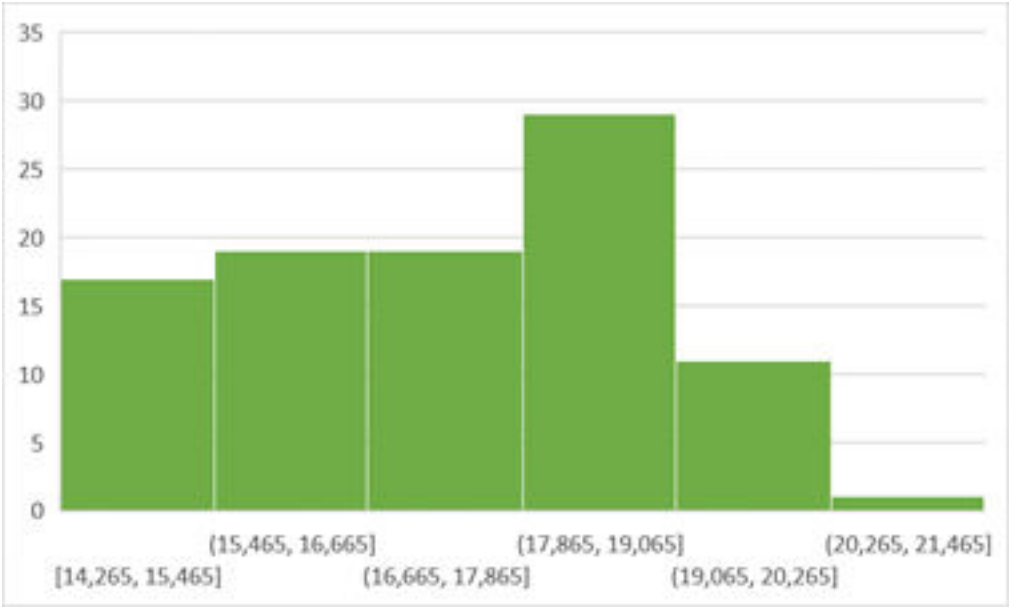


Figure 3. Shuttle run marks distribution (general)

The average time in the **rope jumping** test was 103,7 repetitions. Figure 4 shows the distribution of the marks in the test, where x-axis is repetitions, y-axis is CN participants.

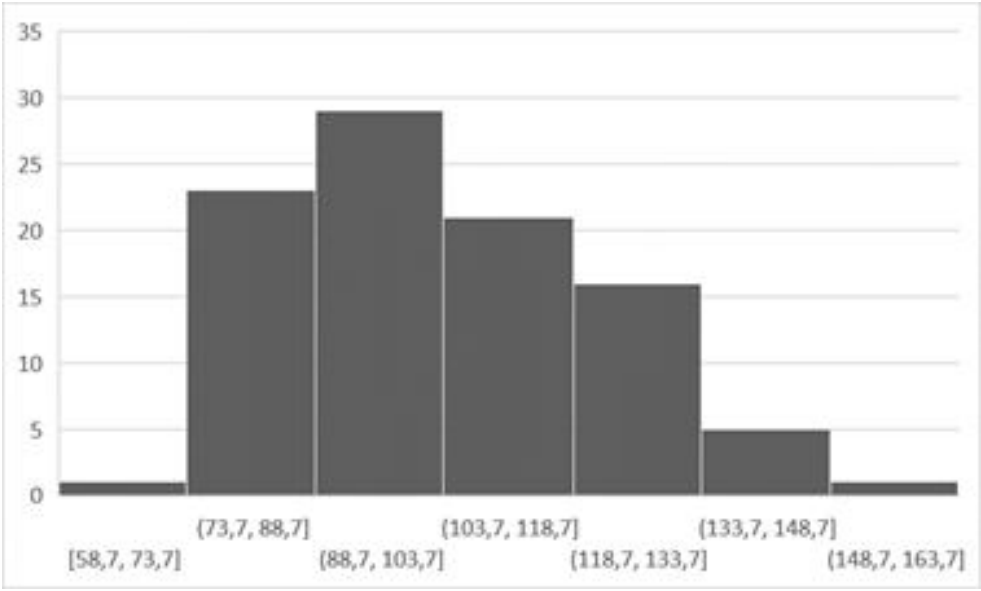


Figure 4. Rope jumping marks distribution (general)

The average time in the **800m running** test was 3,88 minutes. Figure 5 shows the distribution of the marks in the test, where x-axis is time, y-axis is CN participants.

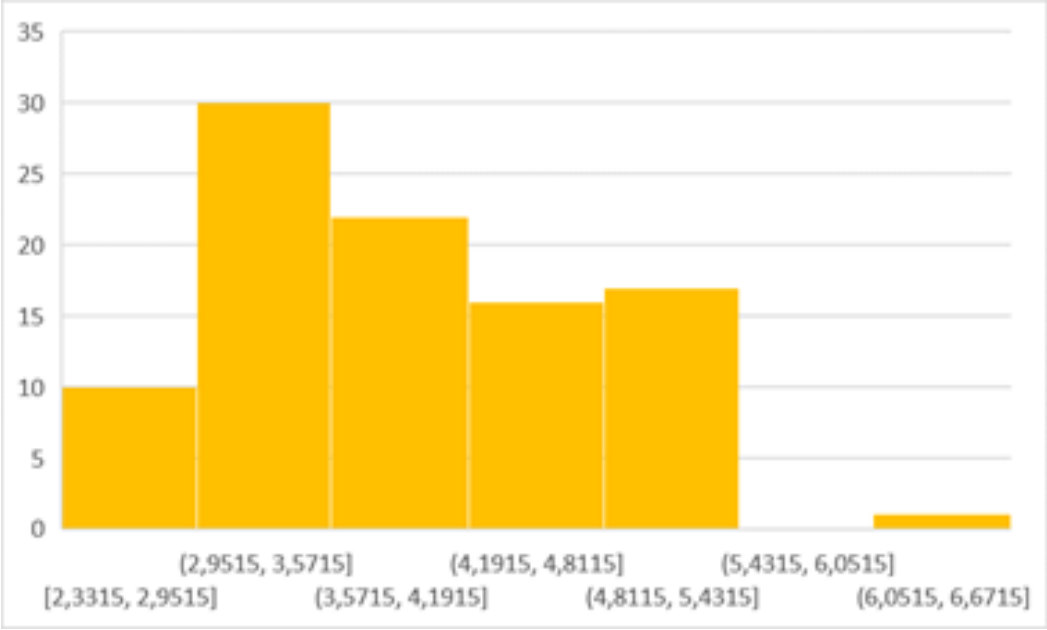
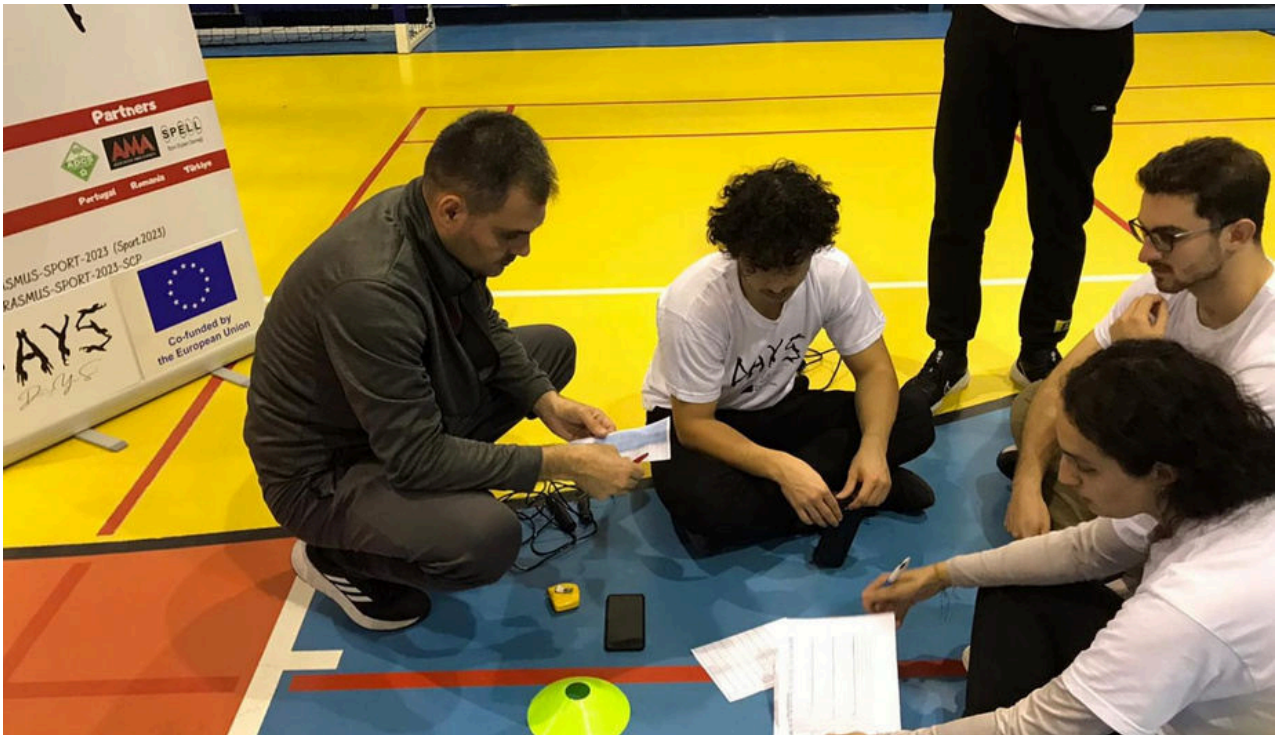


Figure 5. 800 m run marks distribution (general)

Results by country



As for the results by country, Türkiye stands out in all the events, with the exception of the 800m, where it has a very similar average number to Portugal. It is followed by Latvia and at a certain distance, Portugal and Romania are competing for the “bronze medal”.

It might be thought that these differences are due to the age of the participants in the different countries, because Latvia has the lowest average age (16.79 years), followed by Portugal (17.20), Romania (18.66) and Türkiye (19.83). The number of men and women in each of the countries does not justify these differences either, as 7 women participated in Türkiye, 11 in Romania, 13 Latvia and 14 in Portugal.

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Figures 6, 7, 8, 9, and 10 graphically show the comparison between the samples for each of the tests.

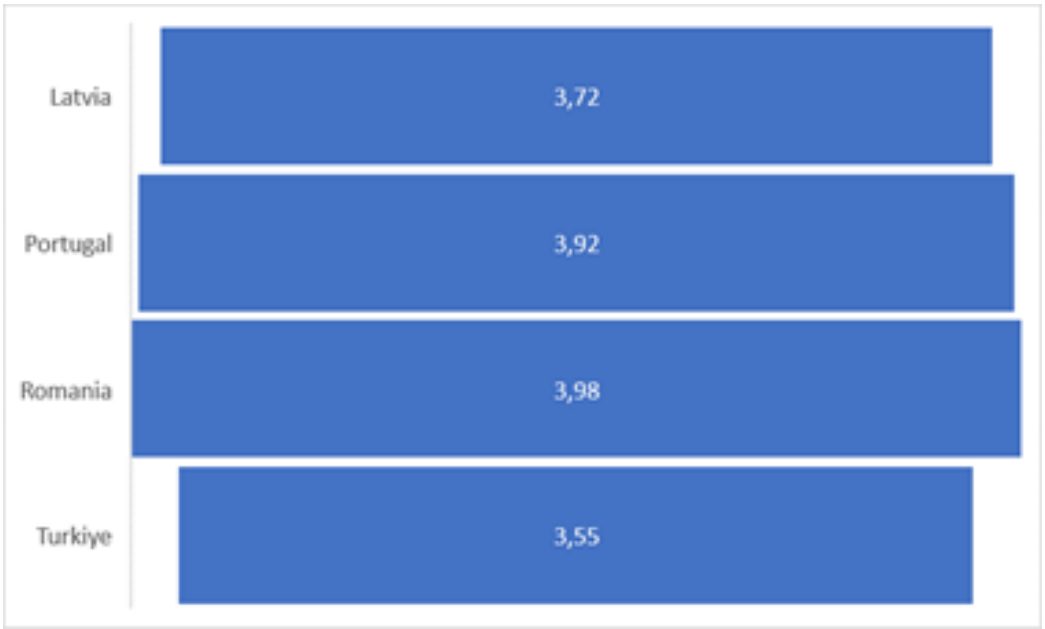


Figure 6. 20m test average marks by country

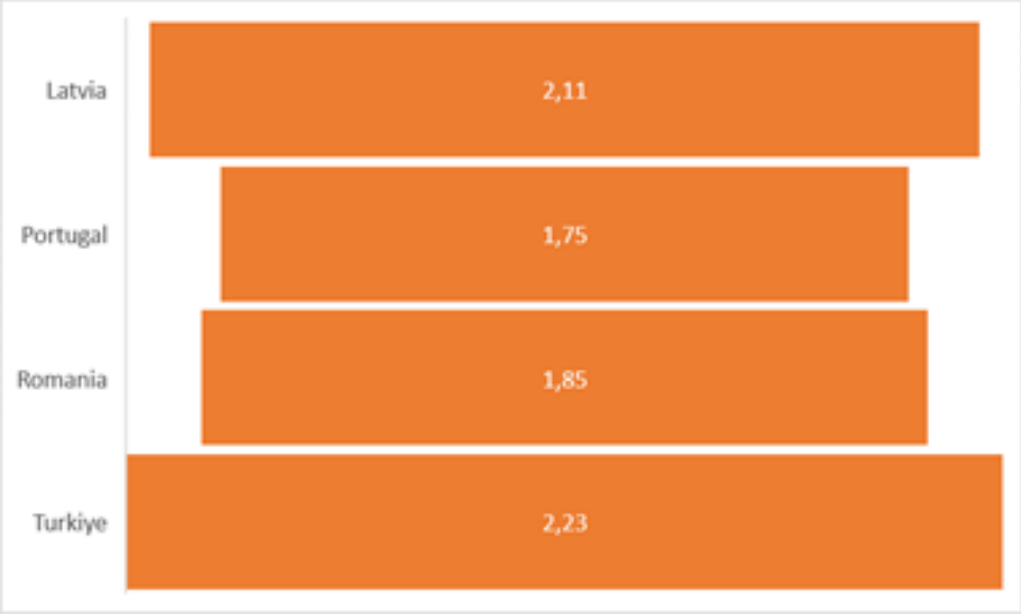


Figure 7. Long jump test average marks by country

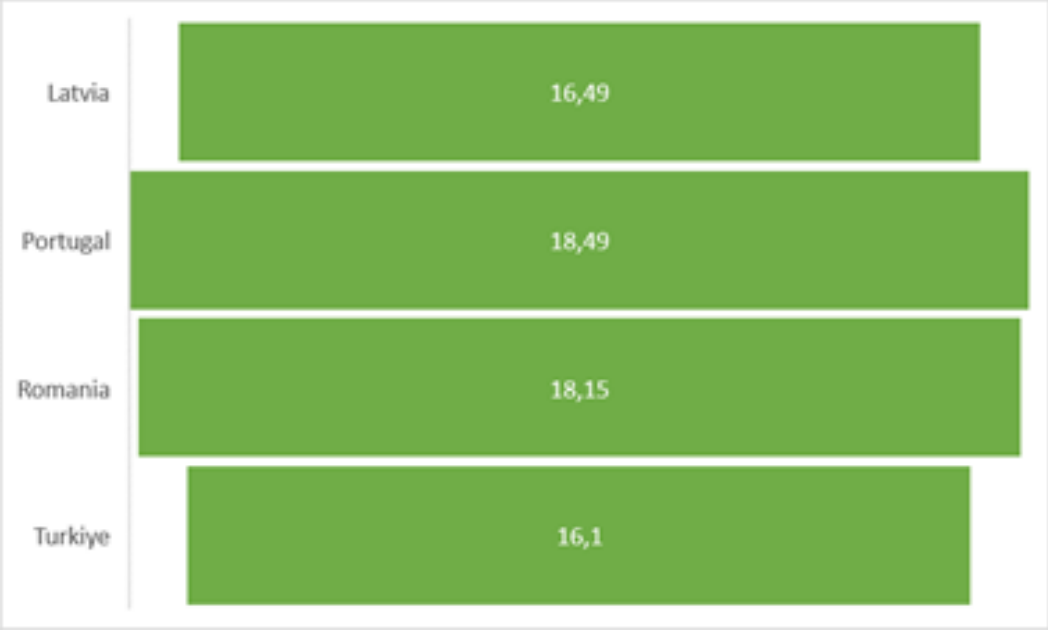


Figure 8. Shuttle run test average marks by country

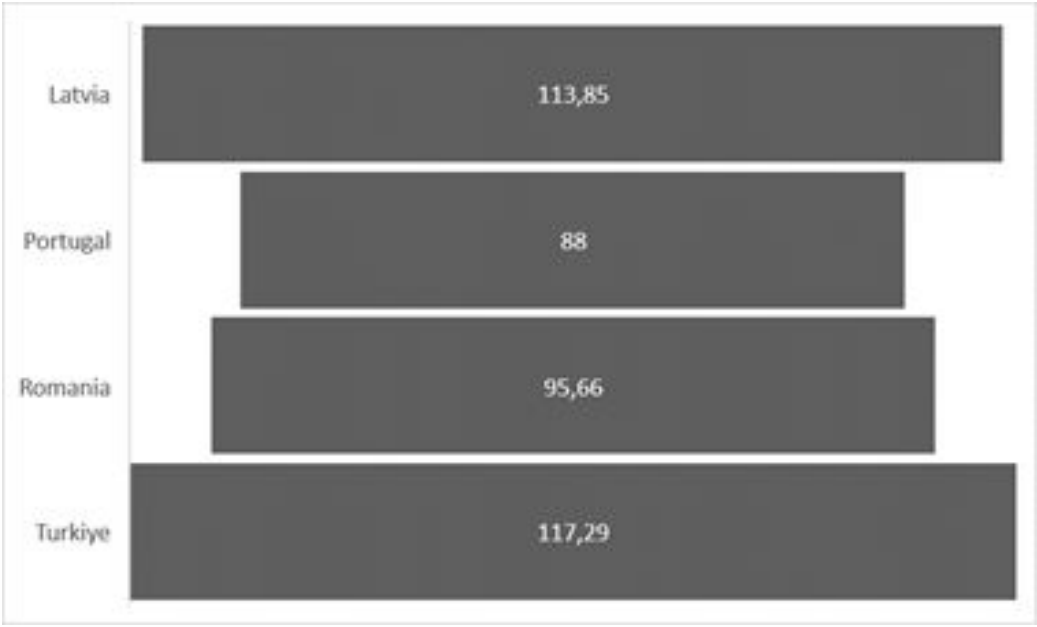


Figure 9. Rope jumping test average marks by country

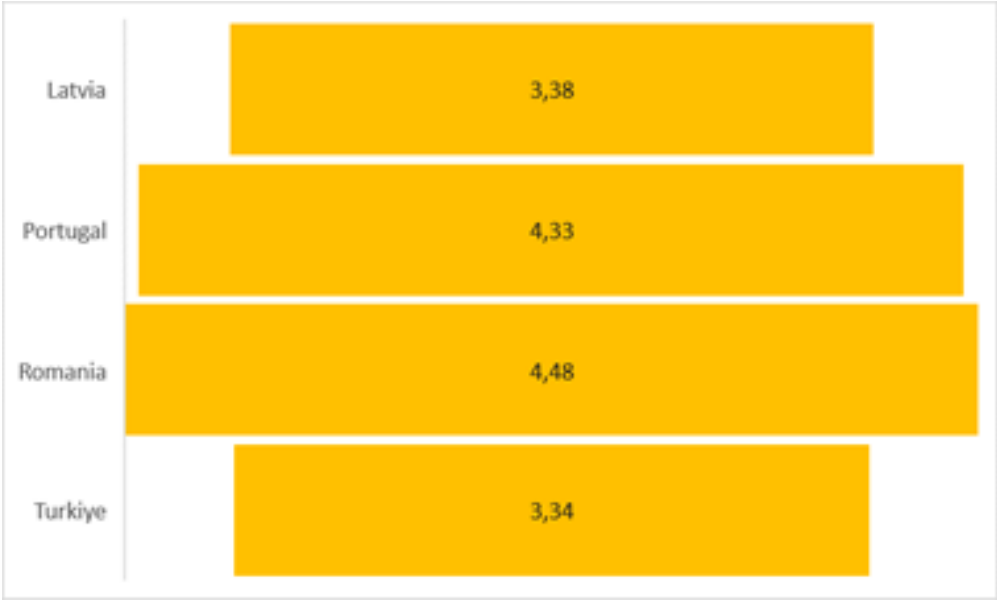


Figure 10. 800m running test average marks by country

Results by gender

Figure 11 shows the gender differences for each of the tests. Men on average performed better than women, with the exception of rope jumping.

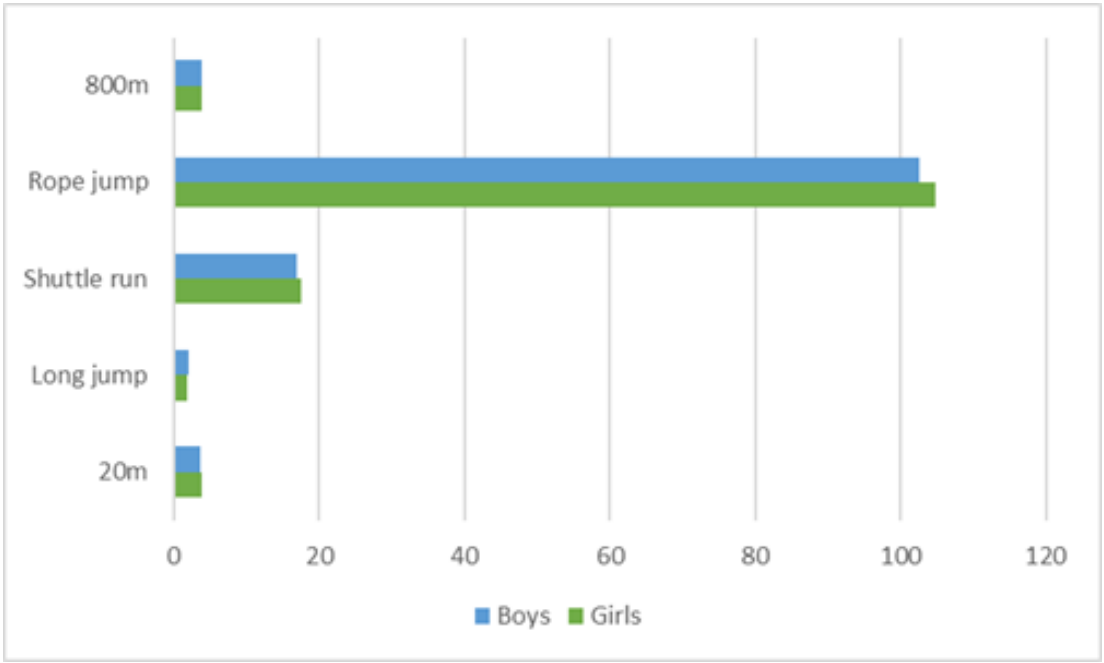


Figure 11. Differences by gender in test results

Results by modality

One of the main objectives of this project is to demonstrate the potential of dance as a sport. In this sense, analyzing the results of the physical tests is considered vital for the fulfillment of this objective, in the same way that the following sections will analyze, qualitatively, other benefits of dance.

The results show that the dancers performed better in the rope jumping and 800m, while the athletes did better in the 20m running, long jump and shuttle run. In all events the students achieved the worst records. Figures 12, 13, 14, 15, and 16 show the results per test.

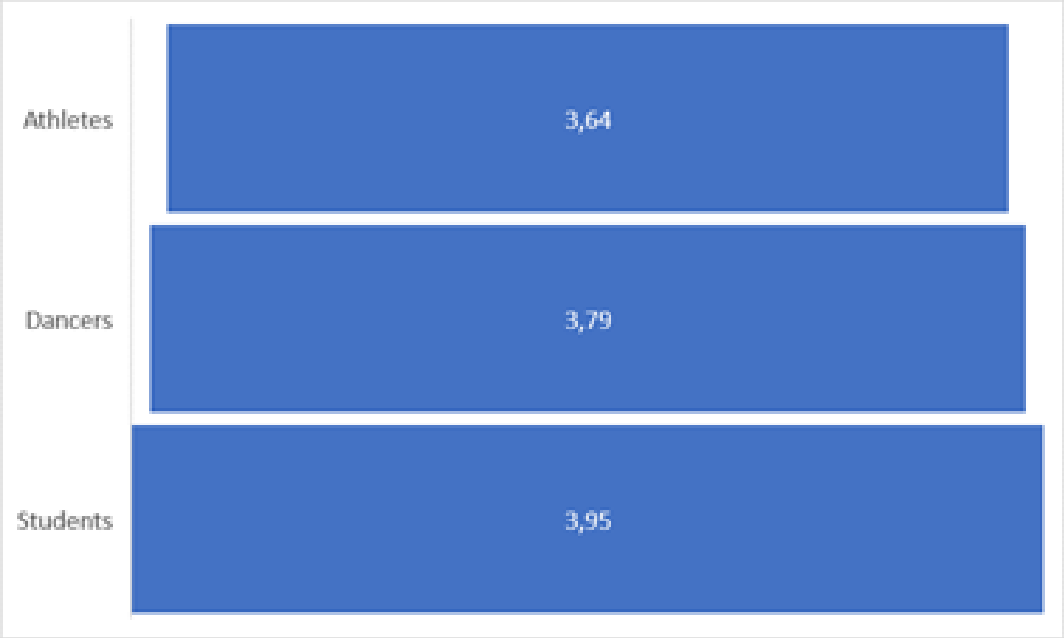


Figure 12. 20m run test (average record by modality)

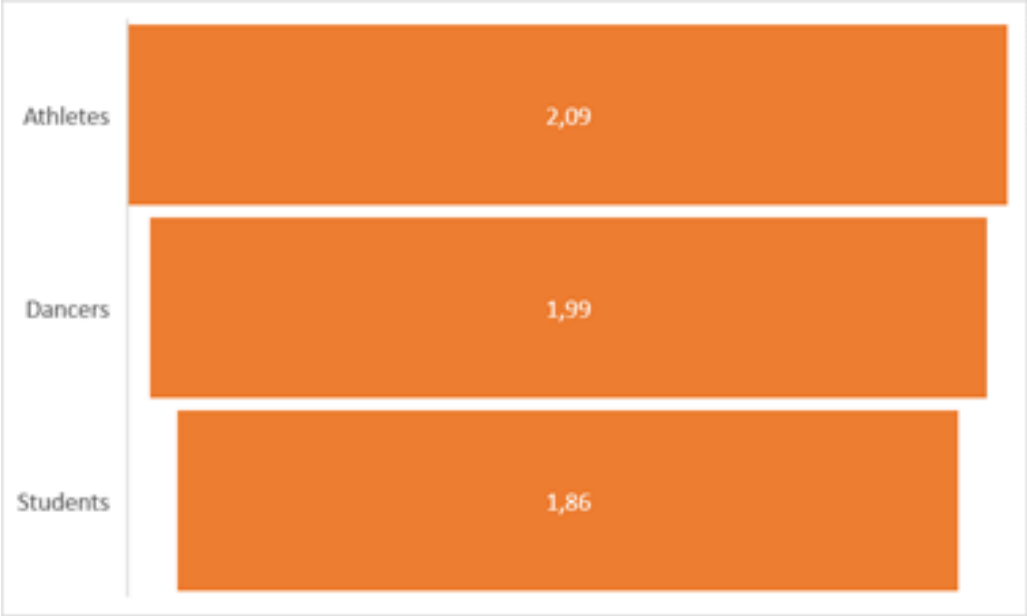


Figure 13. Long jump test (average record by modality)

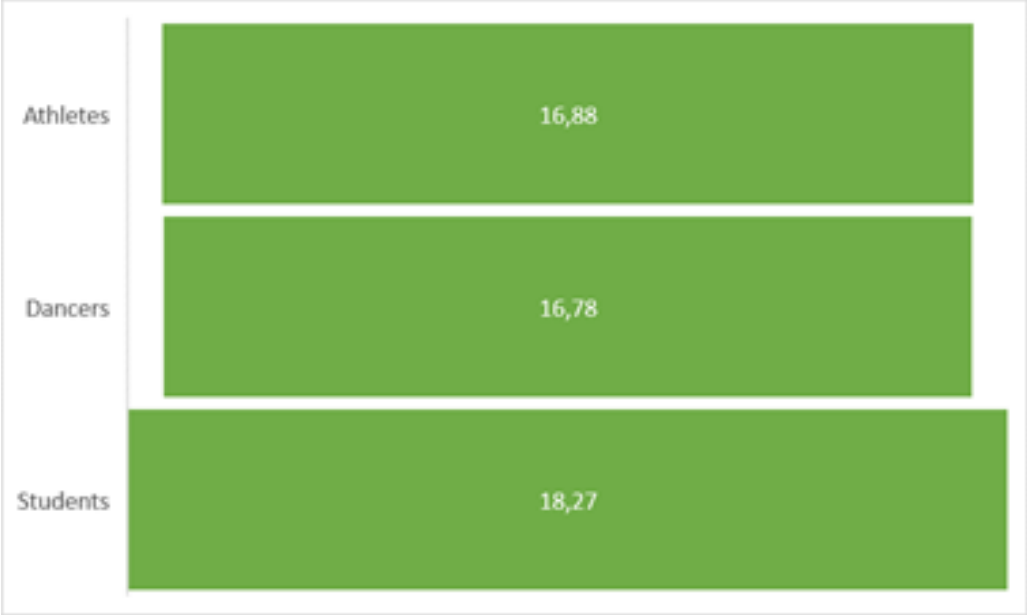


Figure 14. Shuttle run test (average record by modality)

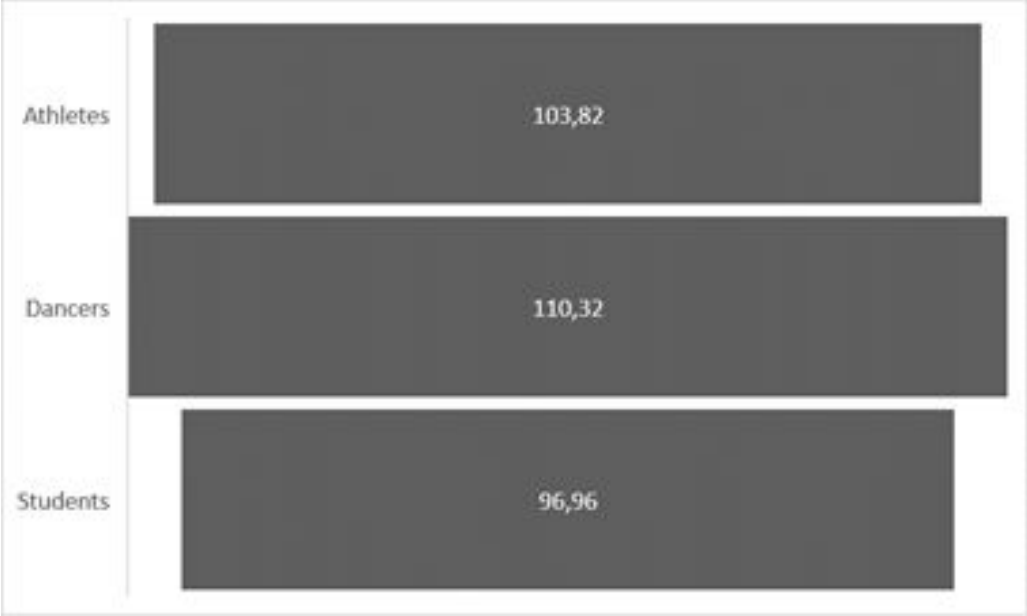


Figure 15. Rope jumping test (average record by modality)

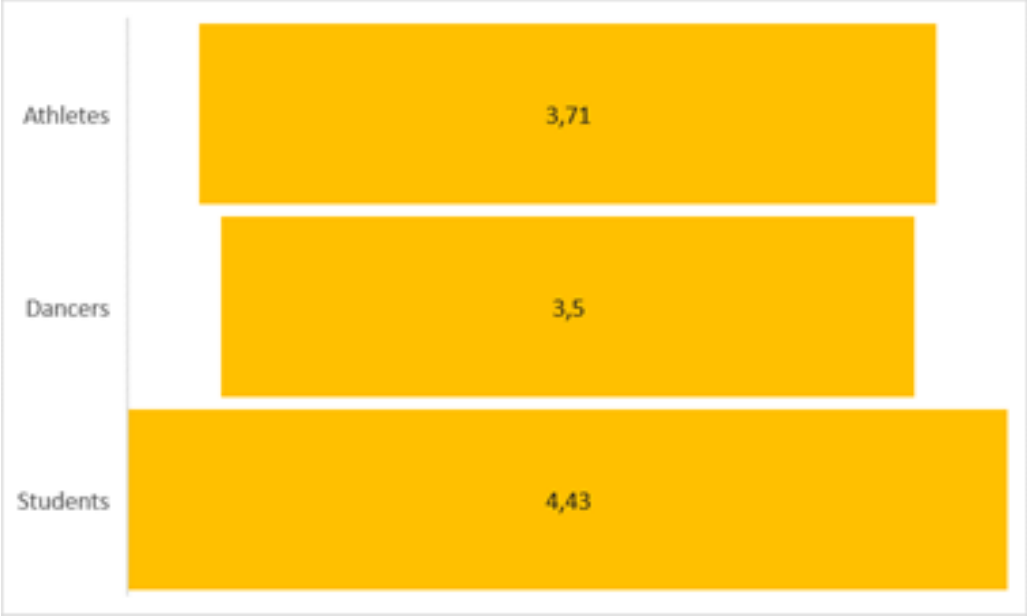


Figure 16. 800m test (average record by modality)

Compliance with the measures of Control Normatives chart

Figures 17, 18, 19, 20 and 21 show the percentage of participants who met the standards in each test.

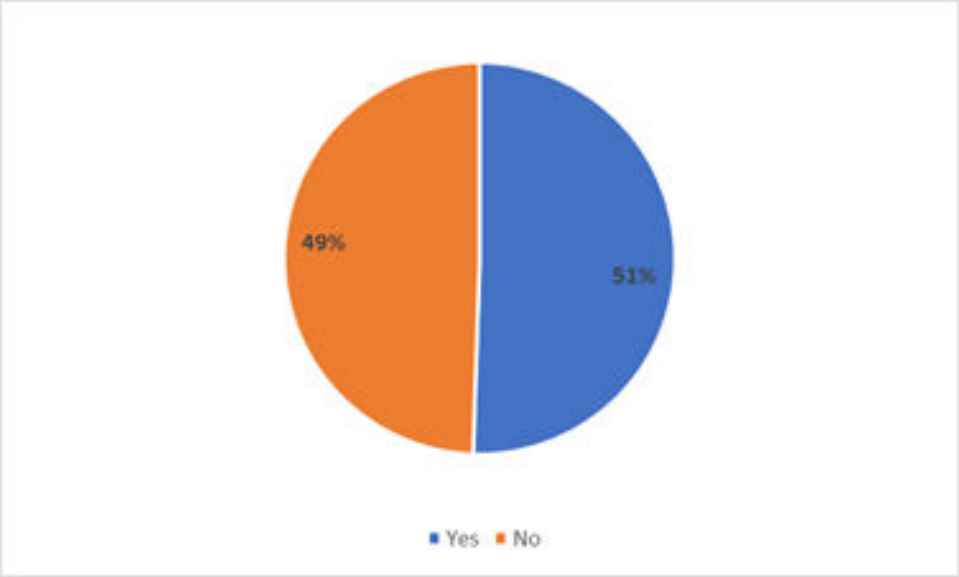


Figure 17. 20m run measures compliance

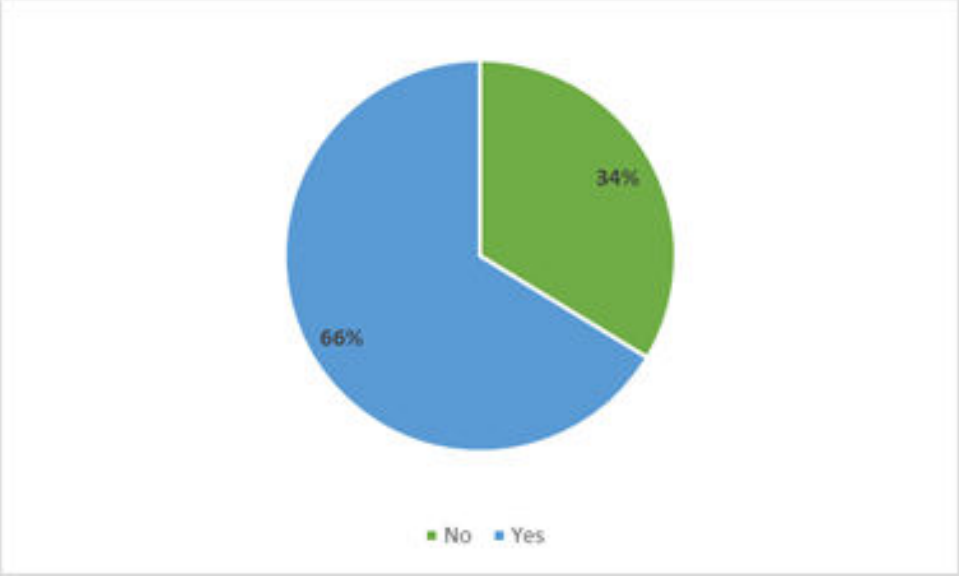


Figure 18. Long jump measures compliance

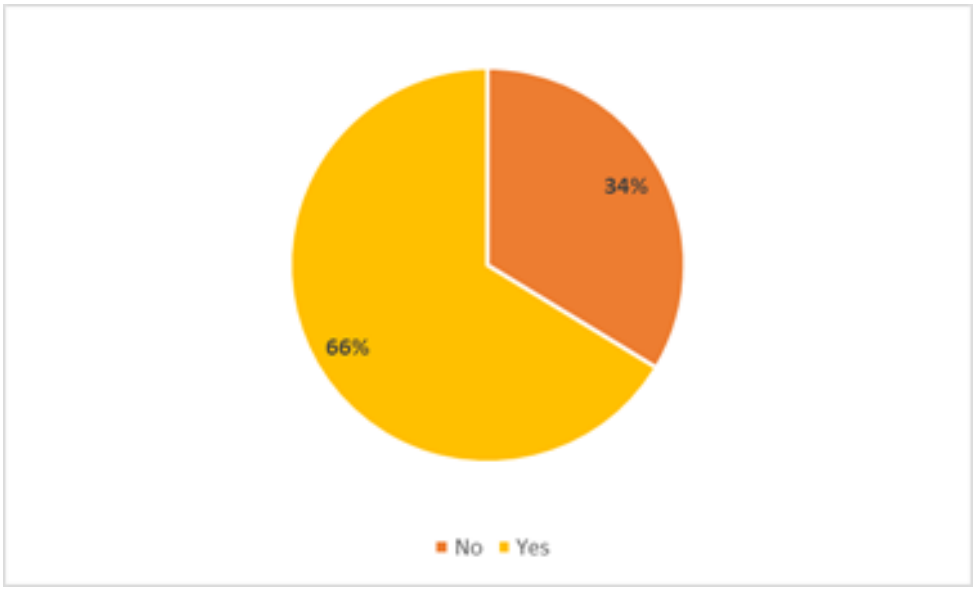


Figure 19. Shuttle run measures compliance

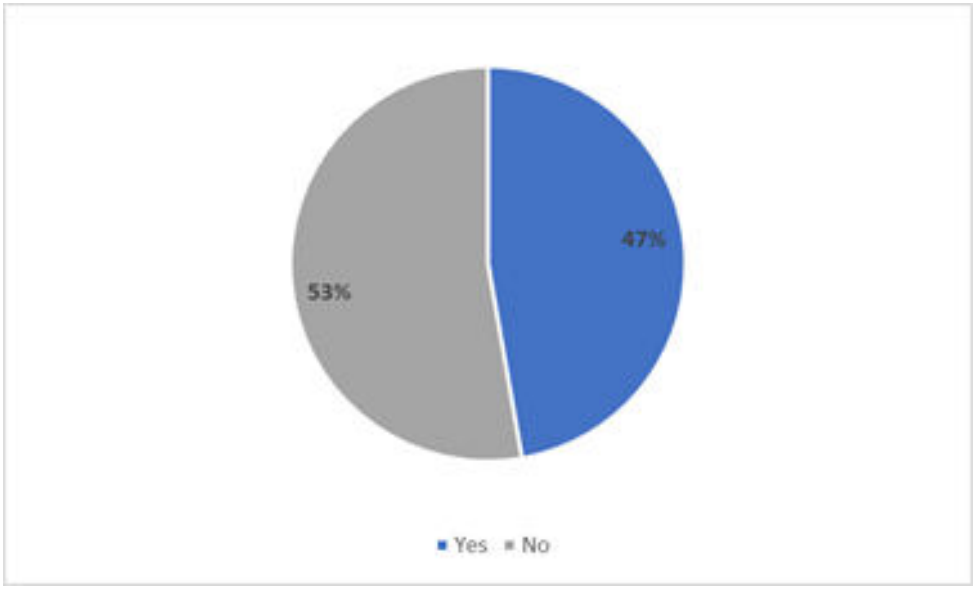


Figure 20. Rope jumping measures compliance

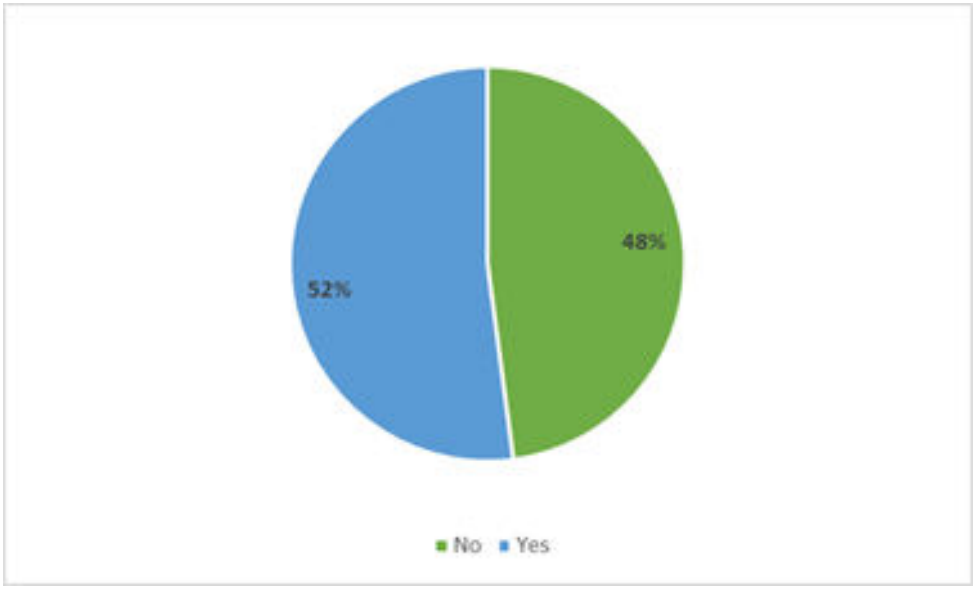


Figure 21. 800m run measures compliance

Figure 22 shows that 68% of athletes meet the standards, while dancers meet the standards slightly less (64.1%). The students are the least likely to meet the standards, with only 40.1% meeting them.

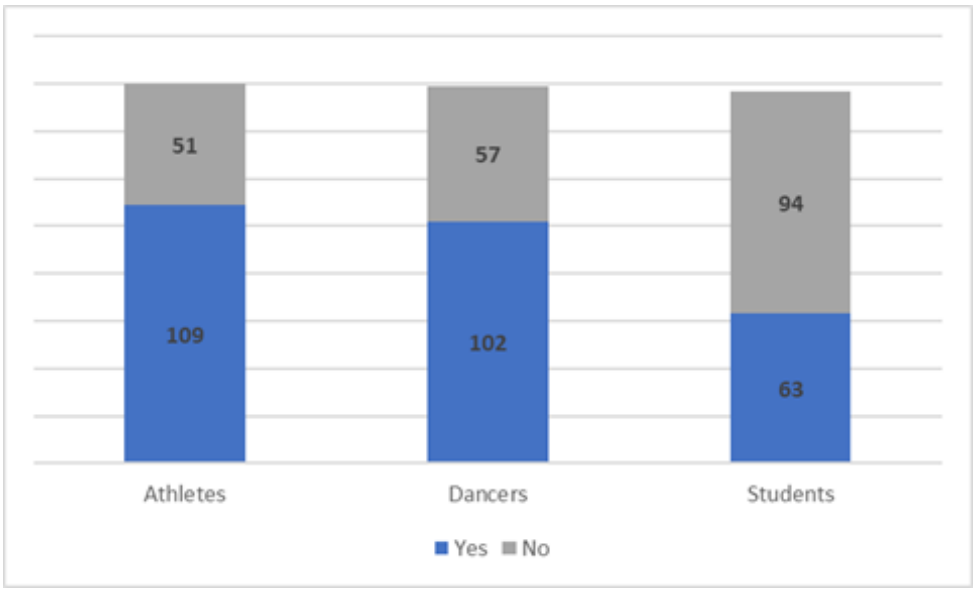


Figure 22. Measures compliance by modality


DAYS

VARIABLE ASSOCIATION ANALYSIS

The correlation matrix (Table 3) shows the following correlations:
20m vs. Long (-0.826):

- There is a strong negative correlation. This indicates that as the 20m times increase (worse performance), the long jump results decrease (shorter distance achieved).

20m vs. Shuttle (0.723):

- There is a strong positive correlation, suggesting that higher 20m times (worse performance) are associated with worse Shuttle run results.

20m vs. Rope (-0.502):

- There is a moderate negative correlation. Better 20m times (lower) are associated with better performance in the Rope test.

20m vs. 800m (0.653):

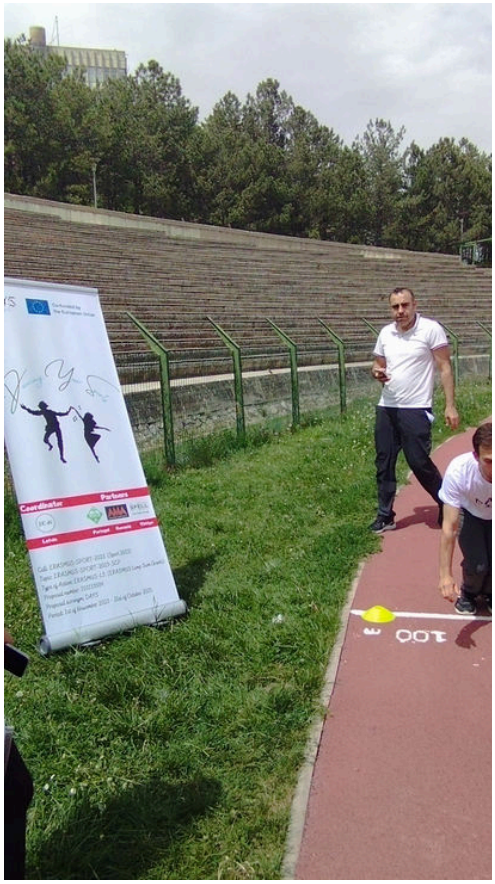
- A moderate positive correlation is observed. This suggests that higher 20m times are associated with worse 800m times.

Long jump vs. Shuttle run (-0.802):

- A strong negative correlation, indicating that better results in the Long Jump (longer distance) are associated with better results in the Shuttle (lower times).

Long jump vs. Rope jumping (0.618):

- There is a moderate positive correlation. Better distances in the long jump are associated with better performance in the Rope test.



Long jump vs. 800m (-0.683):

- A moderate negative correlation. Better long jump results are associated with better (lower) 800m times.

Shuttle run vs. Rope jumping (-0.716):

- A strong negative correlation. Better Shuttle times are associated with better results in the Rope test.

Shuttle run vs. 800m (0.825):

- There is a strong positive correlation. This suggests that a good performance in the Shuttle is associated with better times in the 800m race.

Rope jumping vs. 800m (-0.754):

- A strong negative correlation, indicating that a good performance in the Rope test is related to better times in the 800m.

Table 3. Correlation Matrix

	20m	Long	Shuttle	Rope	800m
20m	1.000	-0.826	0.723	-0.502	0.653
Long	-0.826	1.000	-0.802	0.618	-0.683
Shuttle	0.723	-0.802	1.000	-0.716	0.825
Rope	-0.502	0.618	-0.716	1.000	-0.754
800m	0.653	-0.683	0.825	-0.754	1.000

ANOVA assesses whether the means of the physical tests differ significantly between modalities (Athletes, Dancers and Students). We analysed the p-value to determine whether the differences are statistically significant (using a common significance level of 0.05). The results are as follows:

- 20m ($F = 18.45$, $p = 0.000044$): the p-value is less than 0.05, indicating that there are significant differences in 20m times between modalities. This suggests that the modalities significantly impact performance in this test.

- Long (F = 12.84, p = 0.000543): the p-value is less than 0.05, indicating significant differences in long jump distances between modalities. Some modalities perform significantly better than others in this test.

- Shuttle (F = 4.01, p = 0.0481): the p-value is less than 0.05, indicating significant differences in Shuttle times between modalities. Although the difference is less pronounced than in the other tests, it is still relevant.

- Rope (F = 0.31, p = 0.5768): the p-value is greater than 0.05, indicating that there is no significant difference in the results of the Rope test between modalities.

- 800m (F = 0.98, p = 0.3257): the p-value is greater than 0.05, suggesting that there are no significant differences in 800m race times between modalities.

The t-test assesses whether the means of the physical tests differ significantly between men and women. We analysed the p-value to determine whether the differences are statistically significant (significance level of 0.05). The results for this test were:

- 20m (t = -4.35, p = 0.000036): the p-value is less than 0.05, indicating that there are significant differences between genders in the 20m times. Males and females show significantly different performance in this test.

- Long (t = 3.68, p = 0.000397): the p-value is less than 0.05, indicating significant differences in long jump distances between genders. This suggests that males and females perform differently in this test.

- Shuttle (t = -2.06, p = 0.0421): the p-value is less than 0.05, indicating significant differences between genders in Shuttle times. The magnitude of the difference is smaller than in the other tests, but still relevant.

- Rope (t = -0.56, p = 0.5744): the p-value is greater than 0.05, indicating that there is no significant difference between genders in the Rope test.

- 800m (t = -1.02, p = 0.3122): the p-value is greater than 0.05, suggesting that there are no significant differences between genders in the 800m race times.

Concluding remarks

1. The results by country show that, irrespective of gender or age, Türkiye had the most physically fit participants, followed by Latvia. However, it should be noted that the only inclusion criterion was age and belonging to one of the three groups (athletes, dancers or students) is not indicative of a national level beyond this sample.

2. In the analysis by modality, the results support the hypothesis of the similarity of dance in terms of improving and maintaining physical fitness as the participating dancers performed better in two tasks and were close to the athletes in the remaining three.

3. The above point is reinforced by the fact that the percentage of dancers meeting the standards is very slightly lower than that of athletes and clearly much higher than that of students.

4. Correlation shows that tests appear to be related to each other, suggesting that there is a common set of underlying physical abilities that influence the results (e.g. strength, speed, endurance). The strongest correlations are between the cardiovascular performance tests (Shuttle and 800m), while the relationships between strength (Long, Rope) and endurance are moderately significant.

5. The ANOVA test results means that the 20m, Long, and Shuttle tests show significant differences between modalities, indicating that these physical capacities are related to the type of modality (Athletes, Dancers or Students). The Rope and 800m tests show no significant differences between modalities, suggesting that these abilities may not be as influenced by modality type.

6. Finally, the 20m, Long, and Shuttle events show significant differences between genders. The Rope and 800m tests show no significant differences, indicating that the genders perform similarly in these tests.

SURVEY OF YOUTH - THE DAYS TARGET GROUP PARTICIPANTS

INTRODUCTION

As demonstrated in the previous literature review (see corresponding section), there is scientific evidence about the characteristics of dance as a sport, both at physiological or intensity levels, but also with an incalculable value in mental and social health processes, especially among young women, who choose this activity to a greater extent than men.

Its expressive nature can help young people to communicate better, to express and channel their emotions, and it has been shown to be an effective sporting activity in working with vulnerable populations.

However, most of the studies cater to a population of dancers. In this sense, and in line with the aims of the project, it is interesting to compare the comparative perception between dancers, other athletes and students who consider themselves neither athletes nor dancers, so that a deeper understanding of the similarities and differences between dance and other activities performed by young people, their specific benefits and barriers, and how they contribute to the health and well-being of European young people can be achieved.

OBJECTIVES

Given all the above, this study aimed to find out the parameters of health, well-being and sport participation in a population of young European dancers. The following objectives have been established to achieve this aim:

- To assess the benefits and barriers of dance in comparison to other forms of sport participation.
- To assess the contribution to well-being perception that dance can make to young people.
- To analyze specific components of dance in promoting the health of young people in comparison to other forms of sport participation.

METHODS

Participants

The sample consisted of 96 young Europeans aged between 14 and 24 (32 dancers, 32 athletes and 32 students not engaged in formal sport), living in the countries participating in the DAYS project. The distribution by age range is almost equal balanced (Figure 23); by gender, 54% are male and 46% female.

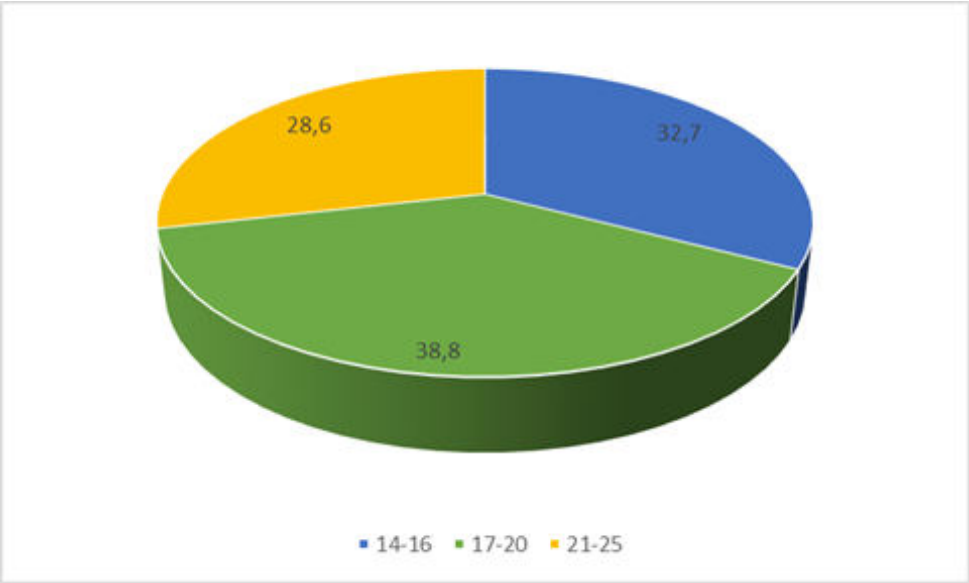


Figure 23. Participants distribution by age range

The participants self-perceived their health status and physical fitness as very good (Figure 24). There are around 10% that feel bad.

Figure 24. Perceived health and physical fitness status

Regarding to physical activity intensity, most of them (53,1%) engage in moderate intensity, with a third of the total doing vigorous (Figure 25).

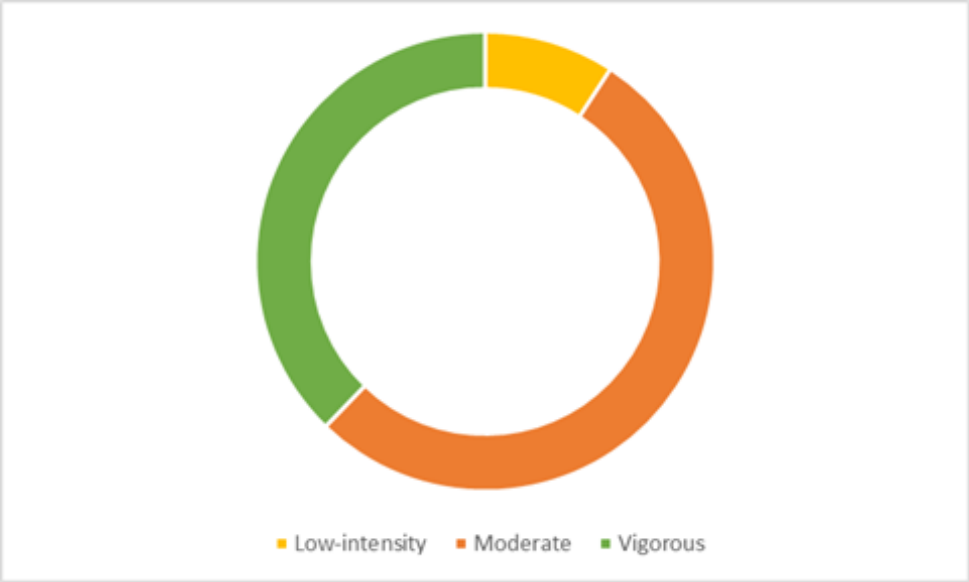


Figure 25. Physical activity intensity

By size of the municipality where they live, the majority live in a city (52.1%), 25% in a town and slightly less in a village (22.9%). 85.5% are studying, 12.5% working and 2% in other situations. Only 6 live by their own (6.2%), while 71.8% live with their family, 17.7% in a hall residence (students or athletes' residence) and 4% share house with other than family.

Regarding their economic situation, 18 did not answer (18.7%). From those who answered, 50% are fluent and never have difficulties making ends meet, 23.9% have difficulties sometimes and, finally there are 7.3% that often have economic difficulties.

INSTRUMENTS

An online questionnaire was designed to collect the required information. The form of administration was online but supervised. During the Control Normative sessions, managers proceeded to explain, send the link or show a QR code to access the questionnaire and they were at the disposal of the young participants to answer any possible doubts they might have.

The questionnaire consisted of:

1. Acceptance of participation in the study as well as the data protection policy.
2. Socio-demographic data.
3. Data on physical activity and health, including self-perceived health status, level of physical fitness, and sport participation.
4. The KIDSCREEN-10 Well-being Index, Child and Adolescent Version (The KIDSCREEN Group, 2004). To measure the subjective state of well-being, the KIDSCREEN-10 Index, in its version for children and adolescents, was used. This is a 10-item instrument answered on a Likert scale, reflecting the frequency with which they felt a certain way in the week before the questionnaire was administered.
5. The Benefits and Barriers Scale of Exercise (©Sechrist et al.1985). This is a 43-item instrument that seeks to explore the benefits and barriers associated with physical exercise. Participants are invited to indicate their level of agreement or disagreement with each statement on a 4-point Likert scale.
6. Body Image Questionnaire © MBSRQ (Ribas et al., 2008), which consists of 39 items that are answered on a Likert-type scale according to the degree of agreement/disagreement with each of the statements. It consists of four factors: Subjective Importance of Body Appearance (SCI), Fitness-Oriented Behaviours (FOB), Self-Assessed Physical Attractiveness (SPA) and Physical Appearance Care (PAC).

PROCEDURES

Once the study obtained a favourable opinion from the Research Ethics Committee of the Government of Aragon (Spain), with reference C.I. PI23/641, in Act No 02/2024 approved on 24 January 2024, each coordinator of the DAYS project established a timetable for the application of the questionnaires.

The questionnaire was translated by the project partners into each of the languages of the participating countries (Latvian, Turkish, Portuguese and Romanian).

Participants were required to have completed at least 2/3 of the Control Normative test before answering the questionnaire. The questionnaire, although online and self-administered, was administered in one of the face-to-face sessions where project activities (mainly Control Normative tests) took place; respondents were supervised in the application of the questionnaire.

DATA ANALYSIS

The data obtained were analyzed using descriptive and inferential statistics. All statistical tests were applied with a confidence level of 95% and the statistical software IBM SPSS version 29.0 was used for all analyses.

In the case of the open-ended question about pre-project expectations, content analysis was carried out by the project researchers.

RESULTS

When asked about their expectations of the project, 46.9% said the project was better than expected, 31.6% as expected. Only 1% considered that the project was worse than they expected and finally, 20.4% said that they had no expectations prior to the project.

The values obtained (mean of the total sample) for the scales of the different instruments were as follows (this would allow comparison between the global mean and the different analysis categories):

- KD SCORE: mean = 37,73±6,23.
- Benefits scale: mean = 95,27±13,05.
- Barriers scale: mean = 36,39±8,17.
- Subjective Importance of Body Appearance - CSI: mean = 3,51±0,38.
- Fitness-Oriented Behaviours - FOB: mean = 3,57±0,66.
- Self-Assessed Physical Attractiveness - SPA: mean = 3,69±0,81.
- Physical Appearance Care-PAC: mean = 3,94±0,63.

When we analyse the different scales according to age range, we find that those between 17 and 20 are those who perceive the highest well-being. Older youngsters (21-24 years old) perceive more benefits, but also more barriers. They also score highest on all body image scales (Figure 26).

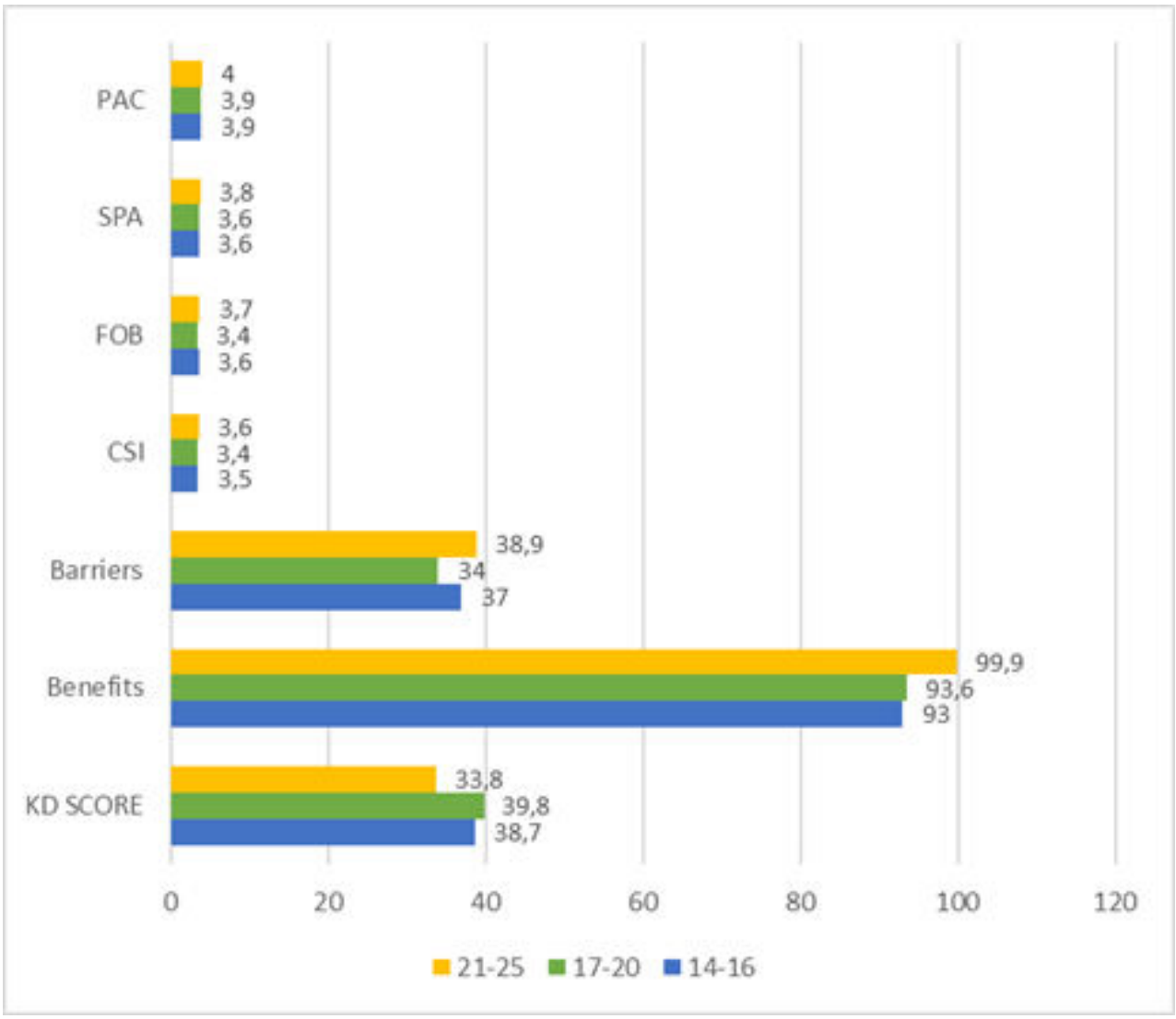


Figure 26. Scale results by age range

By gender, men perceive greater overall well-being and benefits from physical activity while women perceive greater barriers. In terms of the different body image perception scales, there not seem to be differences between male and female participants (Figure 27).

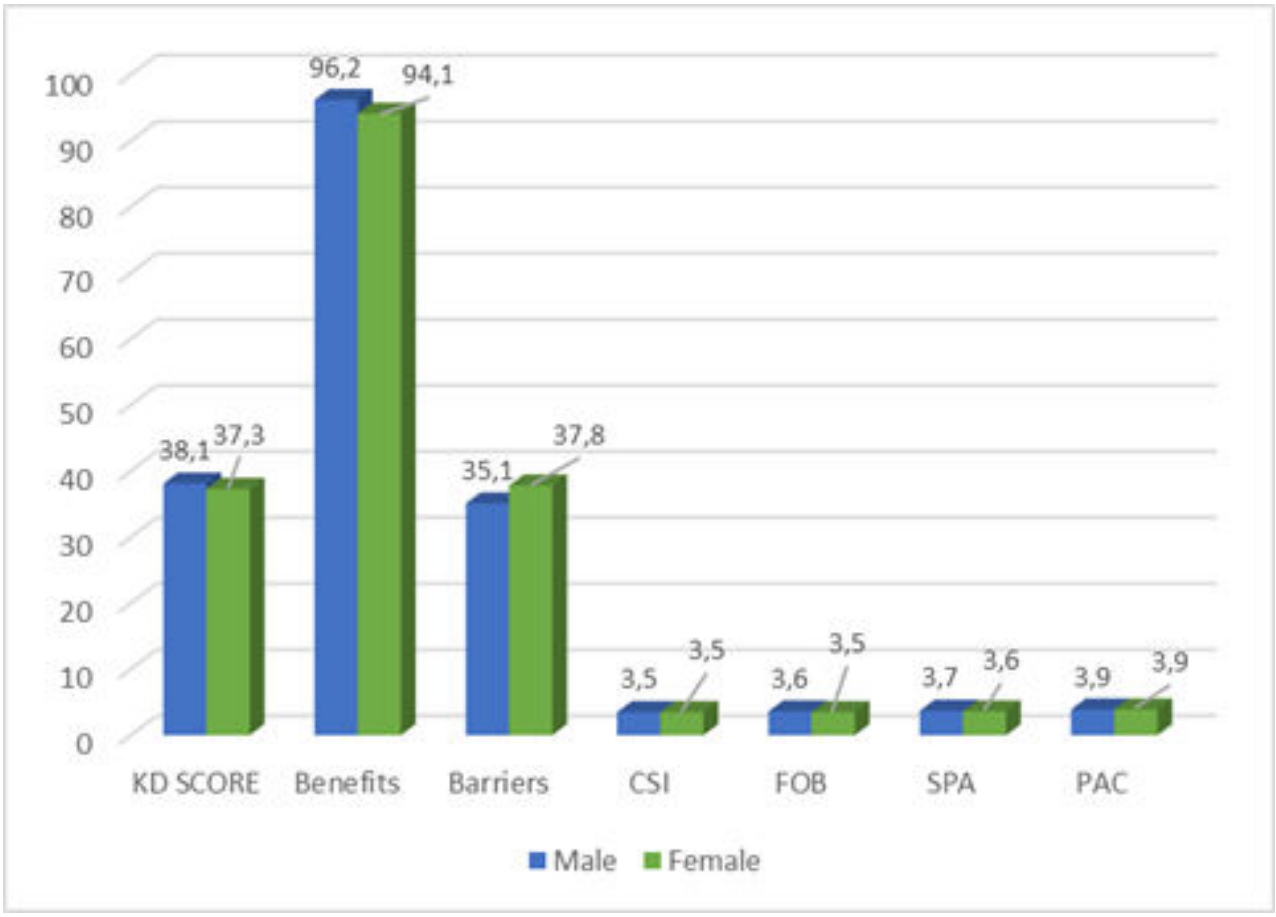


Figure 27. Scale results by gender

Dancers score higher on well-being than athletes and students, perceive greater benefits but also greater barriers to sport, and in general, have the same perception of body image as athletes. However, those young people who identified themselves as students (not involved in formal sport) scored lowest on the KD Score, benefits and body image (Figure 28).

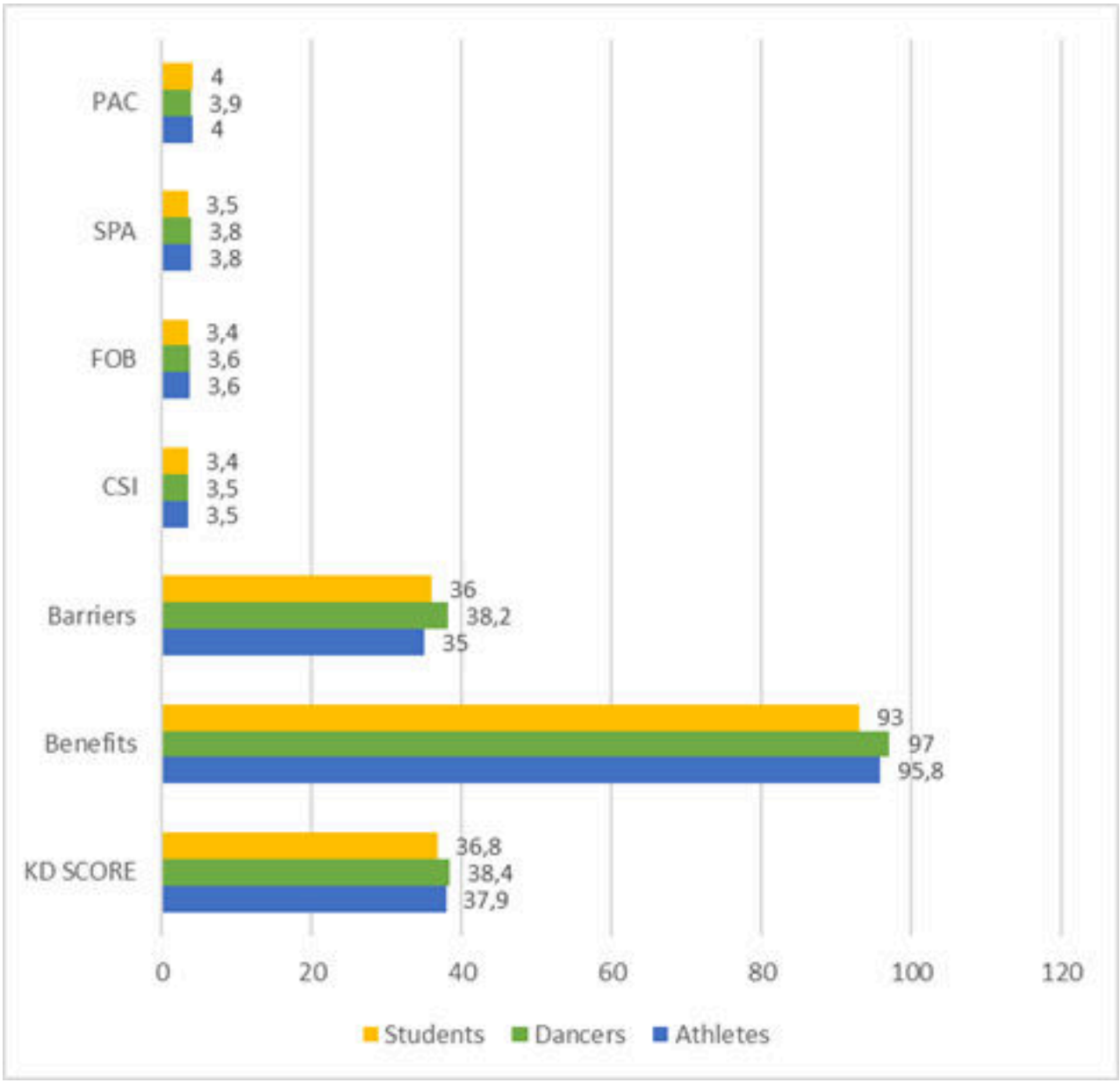


Figure 28. Scale results by modality

Once we have gone into detail on the comparison between athletes, dancers and students, the mean scores for the items of the KD SCORE scale are presented in Table 4.

Table 4. KD SCORE (perceived well-being in the previous week) score by scale items

Think about the last week...		Mean (total)	Athletes	Dancers	Students
KD 1	Have you felt fit and well?	4.1	4.3	4.2	3.7
KD 2	Have you felt full of energy?	3.4	3.4	3.5	3.3
KD 3	Have you felt sad?	3.9	3.8	4.0	4.0
KD 4	Have you felt lonely?	4.2	4.0	3.3	4.2
KD 5	Have you had enough time for yourself?	3.2	3.2	3.4	3.0
KD 6	Have you been able to do the things you want to do in your free time?	3.2	3.2	3.2	3.2
KD 7	Has your family treated you fairly?	4.1	4.1	4.1	4.2
KD 8	Have you had fun with friends?	3.9	4.0	4.2	3.6
KD 9	Have you got on well at school (or job)?	3.6	3.6	3.7	3.6
KD 10	Have you been able to pay attention?	3.6	3.7	3.7	3.5

NOTE: In blue high values; in grey low values (compared with the Mean).

Athletes emphasized having felt fit; dancers had fun with friends and had free time for themselves, while they also felt lonely to a greater extent. Students are the ones who highlight negatively on feeling fit, having time for themselves or enjoyment with friends.

Regarding the scale of perceived benefits and barriers of physical activity and sport, Table 5 also shows the means per item for athletes, dancers and students.

Table 5. Benefits and barriers scales (perceived related to physical activity) score by scale items

		Mean (total)	Athletes	Dancers	Students
1	I enjoy exercise	3.5	3.6	3.4	3.5
2	Exercise decreases feelings of stress and tension for me	3.5	3.6	3.5	3.5
3	Exercise improves my mental health.	3.6	3.5	3.6	3.6
4	Exercising takes too much of my time.	2.2	2.1	2.3	2.1
5	I will prevent heart attacks by exercising.	3.3	3.3	3.1	3.3
6	Exercise tires me.	1.8	1.8	1.8	1.8
7	Exercise increases my muscle strength.	3.5	3.5	3.6	3.5
8	Exercise gives me a sense of personal accomplishment.	3.1	3.3	3.1	2.9
9	Places for me to exercise are too far away.	2.4	2.2	2.3	2.6
10	Exercising makes me feel relaxed.	3.4	3.4	3.5	3.3
11	Exercising lets me have contact with friends and people I enjoy.	3.1	3.2	3.1	2.9
12	I am too embarrassed to exercise.	2.6	2.5	3.0	2.5
13	Exercising will keep me from having high blood pressure.	3.2	3.3	3.2	3.1
14	It costs too much to exercise.	2.6	2.5	2.6	2.6
15	Exercising increases my level of physical fitness.	3.6	3.6	3.6	3.5
16	Exercise facilities do not have convenient schedules for me.	2.8	2.6	3.0	2.8
17	My muscle tone is improved with exercise.	3.5	3.5	3.6	3.4
18	Exercising improves functioning of my cardiovascular system	3.5	3.4	3.6	3.6
19	I am fatigued by exercise.	2.6	2.4	2.9	2.5
20	I have improved feelings of well-being from exercise.	3.4	3.4	3.3	3.4
21	My spouse (or significant other) does not encourage exercising.	2.6	2.4	2.8	2.6
22	Exercise increases my stamina.	2.8	2.9	2.6	2.8
23	Exercise improves my flexibility	2.7	2.7	3.0	2.6
24	Exercise takes too much time from family relationships	2.5	2.3	2.7	2.6

25	My disposition is improved with exercise	3.4	3.4	3.3	3.5
26	Exercising helps me sleep better at night.	3.4	3.4	3.3	3.5
27	I will live longer if I exercise.	3.4	3.3	3.4	3.6
28	I think people in exercise clothes look funny.	3.0	2.5	3.5	3.0
29	Exercise helps me decrease fatigue.	2.7	2.8	2.9	2.4
30	Exercising is a good way for me to meet new people.	3.0	3.0	3.4	2.7
31	My physical endurance is improved by exercising.	3.3	3.4	3.3	3.2
32	Exercising improves my self-concept.	3.1	3.1	3.2	3.1
33	My family members do not encourage me to exercise.	2.6	2.4	3.0	2.6
34	Exercising increases my mental alertness	3.4	3.4	3.4	3.3
35	Exercise allows me to carry out normal activities without becoming tired.	3.1	3.1	3.1	3.1
36	Exercise improves the quality of my work.	3.2	3.2	3.2	3.3
37	Exercise takes too much time from my family responsibilities.	2.7	2.5	3.0	2.7
38	Exercise is good entertainment for me.	3.4	3.4	3.4	3.2
39	Exercising increases my acceptance by others.	3.2	3.1	3.3	3.1
40	Exercise is hard work for me	2.3	2.3	2.8	2.0
41	Exercise improves overall body functioning for me.	3.5	3.4	3.5	3.4
42	There are too few places for me to exercise.	2.6	2.3	2.8	2.9
43	Exercise improves the way my body looks.	3.2	3.1	3.1	3.4

Athletes only score above average in terms of the personal fulfillment of exercise. Students score higher than average on the difficulties (distance or lack of space for exercise), but also on the fact that exercise improves their physical appearance. Dancers, on the other hand, score higher than average on numerous items, highlighting aspects such as the hardness of the exercise, the difficulty to fit in suitable timetables or spaces, but also on the perception of lack of support from their family or close circle and on aspects related to the evaluation that others make of them in the sport activity (looking funny in sports clothes, feeling embarrassed or the search for social relations in the activity).

However, it has been noted that these differences between athletes, dancers and students are not statistically significant.

Finally, a statistical analysis of linear regressions was carried out to create an interpretative model that will allow us to develop more effective programmes in terms of physical activity among young people. From these analyses we concluded that age, subjective importance of physical appearance and fitness-oriented behaviors best predict the perception of benefits from physical exercise.

In terms of predicting the perception of barriers to physical exercise, the elements to be taken into account are gender, intensity of physical activity, fitness-oriented behaviors, as well as physical appearance care.

Qualitatively, participants had a wide range of expectations about the project, that are clustered in the following categories (frequency of responses in brackets):

- I don't know / I have no expectations (18).
- Physical fitness improvement (15).
- Socialisation and fun (14).
- Personal development (9).
- Good things (8).
- Learning and/or knowledge (8).
- Challenge (8).
- To do physical activity/sport (6).
- Testing abilities (5).
- Fear (5).
- Getting information (2).

CONCLUDING REMARKS

1.- The youth survey was aimed to research about the potential benefits and well-being through dance among young people (dancers' group), in comparison to other sports (athletes' group), and to those who are not involved in formal sport (students' group). Although no significant differences were found between the three groups, the dancers in the sample perceived greater well-being and benefits from physical activity. However, in their self-assessment of their health status and physical condition, they rate themselves lower than athletes, similar to students. This could be relevant for girls as some studies noted that female dancers may experience greater emotional improvement (Lakes et al., 2016).

2.- Based on these results, dance has many common elements with other sports and could be considered effective as a physical-sporting activity. However, the European Commission in its Eurobarometer on physical activity and sport considers dance in the category 'other physical activities not related to sport' (European Commission, 2022), something that could be suggested to be corrected.

3.- In the same way dancers scored higher at perceiving the physical activity benefits, they also do with its barriers, highlighting the hardness of the modality, the lack of social support, the scarcity of facilities and other facilities for the practice of their sport, the high demand that entails difficulties in balancing sport, family and other responsibilities. Here again, they do not differ much from the athletes, with the most frequent barriers among young athletes being lack of time and lack of people to do it with, lack of facilities and lack of accessibility of facilities (Casper et al. 2011; European Commission, 2022).

4.- Regarding well-being, young dancers perceived unwanted loneliness to a lesser extent and had more fun with friends than the other two groups. Dance confers identity based on belonging and lifestyle and promotes healthy personal development (Schaillèe et al., 2017).


DAIS

5.- Dancers seem to be more influenced than other groups by external evaluation, giving higher relevance to improving physical appearance as motive for sport participation than athletes (European Commission, 2022). However, they perceive themselves as higher physically attractive than athletes and students and exhibit more fitness-oriented behaviours, which is relevant given that a positive body image increases sport participation (Sabiston et al., 2019). Thus, dance, through improved body image perception (Monteiro, 2018) could improve sport participation in general. This is of particular importance in the case of young women, since while there is still a gap in sport participation between men and women (European Commission, 2022; Michael y Müller, 2021, dance appeals especially to young women, with 86% of those who dance in Europe (Emmonds et al., 2024) when sedentary lifestyles and the premature abandonment of physical activity and sport by adolescent women has become a public health problem with present and future consequences.

6.- If we want to maximize the perception of benefits, according to the results obtained, we will have to work with the subjective perception of physical appearance and with behaviors aimed at improving physical fitness. On the contrary, to minimize the perception of barriers we should take into account gender, intensity of physical activity, behaviors aimed at improving physical fitness and care of physical appearance in our trained young people.

INTERVIEWS OF THE CHOREOGRAPHER AND DANCERS

INTRODUCTION

One of the most innovative actions of the DAYS project was the co-creation of a dance between duos of dancers from the participating countries, coordinated by an experienced choreographer.

Co-creation can be defined as the “interaction that integrates different partners’ knowledge and capabilities” (Nahi, 2016, p. 2) and requires skills such as voicing, listening, respecting, and suspending (Springborg,2017).

Dance in a group brings a constant co-creation, and questions and relativises leader-follower relations, demanding collective denial, tolerance, change and creation (Biehl-Missal & Springborg, 2015).

Banio (2015) described in his work the relevance that dance can have in socialisation processes at both individual and group level. Socialisation involves learning common norms and values that enable civic coexistence. In this case, dance in the DAYS project was seen as a way of highlighting not only dance but also European values and cultural bridge-building.

OBJECTIVES

This study aimed to understand the strengths and areas for improvement in the creation of an international dance created by duos of dancers from 4 European countries. It has the following objectives:

- To analyze the opinions of a group of dancers about the main benefits of dance on a physical, mental and social level.
- To value the contribution that dance can make to the quality of life and well-being of young people.
- To analyze the value and barriers in the co-creation of a dance that represents common European values in the frame of the DAYS project.

METHODS

Participants

Dancers and the choreographer participating in the DAYS project activities were the participants. This study involved 8 dancers and 1 choreographer from 4 countries, aged between 19 and 42 (M=29.7±11,5); from them, 4 dancers were male, 4 dancers were female and a female choreographer (44.5%-55.5%).

Six of them, including the choreographer, are involved in dancing as their main occupation (66.7%), while one of them works in another industry and two of them are students.

Two of them have often economic difficulties (22.2%), five sometimes (55.6%) and two never (22,2%).

Instruments

An online structured interview was designed, being the following questions:

- In your opinion, dancing affects physical condition? Please explain your answer.
- In your opinion, dancing can help to mental health in adolescents and young adults? Please, explain your answer.
- Has dance helped you in your personal life? If so, how?
- Do you think dancing could help to adolescents and young adults to improve their quality of life and well-being? Please, explain your answer.
- If you would have to choose the main benefit of dancing for adolescents and young adults, only one, it would be...
- Please, explain the main things you would highlight about the creation of a "European dance" in the frame of the DAYS project.
- Please, explain the main barriers you faced in the DAYS project dance.
- Please, explain how physically demanding the common dance was.
- Please, explain how mentally challenging the common dance was.
- Please, explain how emotionally demanding the common dance was.
- Please, explain how the relationship with the other dancers and choreographer was.
- Do you think the DAYS dance promotes some European values? If so, which ones and why (maximum 3).
- In only one word, how would you describe the DAYS dance experience?

Procedures

This study obtained a favorable opinion from the Research Ethics Committee of the Government of Aragon (Spain), with reference C.I. PI23/641, in Act No 02/2024 approved on 24 January 2024.

In the last days of the dance mobility in Antalya (the purpose of which was to record the video of the project's Dance), the dancers were invited to answer the interview in their Mother tongue and in English.

Data analysis

Thematic content analysis was conducted by two researchers. First, the dimensions of analysis were identified, and within these, the categories and subcategories. Finally, the content of the transcripts was classified according to the structure created.

RESULTS

Six categories and, within them, themes and sub-themes were identified based on the thematic analysis. Below are the results for each of the dimensions as well as some quotes that exemplify what the interviewees said.

1) Effects of dancing in fitness:

- *Added value*. Physical form is the added value of dancing, even if it is not the main goal (D4).
- *Complete*. Yes, it requires you to use your whole body (D3).
- *Discipline*. ... and discipline (D5).
- *Effort*. Through dancing we do more sport/ physical effort we realize (D1).
- *Fitness*. It helps us keep fit in many ways, such as posture and flexibility, strengthening of the muscular system, among many others (D7).
- *Oxygenation*. You oxygenate your body and mind when you practice this type of movement (D2).
- *Repetition*. Muscle memory is based on repetition (D1).

- Training. Choreography requires precision which comes from physical training (D3).
- *Sport & Art*. Yes, dance is an art that can be considered a sport (D8).

2) Dancing and Youth Mental Health:

- *Balance*

  Understand and develop mentally and physically balanced (D2).

  Yes, body, soul and mind are merging (D7).

  In this way, dance can improve anyone's mental health and contribute to better physical and psychological performance (D9).

  Keeps you alive physically and spiritually (D6).
- *Connections*

  Connect with different people (D2).

  ... but also of transmitting feelings and emotions to others (D9).
- *Expression*

  Dance is a universal language (D1).

  Although we look different, dance comes from ancient times and... the body language will be the same (D2).

  Dance is a form of expression, not only for the body but also for the mind. It is a way of expressing ourselves through body movement in tune with the music (D9).
- *Evasion*

  It helped me and my fellow dancers to forget everything else, to go into my own world and connect with the music and my body (D3).

  As a child, I used to turn negative energy into positive energy by dancing (I danced away all my problems) (D4).
- *Freedom*

  Dance is freedom and that's exactly what young people need (D5).

  You can dance anywhere feeling free... (D3).

  Freedom of expression (D9).
- *Mental health technics*

  ... occupying ourselves and at the same time getting into a routine doing what we love most (D8)
- *Relaxation*

  Through dance you can relax (D2).

3) Dancing and Personal Development:

- *Life purpose*
  It gave me a purpose in life (D1).
- *Socialisation*
  You can meet people and cultures (D2),
  ...and making contact with others and ourselves (D9),
  Social development (D2).
- *Self-awareness*
  Dance is a great tool to get to know yourself, your body (D5),
  I discovered myself (D7).
- *Limits*
  To know what my physical and emotional limits are (D2).
- *Inspiration*

Through dance I met people with strong values that inspirated me and made me want to be better every day (D2),

It gives me a fresh mind, after dancing I can make decisions that were difficult to understand before (D3).

- *Self-building*

  It has helped me to push myself and be who I am today (D2).
- *Lifestyle*

  It is a way of life that requires constant presence for one's physical health and well-being (D4).
- *Change of life*

  Dance has completely changed my life. I am healthy, happy and balanced, and it's all thanks to dance (D5).
- *Identity*

  Dance is my life and my identity (D5).
- *Job*

  Yes, it's my job now (D6).
- *Self-confidence*

  ... but also, in terms of gaining self-confidence, as it is given the opportunity, for example, to go on a stage with a huge audience, since I was 7 years old (D8),

  ...as a way of releasing insecurities (D9).
- *Therapy*

  Dance is a form of therapy for me (D9).

4) Dance, Well-being & Quality of Life:

4.1. Positive

- *Feelings*
  Dancing is usually associated with a good feeling (D1),
  Be happy with your-self (D3),
  … but also, of transmitting feelings and emotions to others (D9).
- *Relax*
  I believe that through dance you can relax (D2).
- *Moral values*
  You can learn moral values (D2).
- *Self-concept*
  It helps you to be aware of your body and to be happy with yourself (D3),
  It helps young people physically and emotionally and even helps them to realize their abilities (D8).
- *General improving*
  Without dance, my quality of life would be simply much lower (D4).
- *Healing*
  I can say that movement heals! (D5).
- *Discovering*
  When you are in a dance environment, you realize that it is a completely different world and it can take you on a completely new path (in a positive direction) (D5).
- *Belonging*
  I think that's what young people need. To feel that you are a part of something (D5),
  Young people need to feel you are a part of something (D5).
- *Decision-making*
  And if the environment is positive, it also helps them to make healthier decisions outside the gym (D5).
- *Spiritual development*
  … and the spiritual development of the human being (D9).

4.2. Negative

- *Lack of job opportunities*
  There are not enough jobs for dancers (D1).

5) The Creation of an international European Dance:

5.1. Positive

- *Appreciation of differences*

  All dancers are different, have different cultures behind (D1),

  I would highlight the differences in culture, religion, ethnicity and colour (D2),

  Through a dance, to get to know and highlight the common and the different (D4).

- *Human connection*

  Dance is the tool through which we can have real human connections (D1),

  Dance is a universal and unifying miracle (D6),

  ...and human relations through music, rhythm and the body (D9).

- *Interculturality*

  Learning about different cultures, respect and tolerance (D4),

  Promoting interculturality (D9).

- *Knowledge*

  Self-knowledge and knowledge of others in the intrinsic development of individuals (D9).

5.2. Barriers

- *Facilities and equipment.*
- *Lack of social programme.*
- *Organizational aspects.*
- *Discomfort.*
- *Communication and language issues.*
- *Different levels of involvement.*
- *Self-confidence.*

5.3. Physical Demanding

- *Intensity*

  In general, anyone who walks can dance, you can also dance mentally (D6),

  ...everything else goes with the flow (D7),

  I didn't feel dance physically demanding (D9).
- *Experience role*

  Average, but this project required a lot of dance experience to execute ... (D3).
- *Novelty*

It was a novelty for us, because they faced with a world that was totally different from their usual one, in terms of demands, but we managed to live up to expectations (D8).

- *Learning*

  Above all, we had fun and learnt a lot from the experience (D8).
- *Challenge*

...but I felt that this experience made us explore much of ourselves, getting to know areas of dance that we had never explored before (D9).

5.4. Mental Demanding

- *Not demanding at all*
- *Collaboration*

  ...and sharing the dance, thus participating in the choreographic process (D3).
- *Creative process*

  For the first I had to create a dance in my head and work for the first few months only remotely (D4).
- *Self-confidence*

  ...trusting my imagination and the dancers (D4).
- *Requirements*

  Dance requires mental strength as well as physical strength (D8).
- *Connection*

  It requires a lot of work, and in this project, the concept was to connect with the other dancers, which required connecting on a mental level (D8).
- *Environment*

  Dance requires a mental demand in terms of completely surrendering ourselves to the music, the context and the rhythm we are confronted with (D9).

5.5. Emotional Demanding

- *Not at all.*
- *Working blind (in the online part)*

As a choreographer I had to work blindfolded at the beginning, not really knowing what the dancers could do (D4).

- *Fears*

And I also had fears and doubts (D4).

- *Cooperation*

So yes, emotionally, I was lucky to work with people who do something and don't waste a lot of energy in trouble (D4).

Everything is interconnected (D7).

- *Adaptation*

As this is my everyday life, I have learned to accept and adapt to different situations (D5).

- *Level*

It takes a lot of work to reach the level we expect, but the love of what we do always pays off (D8).

- *Emotions*

It's emotionally demanding in the sense that, as dancers, we put all our emotions into those few seconds of performance (D9).

5.6. Relation with Other Dancers

- *Positive*

  ...and memories that I have enjoyed and will enjoy for a lifetime (D2),

  Very good (D1; D3).

- *The others*

  They are wonderful (D1),

  The relationship with other dancers and the choreographer was wonderful (D2),

  I made many friends, connections and fond memories (D2),

  Everyone was very helpful and friendly at the end (D3),

  However, I don't feel I can say the same for all the dancers. I think that for a project like this, whose main objective was to build human relationships through dance, not all the dancers were open to it (D9).

- *Expectations*

  We will definitely keep in touch in the future (D1),

  Considering this experience as a whole, I feel that I have made friendships that I will carry with me for life (D9).

- *Respectful*

  I think it was very respectful on both sides (D4).

- *Friendly*

  Relationship with the other dancers quickly became friendly (D5).

- *Interculturality*

  It was interesting to get to know and learn a lot about other cultures and experiences (D5).

- *Involvement*

  It had its flaws. We could have socialized more, done activities together, as it would have been a way of working better together for the project (D8).

  In this way, I feel that there were opportunities for all of us to create bonds in the same way, but it wasn't always possible, probably due to a lack of desire on the part of some (D9).

5.7. European Values Promotion

- *Communication*
- *Socialization*

  Encouraging socialization regardless of nationality, ethnicity and religion (D2).
- *Coexistence*
- *Cooperation*

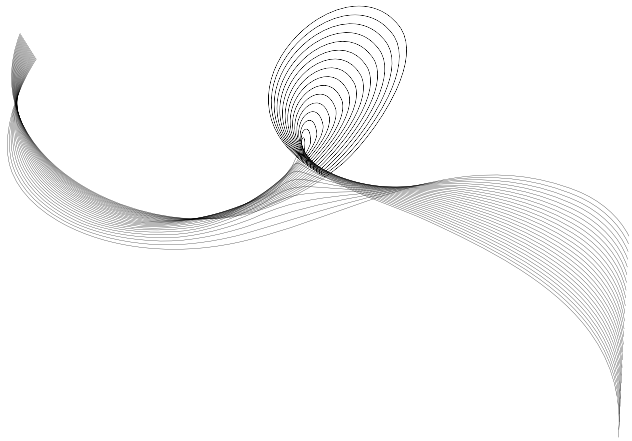
  Cooperation between different cultures (D4).
- *European consciousness*
- *Diversity*

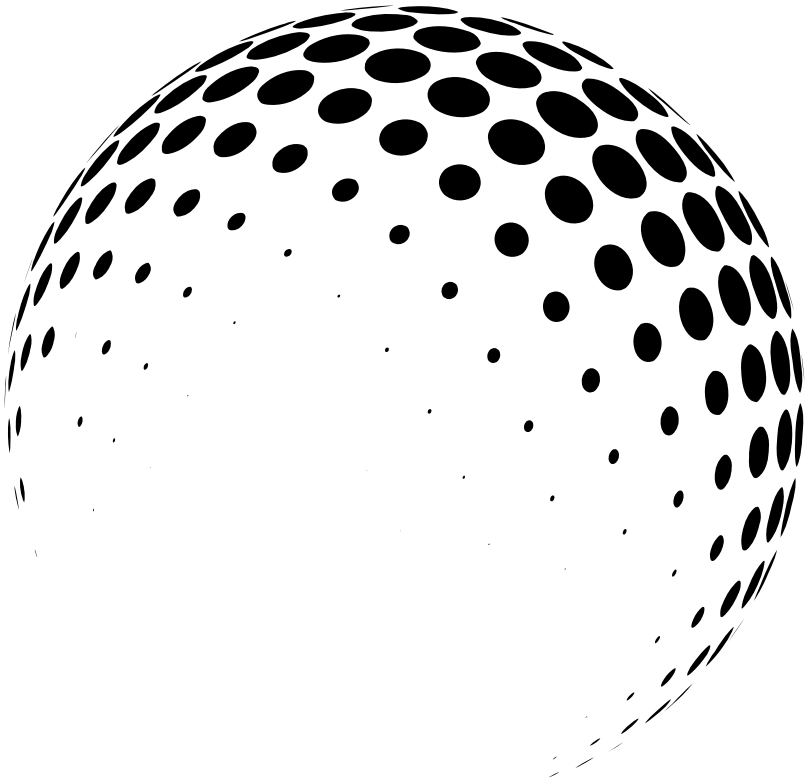
For me, the greatest value is the fusion of our diversity, culture and experiences (D5).

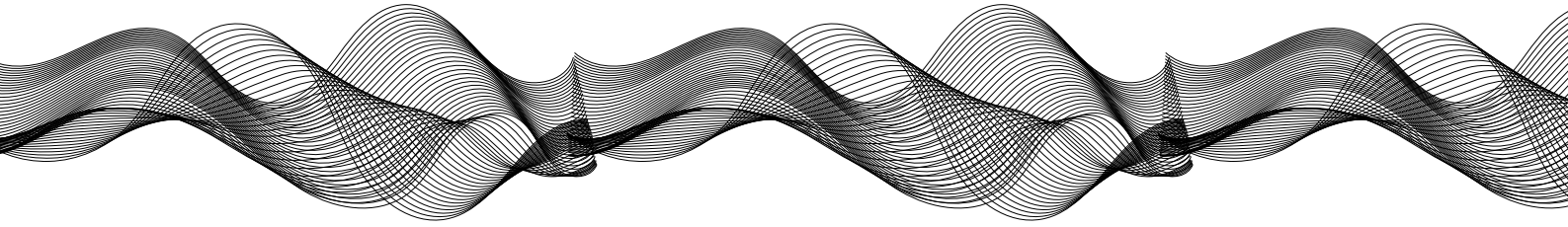
- *Cultural enrichment*

6) Summarizing the Experience in One Word

- *Interesting*
- *Unpublished*
- *Cultural*
- *Continued On*
- *Satisfaction*
- *Unity*
- *Perfect*
- *Incredible*
- *Enriching*







CONCLUDING REMARKS

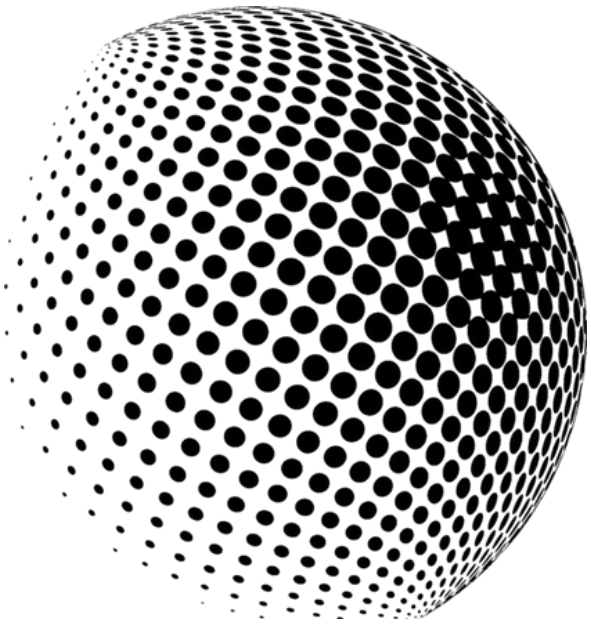
1.- The dancers and choreographer interviewed identified several benefits of dance in youth, similar than other sports. These benefits include the physical like posture, flexibility, muscle strength, or the use of the whole body, but also sport values traditionally associated with sport such as effort, training and discipline.

2.- However, they also recognize differences between dance and sport, such as the notion that dance can be considered an art form that requires the use of the whole body and allows for the expression of creativity. They also see the improvement of physical fitness as an inherent benefit rather than the main purpose of dance.

3.- They see links between dance and mental health and personal development, promoting youth well-being. Participants saw dance as a means of self-expression, a universal language that facilitates communication between individuals and a tool for emotional regulation. Dance facilitates the development of self-awareness, self-confidence and awareness of one's limitations, with the ultimate goal of achieving a fulfilling life.

4.- For young people, dance can have positive affects like emotional well-being, improved self-concept or sense of belonging. Dance as a channel for freedom is a recurring theme in the interviews, understood as a balance between the physical, mental and spiritual, leading the individual to experience a sense of vitality.

5.- In this sense, dance would have many elements in common with other sports and could be considered as an effective physical activity. In the interviews, there is a desire to assimilate dance and sport in terms of physicality, demands, benefits and barriers, but also a demand for differentiation based mainly on creativity, art and a way of life (Guarinos et al., 2015; Holst, 2017), although this could also fit in with expressive sports modalities such as rhythmic gymnastics, artistic swimming or some equestrian events.



FOCUS GROUP

INTRODUCTION

Having reviewed existing literature on the benefits of dance as a sport, surveyed young people to assess similarities and differences, and interviewed dancers and choreographers to reflect on the findings, the DAYS project goes a step further and integrates a series of focus group discussions (one per country) so that stakeholders can contribute to a deeper analysis of the findings and their potential applications.

A focus group is a group interview to discuss a topic. They can be homogeneous or heterogeneous, depending on the main objective, in the former case in order to deepen the phenomena, in the latter in order to contrast different points of view (Coe et al., 2021; Okoko, 2023). In this case, it was considered more relevant as it is an exploratory study to form heterogeneous groups of 6 participants each, following the sample recommendation for qualitative research for focus groups (4-8) in Hennik & Kaiser (2022).

OBJECTIVES

- To discuss the results of the survey and interviews with stakeholders, enriching reflexion with participants outside the consortium.

- To facilitate stakeholder input on the topic in order to achieve a wide range of perspective conclusions and recommendations.

METHODS

This study obtained a favorable opinion from the Research Ethics Committee of the Government of Aragon (Spain), with reference C.I. PI23/641, in Act No 02/2024 approved on 24 January 2024.

Participants

Each partner formed a focus group of 6 participants with the following criteria (in total there were 4 discussion groups = 24 stakeholders involved):

- *3 women and 3 men.*
- *Different ages and profiles (educational background, personal and professional trajectories, etc.).*
- *Selection criteria:*
  - *Profile 1 (CO): 2 coaches (1 woman, 1 man), preferably from different sports.*
  - *Profile 2 (DA): 2 experienced dancers, choreographers or dance teachers (1 woman, 1 man).*
  - *Profile 3 (PE): 1 person from Physical Education or sport sciences field (man/woman).*
  - *Profile 4 (SM): 1 person from sport management field (woman/man).*

The different focus group composition is displayed in Table 6.

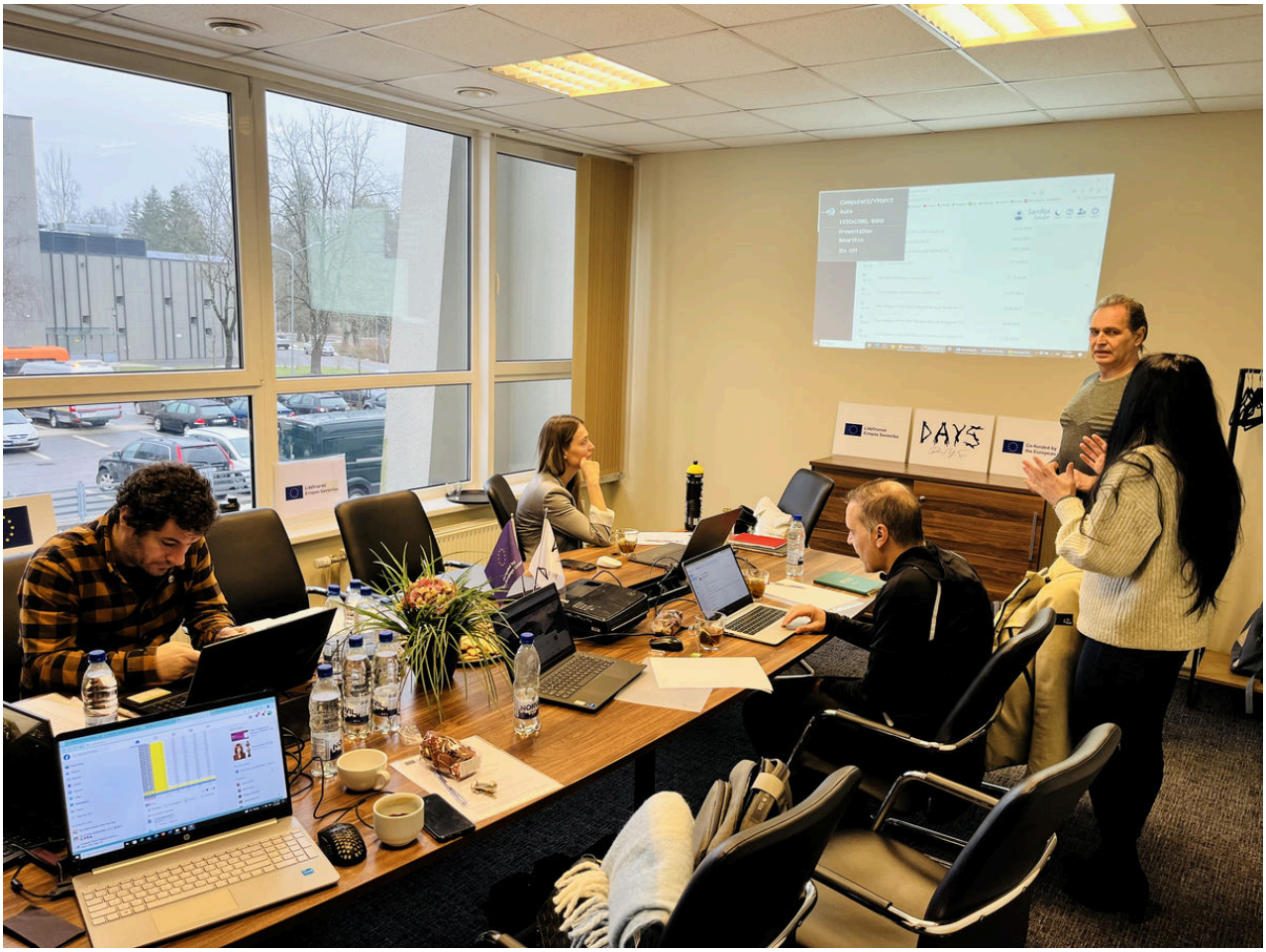
Table 6. Focus group composition

Code	Age	Gender	Selection criteria
Latvia			
LCO1	46	F	Volley ball coach in Sport School for 10 years.
LCO2	48	M	Basketball coach in Sport School for 11 years.
LDA1	18	F	Dancer for 11 years.
LDA2	18	M	Dancer for 7 years.
LPE1	54	M	Board Member of National Federation and PE teacher in a high school for more than 15 years.
LSM1	48	F	Board member of a Olympic Centre for 10 years.
Türkiye			
TCO1	37	M	Former football player and National Athlete in football. Currently sport expert in the Ministry of Youth and Sport and football coach.
TCO2	33	F	Former artistic gymnastics athlete, and now she works as gymnastics coach in her private sport school. Beside she is gymnastic referee in Turkish Gymnastic Federation.
TDA1	43	M	Professional break-dancer, head of breakdance technical committee of Turkish Dance Federation (TDF) and the representative of the Federation in a Province.
TDA2	25	F	Dancer and president of a Dance Community.
TPE1	31	M	Graduated Sport Science and assistant professor in the Sport Faculty.
TSM1	35	M	Graduated in Sport Management and Board Member in Turkish Sport for All Federation.
Portugal			
PCO1	43	M	Basketball coach
PCO2	34	F	Fitness coach
PDA1	23	F	Dancer for many years
PDA2	27	M	Dancer and choreographer
PPE1	45	F	Physical Education teacher at public school
PSM1	43	M	Local government sport manager
Romania			
RCO1	44	F	Basketball coach, head of the basketball department, member of the board of directors of the Romanian Basketball Federation.
RCO2	44	M	Greco-Roman wrestling coach, Deputy Director - School Sports.
RDA1	28	F	Professional dancer awarded with numerous awards at national and international level.
RDA2	24	M	Professional dancer awarded with numerous awards at national and international level. He is part of dance bands of famous singers.
RPE1	50	F	Teacher of physical education and sports School, oina trainer and rugby tag.
RSM1	42	M	President of a County Football Association, manager, football coach, lecturer, physical education and sports teacher.

Procedures

Step 1.- Contacting

Each partner contacted the selected individuals by e-mail or telephone to briefly explain the project and their role as focus group participants. By agreeing to participate, each participant also agreed to keep the interview, the participant's identity and any other data from the focus group confidential. The file "Information for participants and consent form" was sent after the verbal agreement to participate and the advice to bring/send it signed on the agreed day (focus group). If they agreed to participate, they were sent the short report with the main findings.



Step 2.- Coding

Each participant was given a code to ensure privacy and anonymity. Only the researchers would have the list of participants/codes/characteristics (age, gender, reason for selection). Only the code would appear in the reports and would not allow others to identify the respondent.

Step 3.- Recording the discussion

On the day of the focus group discussion, all participants should have signed the informed consent to participate and authorized staff to record the conversation. The consent form was to be kept until the end of the project. Duration of the focus group was between 60 and 80 minutes.

All facilitators (1-2 per group) followed the focus group guide developed by the researchers in order to homogenize the process in all countries so that the results could be comparable.

The recorded discussion was erased and deleted once the conversation was transcribed and securely stored in the cloud.

Data analysis

The transcribed interviews were translated into English and their content analyzed using a system of dimensions. Finally, each partner team completed a summary report based on these dimensions:

- *Dance as sport.*
- *Benefits of Dance as Sport.*
- *Dance-sport and personal development.*
- *Dance-sport as a universal language.*
- *Barriers to dance.*
- *Dance as a sport in a single word or sentence.*
- *Other topics.*

RESULTS

In continuity with the previous studies and based on their findings, a focus group script was designed based on six dimensions. Subsequently, each partner was able to add or elaborate on other issues that arose or were considered of interest. The results for each dimension are presented below, illustrated by verbatim quotes from the various focus groups.

1.- Dance as Sport

In general, the focus group participants were in favor of considering dance as a sport. Some of them agreed on the basis of the intensity of the dance classes, as there are types of dancing that are "more active and others that are less active" (LCO1):

- *Disciplined work, training and practice are necessary to reach this physical capacity. It requires physical aesthetics and flexibility as well as requiring certain muscles to be stronger (TDA2).*

- *I think dance it's a sport because like other sports it requires physical and mental preparation (PDA1).*

- *... it is a very difficult sport because it has elements of physical education, it has strength, skill, it has explosion, endurance, everything a great athlete needs. From my point of view, dancing is definitely a sport, and it is a hard sport (RCO1).*

- *Because dance contains a lot of hand-foot coordination, body control, thinking and sudden decision-making skills. In addition, when you look at it, these skills are needed in many branches of sports, individual or team sports (TCO1).*

The question of intensity of training is controversial because for some people dance, like sport, is based on good physical preparation, while for others physical preparation is never the end (as it would be in sport) but the means. On the subject of the intensity and skills required, it is questioned the fact that some dance modalities such as breakdancing are more similar to sports than others such as ballet or traditional dances:

- *...since dance involves physical skills, strength and movement, dance is a sport. Dance, which has a highly social aspect, can also be said to be a sport because it has certain rules, requires performance and involves struggle and competition (TDA1).*

Among the aspects in favor of considering dance as a sport are the fact that it is a physical activity, that it was an Olympic modality at the Paris 2024 Olympic Games, that it can be measured according to sporting criteria and, finally, that in many countries it is part of the physical education curriculum (LPE1; RPE1). The fact that it follows rules and that there is competition seems key for some of the participants (TSM1; TPE1):

- *If chess it's a sport, dance that is more physically demanding must be considered a sport too (PPE1).*

- *First of all, we work with our body, at a high physical intensity that somehow combines the pleasant with the useful, which makes you feel good, although after a rigorous training you feel tired but still feel good. Dancing means: intensity, cardio, schemes, you have to have a very good physical condition, go to the gym, run and many more actions that prepare you to achieve performance, dancing means physical health but also mental health (RDA1).*

The most similar modality would be gymnastics, "based on the fact that we (in gymnastics) frequently include dance figures in gymnastics, especially in the training of female athletes. We use music and choreography in most of the movements in our trainings" (TCO2).

It is clear that there are few divergent views on the system of competition and qualification for dance, which would distance it from many sports (LDA2); also among those who consider that it is not a sport but a form of artistic expression using the body.

The duality of dance as sport or 'serious' practice and recreational, playful dance with a social role "as a practice in society for relaxation, socialization and bonding" (RSM1) also emerges in the conversation.

2.- Benefits of Dance as Sport for Youth

The benefits of dancing lie in the holistic nature of the activity (it involves the whole body and requires a balance between body and mind), in the added value of moving to the rhythm of the music, rooted in the ancient times of mankind (RCO1):

- *The benefits are extremely numerous on the physical, mental and social side, when sport combines with social benefits it can only produce benefits on human health from all points of view (RDA2).*

- *However, the socializing part of the dance classes, in a way opens those young people and, therefore, fosters also their mental health, especially if dancing is really in their hearts (LCO1).*

- *...how could there not be benefits when music is intertwined with physical movement? You require the muscles of the body, you put your heart to the contribution, your mind, you make an ensemble in which all the functions intertwine harmoniously (RCO2).*

The idea that dance comes from the soul (RDA1) and the mental health benefits it offers are recurring topics. Dance it's a good way of escape for the problems of the everyday life:

- *...they have more chances of social development, they become more communicative, more attentive, non-verbal communication is created between those who practice dance in all contexts, dance as a sport or simply practiced as a movement for health in their free time (RDA1).*

- *Because I see it as a journey of discovery. When and how a person becomes physically and spiritually aware through the impact of dance or sport, they continue their life in that way (TSM1).*

These benefits are sometimes overshadowed by social pressure on young people with certain problems (PSM1). On the one hand, it could facilitate integration through socialisation (PCO2), but on the other hand, it is precisely in the adolescent stage that many young people feel embarrassed, resistant or even influenced by the peer group. However, it is with special populations that dance may have the greatest potential, according to the experience of some of the coaches:

- *Especially while working with individuals with autism, the effect of dance and rhythm was very different and effective (TCO2).*

- *...it will have positive effects on the individual's quality of life in all terms. Addiction of all kinds, especially digital addiction [...] I believe that dance can be very useful in fighting against these addictions because it can be done at any age and it provides both physical and spiritual pleasure (TPE1).*

Another benefit is the sense of togetherness that dance provides and emotional gains:

- *Dance benefits are highly positive on young people. Look at the youngsters and how many can be seen moving without headphones? They all listen to music. Therefore, their emotional condition in music is highly developed, and if they can add movements to the music they listen, it is very much (LPE1).*

- *However, the happiness of being belonging to a group or being a member of a community through dance should not be forgotten (TCO1).*

Dance also promotes the establishment and maintenance of healthy routines and habits such as sleeping, eating and social values such as discipline and effort:

- *Thanks to dance sport, discipline and order have been an important part of my life, and they have been very useful helpers for me (TDA2).*

3.- Dance and Personal Development

The process of personal development takes place in social spaces, such as sport and dance, which are conducive to the personal development of young people:

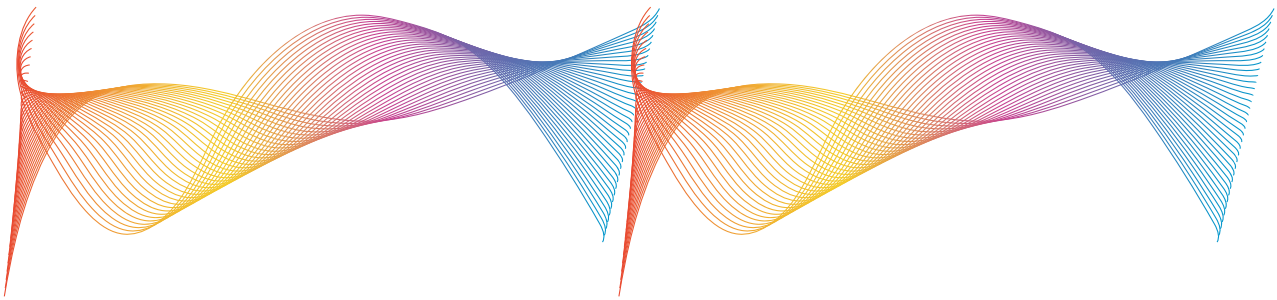
- *Yet it is about socializing where the personalities develop – communicating with each other, because they broaden their horizons and develop their personalities in this society (LCO2).*

- *Dance definitely helps to develop socializing skills and perfection oneself as a personality (LPE1).*

- *Yes, dance can develop our personality, it must be assimilated as a part of expression, a state of well-being, it can make us more sociable, it creates sentimental "good" in any kind of context it is used, as a sport or in society (RSM1).*

The character-building nature of dance for children and young people comes to the fore, developing relevant social skills and personal values typical of individual and team sports:

- *Dance can create confidence and self-esteem (PCO2).*
- *If a young person from day to day goes to dancing practices after a long day at school and in those evenings the young people dance for about three hours, this will for sure grow their character and shape their discipline (LDA2).*
- *For example, a more introverted child, [...] if you put him in a context where he can practice dance, he will improve his mental, personal communication ability, gain more confidence, we can say that through dance it "opens up like a flower" (RDA1).*
- *Dance helps in the development of communication skills (PSM1).*
- *As other participants have stated, I think that dance contributes to an individual's discipline and self-confidence as well as developing an individual's sense of responsibility. It develops the ability to make sudden decisions in certain situations and to take responsibility for the improvement of the situation (TCO1).*



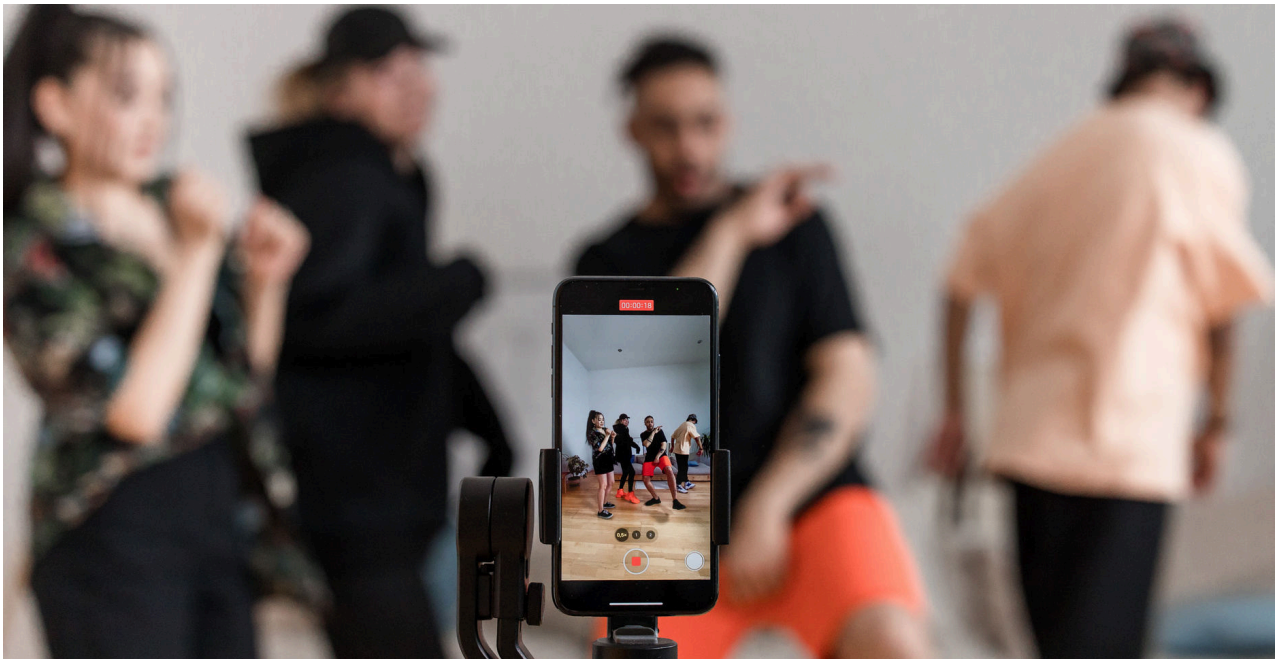
Also, mental capacity could be improved through dance:

- While I agree with the participants' ideas, I also think that dance contributes to the development of a person's practical intelligence. Practical intelligence is useful in understanding the event and developing a solution in a negative or unexpected situation. And, in these situations, the person becomes aware of his own physical and mental capacity and ability and know himself (TCO2).

Dance is much more than a physical activity, it is a way of life, and a form of personal realization (TDA1). It promotes the traditional and modern culture of different countries and regions.

Moreover, dance could be a profession, not only as a dancer, but dance can awaken a vocation...

- *I know people who, after practicing dance, turned their careers to other more or less related fields such as: choreography, music, physical education and sports teachers, coaches, etc. your personality can develop where you feel best (RDA2).*



4.- Dance as Universal Language

Dance is a universal language that is open to communication between people of all countries, religions, skin colors and socio-economic statuses. This language expresses, feelings and emotions and personal and cultural identity:

- *Yes, dance is definitely a universal language. It doesn't matter nationality, religion, language, you don't have to talk, you just have to dance. These things I think give dance universality (RCO2).*

- *Any dancer can communicate and meet other dancers only through the language of dance (TDA1).*

- *One person can reflect a feeling through dance. Another person can reflect a similar feeling through a dance. But since dance represents the same language, it can also express a common feeling (TDA2).*

- *By improvisation in dancing we can express what is inside of each one of us (PDA2).*

It is body and movement communication without words, that connects, inspires, and empowers:

- *It is a body language. And a body sometimes can say more than words, if done properly. For example, Indian people through their folk dancing are telling a whole life story (LPE1).*

- *I want to express it as a common and universal body and spirit language that can bring people from different cultures together physically and that people can transfer their feelings to each other (TSM1).*

- *Dance can help us to understand each other without words (PDA1).*

- *Much can be showed by a dance, and dance is a universal language, because language of gestures is also an art to tell a story through gestures (LCO2).*

These values were demonstrated in the creative part of the project, when dancers and the choreographer from different countries worked together to create a dance that represented aspects of their respective cultures, European values and feelings:

- *Dance has a universal language. It's wonderful that every culture has its own dance style formed to different rhythms. I can say that I also experienced this aspect at the meeting in Antalya, Türkiye, within the project. Although we were people from different countries (different language, different geographical area, different religions) dance united us, we communicated through dance, we made friends with our colleagues because of dance. Dance was the bridge that connected us (RDA1).*

The participating coaches, in different modalities, both individual, as in the case of wrestling, or team sports, such as basketball, even use dance as a pedagogical tool, in the warm-up, to develop certain skills or to promote a good atmosphere and conviviality among their athletes. This implies an additional link between dance and sport, in a utilitarian way:

- *For example, in many training camps that we hold for Greco-Roman wrestling, training starts with break dances, many elements of break dance can be found in the wrestling area. When you start the music, each athlete does his acrobatic elements. In addition to everything stated in this meeting, dancing can also be a warm-up element in a workout (RCO2).*

- *In our basketball competitions, especially in international ones, a special evening is organized in which young athletes, coaches, representatives of sports clubs, officials and other guests dance, we can say that it is an evening in which we communicate through dance [...] There is no context of nationality, age, language, etc. dance unites people. Through dance we can be whoever we want, dream, float (RCO1).*

5.- Barriers for Dance as Sport

From an ecological point of view, the barriers encountered pertain to micro, meso and macro levels.

At a micro level, it has been stated that a key challenge for young people is the absence of structured dance education within conventional educational and after-school frameworks. Consequently, opportunities for such learning are primarily limited to private academies and dance schools:

- *There are not many offers (PDA1).*
- *Dance sport should be promoted in sport high schools and even at a lower level as a sport branch. Dance sport should also be included in sport schools (TDA1).*

It is evident that numerous gender stereotypes persist in the domains of dance and other sporting activities. This phenomenon serves to curtail the opportunities available to male athletes and, to a certain extent, influences the prospects available to female athletes:

- *Dance can be seen as an activity for girls (PCO2).*

- *But when the teenage time starts some remarks (you are a male and you are dancing?) from peers can hinder them from dancing. This could be less applicable to such dances as break and street, but could affect more, for example, those who dance folk. Also, some stereotypes are heard regarding dancing (like sexual orientation) (LCO1).*

- *The biggest problem is the youngsters themselves – they are not ready to go and dance and to join dancing groups. And much of this is influenced by stereotypes and laziness (LDA2).*

- *Males have mental barriers and stigmas about Dance (PDA1).*

At the meso level, sometimes the dancers have faced cultural incomprehension, both from society and from their families or close environment, that see dance as a waste of time. This predicament is becoming increasingly pronounced, not only in the domain of dance but also in sports as a whole. Families have been shown to play a significant role in the sporting activities that their children choose to participate in:

- *In previous years, we would receive negative reactions from society when we were doing break dancing on the street. Sometimes, we were considered bad or harmful individuals. Perhaps the reason for this was the cultural habits or values of society. Now, Breakdance has become an Olympic sport and took its place in Paris 2024 (TDA1).*

- *Parents do not give much value to the dance (PPE1).*

- *Dance should be practiced more in schools, parents should be more aware of the benefits of playing sports, especially about the role of dance in the child's development in all aspects. Unfortunately, I can tell you from my teaching experience that parents do not encourage children to practice sports, and this is a real problem of the society in which we live. I think that parents' awareness of the benefits of dance and sports in general on the child's development from all points of view should be made more intense (RPE1).*

- *I think the biggest obstacle from dance is completely lack of guidance. When families become an obstacle to dance sport, this becomes the biggest obstacle for children and young people. This obstacle, which results from families not seeing dance as a sport, is becoming a bigger obstacle as dance is newly recognized in our society (TDA2).*

- *Another factor is parents and family habits. For example, if the parents are musicians, it is very likely that their children will also choose music, and so on (LCO1).*

- *Dance being seen as a social phenomena is an obstacle to the development of dance [...] Families need to see the contribution of dance to the physical and mental development of their children (TCO2).*

At the macro or societal level, the issue of a paucity of infrastructure for dancing as a sport, as well as a lack of adequate dissemination of its benefits, has been identified. Furthermore there is no governmental support to dance as other sports have:

- *I believe that the main barriers are the lack of infrastructure, there are no longer many places set up for practicing dance (RCO2).*

- *As a country, I can say that we have a little rigorous culture. While many other sports are accepted in society, dance sport is still not accepted enough. Society's prejudice continues. I think that these prejudices can be corrected by education of people and families and providing them with access to correct and reliable information. The physical, mental, social, individual and social benefits of dance should be explained well (TCO1).*

- *The obstacles are, as my colleagues also stated, those related to infrastructure, financial, but also those related to people's awareness of the benefits of dance (RDA2).*

- *We don't have almost any information on the benefits of dancing (PCO2).*

- *As other participants have stated, the lack of a serious organizational structure in the management and administration of dance can also be considered as an obstacle. The failure to carry out an adequate and clear promotional activity by [...] also occurs as an obstacle to this (TPE1).*

Furthermore, the practice of sports, and dance in particular, is heavily influenced by prevailing fashions and trends, as well as the fact that the society does not consider dance as sport:

- *I believe that young people in today's world are very influenced by what they call "being in trend", there are periods when other activities are promoted, many of which are not beneficial for their health and development (RDA1).*

- *...the society does not see dancing as sports. It is rather seen either as entertainment or active leisure time or a hobby. Especially folk dancing (LCO2).*

- *If we are still discussing whether dance is a sport or not, it means that there is a problem regarding the concept of dance in society [....] On the other hand, the fact that people are still confused about the exact purpose of dance can also be seen as an obstacle (TPE1).*

6.- Other topics

Other topics that emerge from the conversations that are of interest to this work include:

6.1. Measurement and grading

It is difficult for some to think of dance as a sport because, with the exception of dance sport, there is no grading system or series of milestones to measure progress as there is in sport:

- In dance, physical abilities are not as developed as in sports not in a way of a load, but in a way that anyone from aside can just start dancing, especially folk dancing, but in sports it is not possible to start doing sports at once without prior specific abilities developed. Ok, yes, some physical tests can be applied to the dancers, but there is no link between the tests and the further actions (usage) of these tests (LCO2).

However, there is a contradiction when it comes to physical tests such as the Control Normative (CN) exercises, as most of those who have an opinion on the subject believe that such tests are useful in assessing the physical condition of both dancers and athletes. Some point out that although they can be effective, measuring performance is specific to each sport.

- *With CN exercises, it is possible to measure the athletic performance of dancers (LSM1).*

- *Yes, such CN exercises can serve as measurements of dancers' performance (LCO1).*

- *CN can measure very well. But no participant can perform anything apart from what they are selected for – the dancers only dance, athletes only perform sport, and school-children really participate only in PE lessons (LDA2).*

6.2. Research

As dance has traditionally been considered an artistic activity and not a sport, there is a great lack of scientific research on dance from a psycho-biosocial point of view:

- I think the administrators are not doing their homework completely. Managers, I mean us, should discuss and evaluate every sport in detail at the management level if there is dance sport or any other sport like this. We should go beyond the issue of whether dance is now a sport or not, and focus on how dance sport will be more expanded and developed by discussing with authorities from the scientific community, sports and education community, so that the correct analysis and the right touches can be made. Furthermore, people from all sections of society who will be role models should be involved in dance sports (TSM1).

- In this field there is no graduation – what to research? Flexibility? Speed? What? It should be defined what to research. Socialization can be researched, but it is not possible to analyze achievements, except for sport dances. There is no differentiated grading system (LSM1).

7. A word or a sentence summarizing the conversation (selection of participants' contributions) on how you characterize the link between dance and sport?

- Dance and Sport can be perfect duo to build a better society (PDA1).
- In one word – emotions (LCO2).
- I want to express the relationship between dance and sports by saying "dance is an artistic sport" (TCO2).
- Integrating dance into the training stages of other sports disciplines means a plus for athletes, from all points of view. Past, present and future of dance practice (RCO2).
- "Per aspera ad astra" - through thorns to victories (LCO1).
- I consider dance as a sport, as a journey of self-discovery for an individual. I think that individuals will discover their own capacity in this way (TSM1).
- Dance is movement and if you don't move you will die, so just Dance (PDA2).
- Promoting dance in public places (RDA1).
- Integrating dance and teaching it in schools (RSM1).
- Sweat and tears.
- There is power in movement.
- With music on the podium. Both require discipline, rhythm, skin, and character. Perfect match!

CONCLUDING REMARKS

1.- The prevailing opinion is in favor of considering dance as a sport, albeit with some specific characteristics.

2.- The degree of agreement among all participants is less in terms of the system of competition, rules or the existence of sport structures in dance; this would be the case in the recent Olympic and some assimilated modalities, but not in many others (the concept of dance is very broad and contemplates an enormous variety of physical activities).

3.- The perceived benefits of dance are consistent with those identified in the previous literature review. Participants in the focus groups emphasize not so much the physical benefits (which seem to be a necessary means to achieve excellence rather than an end in themselves), but rather the mental and even spiritual benefits.

4.- There is a broad consensus on the benefits of dance as a healthy lifestyle and as a means of achieving and maintaining overall well-being.

5.- If sport in general develops a set of social norms and values that are useful in everyday life and employability, dance can be particularly fruitful in terms of personal development because of its role in building character through discipline, effort or the development of self-control and will.

6.- On a social level, dance can play a relevant role in the socialisation of young people, minimising age-related problems and bearing in mind that its potential may be greater in special populations. It is an excellent creator and transmitter of culture, and it is intercultural by definition, because as a universal language it allows us to express ourselves and communicate with people from all over the world; dance unites humanity and through dance we become more human.

7.- The barriers are very similar to those in other sports: lack of family support, stereotypes (especially gender stereotypes), lack of social recognition and appreciation, and lack of appropriate infrastructure and facilities.

8.- Suggestions for improvement include greater knowledge of dance, its inclusion in the education system, campaigns to disseminate its benefits (preceded by rigorous scientific studies), the establishment of public policies and adequate institutional support, and civic education to change the way dance is viewed at a societal level.

PROJECT DISCLAIMER

The Dancing Your Sport (DAYS) project consortium takes care of the participants' privacy and personal data protection, respects the participants' rights and the legality of personal data processing in accordance with the applicable legislation - the REGULATION (EU) 2018/1725 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies.

Photos used in the Research Report are either from different project DAYS activities - Control Normative tests, DAYS Dance rehearsals and clip's shooting process, project partners transnational meetings. A specific photo session only for project DAYS purposes was held in Latvia with those several Control Normative participants who were willing to be a part of it. The photo session was held by the Baltic sea in order to promote the project DAYS and boost up its visibility.

To ensure the privacy of the Control Normative participants, photos were taken with a prior permission in a written approval from the adult participants and from parents of the participants aged 14 up to full 18 years of age.

Photos of the project DAYS dancers and the choreographer were taken with a prior permission of the participants in order to promote project DAYS Dance and reveal the preparation process being as hard as sport practices.

Photos of the project DAYS partnership team were taken with each participant’s free will for the usage of the project communication and dissemination purposes.

No photo is included in the Research Report from the Focus Groups' participants.

Other images and symbols used within the project DAYS Research Report were taken from online platform Canva provided for free usage and with open licenses.

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ANNEXES

Project DAYS Control Normatives Latvia

	No	Full Name	Gender	Birthdate	Control Normative	1	2	3	4	5	6	7	8	9	10	11
Dancers	**1**	DLV1	Male	25.05.2005	20m max run	3,55	3,85	3,08	3,08	3,53	3,68	3,61	3,68	3,66	3,78	3,75
					Long jump	2,56	2,28	2,50	2,50	2,56	2,61	2,74	2,73	2,54	2,53	2,62
					Shuttle run	15,39	16,10	15,19	15,16	16,36	15,81	15,34	16,78	15,64	15,41	16,36
					Rope jumping	124	124	117	119	127	151	135	132	131	133	122
					800m	03:17,4	03:10,3	03:27,1	03:21,4	03:31,6	03:23,9	03:27,1	03:33,2	03:47,2	03:24,7	03:19,4
	2	DLV2	Male	23.02.2008	20m max run	3,64	3,38	3,47	3,37	3,41	3,17	3,29	3,50	3,12	3,32	3,51
					Long jump	2,24	2,20	2,32	2,27	2,40	2,32	2,38	2,36	2,24	2,25	2,30
					Shuttle run	15,85	14,52	14,83	14,47	14,07	13,52	14,42	14,04	14,58	14,23	14,80
					Rope jumping	108	114	105	137	98	97	120	119	99	133	122
					800m	02:40,6	02:46,7	02:44,1	02:42,1	02:41,9	02:43,7	02:46,8	02:54,9	03:00,3	02:56,4	03:01,1
	3	DLV3	Male	23.05.2007	20m max run	3,59	3,25	3,26	3,23	3,58	3,50	3,53	3,25	3,37	3,34	3,22
					Long jump	2,33	2,27	2,34	2,39	2,51	2,30	2,33	2,50	2,48	2,49	2,54
					Shuttle run	15,90	15,25	14,73	15,38	15,05	14,35	14,74	14,43	14,75	15,14	14,02
					Rope jumping	130	139	140	89	125	125	113	131	145	142	109
					800m	03:20,1	03:18,6	03:23,4	03:37,1	04:03,4	03:36,1	03:29,2	03:27,6	03:30,1	03:14,7	03:10,7
	4	DLV4	Male	05.09.2009	20m max run	3,10	3,52	3,22	3,14	3,47	3,61	3,35	3,67	3,43	3,52	3,49
					Long jump	2,12	2,15	2,27	2,16	2,23	2,17	2,23	2,21	2,12	2,26	2,26
					Shuttle run	16,34	15,65	15,72	15,46	15,36	16,43	15,23	15,74	15,94	16,47	16,41
					Rope jumping	88	103	99	121	140	115	126	135	112	101	127
					800m	02:52,7	02:53,2	03:04,8	03:10,7	02:56,4	02:50,7	02:53,8	02:57,4	03:09,7	03:04,3	03:09,8
	5	DLV5	Female	08.01.2005	20m max run	3,41	3,37	3,54	3,49	3,46	3,51	3,44	3,40	3,35	3,47	3,68
					Long jump	2,17	2,24	2,16	2,22	2,21	2,18	2,13	2,25	2,19	2,03	2,18
					Shuttle run	16,12	16,37	16,87	16,08	16,44	16,14	15,97	16,54	16,83	16,74	16,24
					Rope jumping	113	116	110	120	119	115	124	114	126	119	108
					800m	02:51,6	02:54,7	02:45,3	02:51,3	02:57,2	02:59,9	03:00,7	03:04,8	02:56,7	03:03,4	02:58,1
	6	DLV6	Female	01.05.2005	20m max run	3,50	3,42	3,61	3,58	3,49	3,54	3,85	3,68	3,59	3,41	3,77
					Long jump	2,01	2,13	2,08	2,11	2,16	2,10	2,19	2,21	2,15	2,05	2,19
					Shuttle run	15,74	15,43	16,00	15,84	15,88	15,48	15,37	15,76	15,48	15,97	16,05
					Rope jumping	114	128	121	125	133	129	142	134	119	137	133
					800m	03:01,8	02:59,6	03:05,7	03:14,6	02:57,6	03:05,1	02:59,4	02:57,3	03:04,3	02:51,3	03:00,7

	7	DLV7	Female	15.10.2002	20m max run	3,75	3,61	3,67	3,53	3,77	3,41	3,51	3,82	3,59	3,67	3,91
					Long jump	2,26	2,2	2,19	2,28	2,2	2,24	2,27	2,19	2,25	2,15	2,07
					Shuttle run	16,63	16,34	16,22	16,12	16,47	16,61	16,24	16,1	16,78	16,55	17,02
					Rope jumping	115	118	117	124	120	127	131	129	125	134	122
					800m	03:21,6	03:16,2	03:17,4	03:26,1	03:24,4	03:13,2	03:19,8	03:21,2	03:28,6	03:18,3	03:19,7
	8	DLV8	Female	21.06.2008	20m max run	3,66	3,77	3,83	3,83	3,49	3,48	3,58	3,56	3,88	3,64	3,68
					Long jump	2,04	2,08	2,2	2,16	2,18	2,21	2,23	2,14	2,22	2,12	2,18
					Shuttle run	15,99	15,95	15,86	16,04	15,34	15,52	15,67	15,77	15,37	15,24	15,18
					Rope jumping	124	134	133	104	129	121	124	127	135	130	141
					800m	03:21,1	03:16,3	03:27,5	03:21,1	03:12,9	03:25,3	03:54,6	03:24,3	03:31,0	03:42,3	03:51,0
Athletes	**9**	ALV1	Male	07.06.2010	20m max run	3,52	3,61	3,24	3,34	3,21	3,35	3,45	3,41	3,26	3,28	3,34
					Long jump	2,26	2,3	2,31	2,38	2,46	2,36	2,35	2,45	2,4	2,46	2,47
					Shuttle run	16,90	16,91	15,39	15,43	14,57	15,32	15,1	15,35	15,14	15,26	15,37
					Rope jumping	102	99	85	100	93	85	106	101	88	87	94
					800m	03:13,7	03:18,4	03:11,3	03:07,2	03:05,1	03:15,2	03:28,7	03:04,2	02:54,0	03:16,2	03:42,5
	10	ALV2	Female	20.08.2009	20m max run	3,19	3,74	3,11	4,15	3,82	3,72	3,42	3,72	3,66	3,83	3,80
					Long jump	2,06	1,93	2,08	1,95	2,06	2,20	2,11	2,10	2,17	2,04	2,03
					Shuttle run	18,53	17,00	16,91	16,66	17,04	16,61	17,16	17,98	16,43	17,51	16,58
					Rope jumping	123	103	106	126	101	115	93	116	109	103	103
					800m	03:28,5	03:21,2	03:15,3	03:20,7	03:25,2	03:21,4	03:23,3	03:22,3	03:24,2	02:27,6	03:32,4
	11	ALV3	Male	29.04.2009	20m max run	3,63	3,68	3,66	4,10	3,83	3,68	3,60	3,65	3,66	3,76	3,67
					Long jump	2,23	2,10	2,04	2,16	2,37	2,30	2,13	2,20	2,28	2,24	2,24
					Shuttle run	16,13	16,89	16,64	15,73	16,03	16,63	16,86	16,06	16,25	16,02	15,66
					Rope jumping	110	105	123	114	114	106	105	116	107	123	113
					800m	03:10,2	03:16,4	03:10,4	03:11,4	03:12,6	03:24,8	03:35,2	03:21,5	03:19,7	03:17,5	03:14,7
	12	ALV4	Male	08.01.2010	20m max run	3,50	3,40	3,31	3,62	3,27	3,07	3,41	3,37	3,41	3,54	3,41
					Long jump	2,20	2,23	2,15	2,28	2,28	2,30	2,25	2,19	2,28	2,24	2,19
					Shuttle run	14,94	15,05	15,10	15,24	14,96	15,42	15,48	14,97	15,16	15,42	15,31
					Rope jumping	107	113	101	120	120	115	122	102	111	117	108
					800m	03:09,3	03:05,4	03:09,1	03:01,8	03:08,0	03:08,4	03:02,3	03:16,7	03:32,6	03:26,4	03:42,4
	13	ALV5	Male	11.03.2008	20m max run	3,55	3,51	3,36	3,53	3,11	3,35	3,56	3,28	3,12	3,56	3,56
					Long jump	2,26	2,17	2,28	2,39	2,53	2,47	2,38	2,32	2,43	2,39	2,50
					Shuttle run	16,10	15,10	15,34	14,77	14,04	14,05	14,50	14,24	13,98	14,15	14,85

					Rope jumping	92	82	83	98	74	105	120	109	112	65	101
					800m	03:07,8	03:11,4	03:15,9	03:18,6	03:26,3	03:21,4	03:13,0	03:08,1	03:09,6	03:26,7	03:44,4
	14	ALV6	Male	10.01.2007	20m max run	3,43	3,42	3,33	3,52	3,27	3,24	3,59	3,36	3,45	3,33	3,23
					Long jump	2,33	2,38	2,34	2,48	2,35	2,30	2,43	2,38	2,39	2,35	2,35
					Shuttle run	15,00	15,32	14,96	14,42	14,59	14,67	14,99	15,44	15,52	15,31	14,87
					Rope jumping	153	155	170	161	174	165	158	171	131	132	167
					800m	02:44,1	02:46,4	02:49,8	02:48,4	02:42,3	02:46,7	02:47,6	02:47,9	02:45,0	02:46,1	02:41,7
	15	ALV7	Female	06.02.2009	20m max run	3,92	3,68	4,42	3,87	3,87	3,68	3,73	3,73	3,76	3,73	3,69
					Long jump	1,82	1,75	1,7	1,9	1,95	1,92	1,95	1,98	1,94	1,74	1,96
					Shuttle run	20,03	16,88	18,73	17,53	17,57	18,37	18,06	17,35	17,93	17,46	17,39
					Rope jumping	98	118	102	116	132	95	107	94	103	109	123
					800m	03:29,0	03:17,6	03:11,1	03:13,2	03:20,1	03:14,2	03:07,6	03:10,7	03:11,4	03:14,3	03:16,2
	16	ALV8	Male	12.05.2009	20m max run	3,69	3,86	3,75	3,90	3,75	3,82	3,22	3,68	3,85	3,56	3,66
					Long jump	2,11	1,98	1,95	1,97	1,98	2,02	1,97	1,91	1,98	2,04	2,06
					Shuttle run	16,32	16,69	17,15	16,08	16,34	16,66	16,56	16,12	16,51	15,01	15,71
					Rope jumping	98	98	85	103	103	85	104	108	99	77	85
					800m	03:11,6	03:09,4	03:07,8	03:21,4	03:31,4	03:30,7	03:39,8	03:27,4	03:23,1	03:11,4	03:17,0
School students	**17**	SLV1	Female	26.11.2002	20m max run	4,13	4,02	4,24	3,94	4,13	4,08	4,09	3,97	4,16	4,21	4,01
					Long jump	2,03	2,11	2,05	2,03	2,08	2,01	2,07	2,11	2,07	2,00	2,10
					Shuttle run	17,22	16,84	16,51	16,87	16,81	17,04	16,84	17,05	16,97	16,88	16,69
					Rope jumping	97	102	105	100	107	95	101	97	101	99	105
					800m	03:55,3	03:47,3	03:48,4	03:53,7	03:59,1	03:51,4	03:45,7	03:55,4	03:48,4	03:49,3	03:57,8
	18	SLV2	Female	21.10.2009	20m max run	3,59	3,62	3,93	4,17	3,90	3,98	3,96	3,86	3,87	3,86	3,86
					Long jump	2,12	2,00	1,99	1,95	1,99	1,96	2,11	2,12	2,13	2,18	2,13
					Shuttle run	17,46	17,41	16,18	16,26	16,46	17,01	17,17	16,70	16,98	16,70	16,43
					Rope jumping	104	117	99	110	113	106	109	121	118	115	107
					800m	03:43,6	03:47,3	03:55,2	03:50,4	03:39,7	03:42,2	03:45,9	03:54,8	03:39,9	03:45,3	04:04,3
	19	SLV3	Female	17.06.2009	20m max run	4,30	4,20	4,25	4,53	4,27	4,10	3,95	4,05	4,24	4,07	4,16
					Long jump	1,78	1,68	1,72	1,62	1,67	1,65	1,77	1,71	1,74	1,62	1,68
					Shuttle run	18,31	19,14	18,93	18,69	19,13	18,96	18,41	19,96	20,51	19,63	19,74
					Rope jumping	106	106	109	116	108	116	95	107	103	119	136
					800m	04:08,2	04:03,7	03:54,9	04:04,1	04:08,3	03:59,6	04:00,2	04:03,7	04:06,4	03:56,1	03:52,1
	20	SLV4	Female	22.11.2005	20m max run	4,11	4,01	3,94	4,08	3,90	4,05	3,99	3,95	4,02	3,98	4,16

				Long jump	1,64	1,71	1,74	1,68	1,69	1,78	1,92	1,51	1,88	1,90	1,82
				Shuttle run	17,83	17,45	17,61	18,23	17,74	17,42	17,89	17,58	17,94	17,34	18,13
				Rope jumping	101	97	100	98	103	105	87	101	94	105	97
				800m	04:13,9	04:08,6	04:10,1	04:16,5	04:05,8	04:03,2	04:16,9	04:21,4	04:08,7	04:07,3	04:14,4
21	SLV5	Female	26.05.2005	20m max run	3,84	3,71	3,67	3,75	3,81	3,79	3,64	3,92	4,00	3,84	3,71
				Long jump	1,94	1,98	1,99	2,01	2,00	2,01	1,86	1,88	2,06	1,97	2,00
				Shuttle run	17,41	17,06	17,15	17,57	18,42	17,94	17,57	18,21	18,02	17,85	17,55
				Rope jumping	96	105	101	100	108	97	105	111	103	100	97
				800m	04:06,4	03:57,3	03:59,2	04:03,6	03:57,4	03:59,9	04:02,6	04:12,4	03:59,7	04:04,1	04:12,8
22	SLV6	Female	05.05.2005	20m max run	3,62	3,64	3,41	3,40	3,34	3,46	3,54	3,61	3,47	3,36	3,52
				Long jump	2,17	2,20	2,16	2,13	2,18	2,27	2,26	2,19	2,15	2,28	2,25
				Shuttle run	16,56	16,73	16,41	16,67	16,87	16,77	16,21	16,78	16,72	16,91	16,31
				Rope jumping	131	127	128	118	131	127	132	121	133	125	118
				800m	03:44,0	03:42,3	03:37,1	03:34,1	03:47,0	03:41,2	03:43,6	03:19,6	03:55,0	03:37,6	03:40,7
23	SLV7	Female	21.07.2004	20m max run	4,17	4,02	4,01	4,23	4,18	4,07	4,11	4,13	4,18	4,01	4,25
				Long jump	1,65	1,73	1,69	1,80	1,82	1,94	1,69	1,81	1,76	1,73	1,88
				Shuttle run	17,45	17,61	17,42	18,41	17,79	17,48	18,37	18,23	17,94	17,85	18,06
				Rope jumping	112	115	110	124	119	122	108	103	128	115	126
				800m	03:58,7	04:00,3	03:54,3	03:57,6	03:52,7	04:06,3	04:05,1	04:16,2	04:02,8	04:09,4	03:57,2
24	SLV8	Male	07.10.2009	20m max run	5,28	5,14	5,37	5,21	5,26	5,39	5,30	5,23	5,27	5,36	5,19
				Long jump	1,24	1,18	1,26	1,21	1,20	1,19	1,15	1,25	1,21	1,17	1,24
				Shuttle run	21,06	20,84	20,99	21,13	20,75	21,43	21,12	20,97	21,15	21,38	21,04
				Rope jumping	56	51	53	55	41	62	53	49	53	50	49
				800m	06:10,6	06:24,8	06:09,9	06:34,3	06:22,7	06:17,6	06:31,7	06:22,3	06:49,3	06:14,7	06:07,6

Project DAYS Control Normatives Latvia

	No	Full Name	Gender	Birthdate	Control Normative	12	13	14	15	16	17	18	19	20	Aver.result
Dancers	1	DLV1	Male	25.05.2005	20m max run	3,68	3,55	3,75	3,76	3,30	3,84	3,80	3,67	3,81	3,621
					Long jump	2,67	2,66	2,68	2,60	2,46	2,75	2,64	2,64	2,58	2,593
					Shuttle run	16,05	16,69	15,82	16,27	16,78	15,94	15,79	15,32	14,94	15,857
					Rope jumping	131	122	128	123	123	127	134	131	130	128,2
					800m	03:07,6	03:06,9	03:06,1	03:04,6	03:05,3	03:07,0	03:11,7	03:08,9	03:07,2	03:17,4
	2	DLV2	Male	23.02.2008	20m max run	3,42	3,42	3,28	3,33	3,38	3,41	0,51	3,29	3,19	3,221
					Long jump	2,30	2,26	2,39	2,30	2,31	2,37	2,24	2,43	2,37	2,313
					Shuttle run	15,20	14,31	14,95	15,21	14,16	14,53	14,74	14,31	14,38	14,556
					Rope jumping	126	108	137	125	134	104	116	118	131	117,6
					800m	03:00,7	03:01,9	02:47,3	02:50,7	02:56,2	02:48,7	02:46,1	02:58,6	02:43,7	02:50,6
	3	DLV3	Male	23.05.2007	20m max run	3,42	3,51	3,37	3,44	3,56	3,21	3,23	3,25	3,41	3,376
					Long jump	2,51	2,47	2,41	2,49	2,51	2,50	2,46	2,37	2,41	2,431
					Shuttle run	14,56	14,73	15,06	15,43	15,01	14,67	14,73	14,26	14,43	14,831
					Rope jumping	131	142	133	127	111	128	137	128	140	128,3
					800m	03:16,4	03:27,1	03:23,7	03,16,7	03:24,1	03:47,6	03:32,2	03:24,3	03:21,4	03:27,8
	4	DLV4	Male	05.09.2009	20m max run	3,66	3,29	3,37	3,36	3,45	3,48	3,18	3,61	3,17	3,405
					Long jump	2,15	2,24	2,18	2,19	2,25	2,19	2,16	2,24	2,21	2,200
					Shuttle run	15,95	15,94	16,13	15,86	15,67	15,46	15,34	15,72	16,02	15,842
					Rope jumping	131	97	103	121	114	87	118	125	134	114,9
					800m	03:14,7	03:28,4	03:13,2	03:01,5	02:56,4	02:54,1	02:51,9	02:56,3	02:52,1	03:01,6
	5	DLV5	Female	08.01.2005	20m max run	3,84	3,61	3,74	3,67	3,57	3,51	3,37	3,46	3,69	3,529
					Long jump	2,09	2,15	2,08	2,11	2,18	2,06	2,17	2,21	2,14	2,158
					Shuttle run	16,74	16,12	16,54	15,99	16,31	15,94	16,11	16,35	16,07	16,326
					Rope jumping	103	115	113	104	118	124	116	112	121	115,5
					800m	02:54,2	03:00,2	02:50,7	02:57,1	03:06,4	02:54,9	03:00,7	02:49,6	02:54,1	02:56,6
	6	DLV6	Female	01.05.2005	20m max run	3,51	3,41	3,57	3,50	3,87	3,69	3,77	3,43	3,72	3,596
					Long jump	2,16	2,20	2,18	2,07	2,11	2,23	2,14	2,18	2,16	2,141
					Shuttle run	16,06	15,54	15,71	15,41	15,89	15,77	16,02	15,84	15,57	15,741
					Rope jumping	134	148	133	146	141	137	124	139	124	132,1
					800m	02:55,7	02:57,4	03:04,6	02:53,7	02:59,9	03:13,6	02:54,2	03:08,4	02:57,6	03:01,1

	7	DLV7	Female	15.10.2002	20m max run	3,72	3,51	3,67	3,94	3,54	3,66	3,71	3,47	3,42	3,644
					Long jump	2,24	2,21	2,15	2,19	2,24	2,20	2,16	2,08	2,24	2,201
					Shuttle run	16,84	16,12	16,78	16,41	16,17	15,99	16,38	16,07	16,64	16,424
					Rope jumping	118	119	128	123	136	127	116	137	133	125,0
					800m	03:37,2	03:41,8	03:16,1	03:35,9	03:27,3	03:22,7	03:18,6	03:36,2	03:33,2	03:24,8
	8	DLV8	Female	21.06.2008	20m max run	3,75	3,65	3,58	3,65	3,41	3,9	3,61	3,74	3,63	3,666
					Long jump	2,18	2,14	2,12	2,05	2,17	2,12	2,19	2,2	2,21	2,157
					Shuttle run	15,05	15,04	15,03	15,31	15,37	15,33	15,03	15,42	15,16	15,434
					Rope jumping	135	141	131	131	137	108	132	124	134	128,8
					800m	03:24,6	03:37,5	03:54,3	04:07,3	03:57,3	04:02,3	03:,59,6	04:08,3	04:00,3	03:40,0
Athletes	**9**	ALV1	Male	07.06.2010	20m max run	3,29	3,54	3,46	3,31	3,44	3,31	3,27	3,41	3,44	3,374
					Long jump	2,35	2,39	2,39	2,34	2,41	2,44	2,33	2,38	2,2	2,372
					Shuttle run	15,32	15,67	15,44	15,31	15,26	15,14	15,12	15,37	14,85	15,411
					Rope jumping	99	103	101	98	94	104	101	97	91	96,4
					800m	03:04,1	03:13,9	02:57,2	03:04,1	03:00,1	02:55,7	02:59,7	02:57,3	03:08,1	03:08,8
	10	ALV2	Female	20.08.2009	20m max run	3,68	3,89	3,74	3,71	3,85	3,78	3,50	3,75	3,71	3,689
					Long jump	2,19	2,12	2,20	2,07	2,18	2,11	2,14	2,14	2,18	2,103
					Shuttle run	16,67	16,31	16,50	16,90	16,65	16,66	16,24	16,14	16,60	16,854
					Rope jumping	119	105	129	129	130	106	131	112	121	114,0
					800m	02:29,6	03:30,6	03:27,4	03:35,3	03:21,7	03:27,4	02:30,1	03:33,7	02:20,4	03:13,9
	11	ALV3	Male	29.04.2009	20m max run	3,68	3,73	3,79	3,80	3,80	3,80	3,55	3,67	3,42	3,708
					Long jump	2,16	2,20	2,27	2,30	2,11	2,11	2,29	2,31	2,36	2,220
					Shuttle run	16,15	16,01	16,02	17,04	16,65	17,55	17,00	17,29	15,95	16,428
					Rope jumping	105	98	105	103	128	124	130	114	100	112,2
					800m	03:21,7	03:22,4	03:11,4	03:12,1	03:17,6	03:27,9	03:27,3	03:46,7	03:21,4	03:20,1
	12	ALV4	Male	08.01.2010	20m max run	3,60	3,49	3,54	3,34	3,57	3,49	3,61	3,55	3,29	3,440
					Long jump	2,27	2,26	2,17	2,16	2,22	2,27	2,28	2,31	2,17	2,235
					Shuttle run	15,04	14,98	14,88	15,04	15,14	14,99	15,06	15,11	15,04	15,117
					Rope jumping	115	116	119	105	108	100	107	120	115	112,1
					800m	03:29,4	03:37,6	03:30,7	03:18,6	03:24,7	03:41,7	03:21,4	03:11,7	03:17,9	03:19,8
	13	ALV5	Male	11.03.2008	20m max run	3,33	3,46	3,19	3,45	3,37	3,51	3,38	3,42	3,29	3,395
					Long jump	2,30	2,49	2,48	2,46	2,51	2,37	2,44	2,34	2,51	2,401
					Shuttle run	13,91	14,24	14,36	14,07	14,39	14,51	14,15	13,97	14,06	14,439

					Rope jumping	80	91	100	106	97	101	118	87	104	96,3
					800m	03:10,7	03:07,6	03:26,7	03:34,3	03:19,4	03:23,4	03:13,7	03:11,4	03:07,6	03:17,9
	14	ALV6	Male	10.01.2007	20m max run	3,19	3,17	3,23	3,30	3,28	3,35	3,12	3,24	3,29	3,317
					Long jump	2,46	2,50	2,40	2,48	2,33	2,45	2,50	2,46	2,49	2,408
					Shuttle run	15,26	15,43	15,23	14,58	15,35	15,37	14,81	14,74	14,49	15,018
					Rope jumping	138	149	145	151	110	134	155	154	168	152,1
					800m	02:42,7	02:49,1	02:41,2	02:39,6	02:36,1	02:32,9	02:33,7	02:31,3	02:33,7	02:42,3
	15	ALV7	Female	06.02.2009	20m max run	3,4	3,54	3,71	3,81	3,61	3,73	3,76	3,46	3,73	3,742
					Long jump	1,97	2	2,04	1,92	1,98	1,89	1,97	2,03	1,9	1,916
					Shuttle run	17,09	16,66	16,41	16,2	16,62	16,25	15,47	15,9	17,3	17,260
					Rope jumping	127	120	130	140	127	132	140	117	121	117,6
					800m	03:15,7	03:08,3	03:10,3	03:11,4	03:11,7	03:16,4	03:21,7	03:32,1	03:16,4	03:15,5
	16	ALV8	Male	12.05.2009	20m max run	3,50	3,74	3,64	3,78	3,58	3,46	3,71	3,63	3,64	3,671
					Long jump	1,96	2,17	2,14	2,07	2,21	2,18	2,12	2,09	2,16	2,054
					Shuttle run	16,44	15,99	16,57	16,31	16,36	16,15	16,06	16,39	15,99	16,271
					Rope jumping	92	89	100	107	86	110	106	110	120	98,3
					800m	03:09,7	03:13,5	03:10,4	03:14,9	03:21,4	03:30,3	03:27,1	03:22,6	03:13,1	03:19,7
School students	**17**	SLV1	Female	26.11.2002	20m max run	4,08	3,86	4,00	4,11	3,98	3,94	4,07	4,16	4,03	4,061
					Long jump	1,98	2,03	2,09	1,97	2,01	1,94	2,00	1,98	1,97	2,032
					Shuttle run	17,09	17,16	16,84	16,98	17,15	16,84	16,57	16,77	17,02	16,907
					Rope jumping	106	111	102	98	109	87	105	114	107	102,4
					800m	03:40,9	03:37,4	04:00,7	03:54,8	03:59,4	04:02,6	03:57,1	04:00,7	04:02,4	03:53,4
	18	SLV2	Female	21.10.2009	20m max run	3,63	3,68	3,80	3,88	3,73	4,01	3,48	3,35	3,84	3,800
					Long jump	2,16	2,18	2,14	2,25	2,19	2,21	2,26	2,22	2,18	2,124
					Shuttle run	16,26	16,38	16,96	16,50	16,40	16,44	16,31	16,16	16,74	16,646
					Rope jumping	116	114	105	115	114	116	115	115	117	112,3
					800m	03:54,6	04:01,6	03:57,7	03:58,6	04:00,7	04:02,0	04:03,2	04:04,6	03:41,9	03:52,7
	19	SLV3	Female	17.06.2009	20m max run	3,96	4,13	4,01	4,31	4,35	4,21	4,08	4,23	3,98	4,169
					Long jump	1,71	1,71	1,87	1,65	1,62	1,77	1,66	1,56	1,78	1,699
					Shuttle run	18,82	18,73	19,12	19,44	19,39	19,26	20,55	20,64	19,37	19,337
					Rope jumping	142	142	123	137	145	113	155	134	140	122,6
					800m	03:50,7	03:41,2	03:43,2	03:43,7	04:04,6	04:13,0	04:12,1	04:33,6	04:04,5	04:01,2
	20	SLV4	Female	22.11.2005	20m max run	3,99	3,95	4,06	4,15	4,10	3,94	3,99	4,12	4,01	4,025

				Long jump	1,74	1,84	1,74	1,70	1,82	1,88	1,91	1,65	1,79	1,767
				Shuttle run	17,97	17,84	17,91	18,16	17,85	17,69	17,81	18,00	17,78	17,809
				Rope jumping	100	111	97	105	75	106	102	98	107	99,5
				800m	04:00,1	04:14,9	04:03,6	04:08,2	04:19,7	04:10,1	04:04,6	04:14,8	04:00,7	04:10,2
21	SLV5	Female	26.05.2005	20m max run	3,75	4,03	3,64	3,82	4,10	4,01	3,87	3,99	3,94	3,842
				Long jump	2,03	2,11	1,97	1,91	2,03	1,88	1,97	2,06	2,09	1,988
				Shuttle run	17,68	18,26	18,02	17,87	17,69	17,32	17,44	18,13	17,41	17,729
				Rope jumping	108	104	109	99	103	114	100	94	106	103,0
				800m	04:18,9	04:04,9	04:12,3	04:00,9	03:59,7	03:53,4	04:00,3	04:03,4	04:06,8	04:03,8
22	SLV6	Female	05.05.2005	20m max run	3,74	3,44	3,51	3,41	3,67	3,38	3,33	3,48	3,64	3,499
				Long jump	2,23	2,26	2,17	2,24	2,08	2,19	2,25	2,11	2,17	2,197
				Shuttle run	16,76	16,08	16,42	16,22	16,58	16,12	16,79	16,36	16,41	16,534
				Rope jumping	116	126	134	121	128	124	131	126	119	125,8
				800m	03:37,4	03:31,0	03:39,4	03:42,8	03:44,2	03:35,7	03:32,9	03:31,0	03:45,2	03:39,1
23	SLV7	Female	21.07.2004	20m max run	4,00	3,99	4,02	3,95	4,06	4,21	3,98	4,02	3,94	4,077
				Long jump	1,95	1,74	1,88	1,86	1,71	1,98	1,91	1,88	1,96	1,819
				Shuttle run	18,24	17,99	18,32	18,11	17,74	17,68	17,96	18,21	17,74	17,930
				Rope jumping	123	122	126	118	124	131	116	124	122	119,4
				800m	04:06,4	04:06,7	03:56,6	04:13,8	04:04,1	04:03,7	03:57,1	04:15,2	04:05,3	04:03,5
24	SLV8	Male	07.10.2009	20m max run	5,34	5,30	5,18	5,27	5,39	5,21	5,37	5,30	5,23	5,280
				Long jump	1,21	1,22	1,17	1,17	1,23	1,20	1,21	1,18	1,25	1,207
				Shuttle run	20,88	21,39	21,18	21,01	20,95	20,99	21,42	21,27	21,22	21,109
				Rope jumping	57	76	77	57	75	71	68	62	59	58,7
				800m	06:37,4	06:22,5	06:15,3	06:04,8	06:09,4	06:21,5	06:03,4	05:59,4	05:57,2	06:17,8

Project DAYS Control Normatives Turkiye

	No	Full Name	Gender	Birthdate	Control Normative	1	2	3	4	5	6	7	8	9	10	11
Dancers	**1**	DTR1	Male	26.01.2005	20m max run	3,64	3,62	3,52	3,68	3,62	3,74	3,65	3,80	3,87	3,94	3,67
					Long jump	2,15	2,21	2,18	2,27	2,32	2,31	2,15	2,23	2,28	2,23	2,22
					Shuttle run	16,45	16,15	17,01	17,12	16,34	16,47	17,05	16,35	16,48	15,97	17,00
					Rope jumping	105	118	114	119	127	119	125	113	122	108	98
					800m	03:28,0	03:12,0	03:19,0	03:29,0	03:34,0	03:28,0	03:24,0	03:17,0	03:32,0	03:36,0	03:36,0
	2	DTR2	Male	07.05.2006	20m max run	3,36	3,28	3,54	3,54	3,31	3,64	3,27	3,52	3,51	3,30	3,35
					Long jump	2,23	2,25	2,18	2,25	2,23	2,25	2,32	2,28	2,19	2,33	2,25
					Shuttle run	15,02	15,54	15,86	14,86	15,24	14,89	14,96	14,75	15,01	15,12	15,03
					Rope jumping	104	119	111	115	118	106	114	115	109	109	117
					800m	03:01,0	03:11,0	03:09,0	02:59,0	02:55,0	03:05,0	03:09,0	02:59,0	03:10,0	03:01,0	03:08,0
	3	DTR3	Male	28.08.2002	20m max run	3,28	3,36	3,3	3,31	3,27	3,41	3,38	3,25	3,33	3,4	3,36
					Long jump	2,54	2,47	2,61	2,32	2,37	2,45	2,51	2,21	2,54	2,39	2,49
					Shuttle run	14,36	14,46	14,11	14,98	15,01	14,02	14,15	14,39	14,33	14,26	14,48
					Rope jumping	132	96	111	109	123	124	129	124	119	117	125
					800m	02:55,0	03:02,0	03:00,0	03:04,0	02:56,0	03:03,0	02:59,0	02:55,0	03:06,0	03:02,0	03:05,0
	4	DTR4	Female	24.02.2006	20m max run	3,50	3,42	3,61	3,58	3,49	3,54	3,85	3,68	3,59	3,41	3,77
					Long jump	2,02	2,09	2,11	2,13	2,15	2,00	1,99	2,18	2,12	2,19	2,13
					Shuttle run	15,64	15,33	16,02	15,76	15,12	15,32	15,45	15,77	15,32	15,01	14,98
					Rope jumping	115	118	122	124	132	129	139	132	124	132	131
					800m	03:03,0	03:10,0	03:06,0	02:59,0	03:06,0	03:09,0	03:09,0	02:57,0	03:10,0	03:11,0	03:12,0
	5	DTR5	Male	24.05.2003	20m max run	3,16	3,21	3,2	3,18	2,34	3,31	3,19	3,27	3,33	3,14	3,31
					Long jump	2,49	2,29	263	2,55	2,48	2,55	2,58	2,49	2,29	2,35	2,44
					Shuttle run	15,12	15,32	15,98	15,23	15,56	15,11	14,85	15,03	15,05	14,98	15,65
					Rope jumping	137	132	135	122	128	138	141	137	141	132	138
					800m	02:45,0	02:52,0	02:48,0	02:40,0	02:51,0	02:39,0	02:45,0	02:57,0	02:53,0	02:50,0	02:47,0
	6	DTR6	Female	23.05.2005	20m max run	3,72	3,66	3,67	3,74	3,81	3,64	3,69	3,78	3,71	3,66	3,54
					Long jump	2,16	2,21	2,20	2,18	2,28	2,27	₺2,30	2,22	2,18	2,15	2,26
					Shuttle run	15,94	15,62	15,06	15,52	15,98	15,49	15,55	15,12	14,96	14,92	15,36
					Rope jumping	118	116	108	121	119	115	116	105	96	114	103
					800m	03:45,0	03:41,0	03:54,0	03:40,0	03:36,0	03:48,0	03:55,0	03:41,0	03:53,0	03:40,0	03:50,0

	7	DTR7	Female	11.10.2007	20m max run	3,39	3,46	3,39	3,38	3,45	3,51	3,39	3,38	3,46	3,49	3,67
					Long jump	2,27	2,28	2,21	2,34	2,35	2,22	2,18	2,11	2,20	2,29	2,25
					Shuttle run	15,43	15,15	15,40	15,28	15,19	15,23	15,42	15,64	15,02	15,09	15,50
					Rope jumping	100	102	98	107	98	105	111	109	115	114	103
					800m	04:04,0	04:06,0	04:14,0	03:58,0	04:05,0	04:15,0	04:19,0	04:01,0	04:10,0	04:07,0	04:15,0
	8	DTR8	Male	13.02.2006	20m max run	3,57	3,50	3,56	3,47	3,44	3,51	3,59	3,51	3,62	3,57	3,49
					Long jump	2,28	2,33	2,35	2,23	2,28	2,36	2,20	2,18	2,32	2,29	2,35
					Shuttle run	16,88	15,79	15,82	14,98	14,69	14,76	15,28	15,23	14,89	15,05	14,77
					Rope jumping	122	139	140	132	145	136	138	145	143	137	138
					800m	03:21,0	03:15,0	03:16,0	03:02,0	03:16,0	03:12,0	03:12,0	03:15,0	03:05,0	03:11,0	03:09,0
Athletes	**9**	ATR1	Male	10.10.2006	20m max run	3,74	3,81	3,72	3,57	3,61	3,77	3,62	3,83	3,97	3,64	3,77
					Long jump	2,10	2,16	2,23	2,29	2,27	2,21	2,17	2,23	2,28	2,19	2,22
					Shuttle run	16,78	16,49	16,22	16,59	16,54	16,27	17,36	16,71	16,56	16,85	17,13
					Rope jumping	105	118	115	114	128	117	123	116	121	104	118
					800m	03:26,0	03:13,0	03:34,0	03:37,0	03:36,0	03:17,0	03:21,0	03:09,0	03:23,0	03:37,0	03:34,0
	10	ATR2	Male	15.07.2002	20m max run	3,36	3,28	3,54	3,54	3,31	3,64	3,27	3,52	3,51	3,3	3,35
					Long jump	2,23	2,25	2,18	2,25	2,23	2,25	2,32	2,28	2,19	2,33	2,25
					Shuttle run	15,09	15,64	15,96	14,36	15,11	14,75	14,86	14,55	14,97	15,13	15,01
					Rope jumping	104	119	111	115	118	106	114	115	109	109	117
					800m	03:01,0	02:53,0	03:04,0	02:57,0	03:01,0	02:51,0	02:56,0	02:59,0	02:53,0	02:49,0	02:47,0
	11	ATR3	Male	09.09.2003	20m max run	3,28	3,36	3,3	3,31	3,27	3,41	3,38	3,25	3,33	3,4	3,36
					Long jump	2,66	2,67	2,51	2,5	2,37	2,34	2,26	2,61	2,54	2,67	2,44
					Shuttle run	14,12	14,31	14,16	14,33	14,54	14,1	14,29	14,15	14,17	14,29	14,3
					Rope jumping	124	95	112	101	123	120	131	128	117	116	130
					800m	02:51,0	02:59,0	02:49,0	02:51,0	02:57,0	02:51,0	02:56,0	02:59,0	02:49,0	02:55,0	02:56,0
	12	ATR4	Female	11.10.2002	20m max run	3,50	3,42	3,61	3,58	3,49	3,54	3,85	3,68	3,59	3,41	3,77
					Long jump	2,01	2,13	2,08	2,11	2,16	2,10	2,19	2,21	2,15	2,05	2,19
					Shuttle run	15,74	15,43	16,00	15,84	15,88	15,48	15,37	15,76	15,48	15,97	16,05
					Rope jumping	114	108	121	125	117	119	112	134	119	127	133
					800m	03:01,0	03:04,0	02:57,0	03:09,0	03:11,0	03:07,0	03:00,0	03:02,0	03:04,0	03:03,0	03:06,0
	13	ATR5	Male	12.04.2001	20m max run	3,16	3,21	3,2	3,18	2,34	3,31	3,19	3,27	3,33	3,14	3,31
					Long jump	2,69	2,65	2,6	2,49	2,48	2,51	2,53	2,54	2,67	2,49	2,56
					Shuttle run	15,32	15,3	15,64	15,31	15,24	15,1	15,02	15,19	15,02	14,97	15,16

					Rope jumping	138	131	134	120	129	138	142	145	145	131	137
					800m	02:33,0	02:29,0	02:37,0	02:31,0	02:34,0	02:35,0	02:31,0	02:29,0	02:41,0	02:35,0	02:27,0
	14	ATR6	Male	02.04.2003	20m max run	3,72	3,66	3,67	3,74	3,81	3,64	3,69	3,78	3,71	3,66	3,54
					Long jump	2,26	2,20	2,21	2,19	2,31	2,3	2,3	2,21	2,26	2,25	2,19
					Shuttle run	15,54	15,74	15,76	15,51	15,86	15,88	15,49	15,4	15,77	15,41	15,68
					Rope jumping	119	115	106	120	121	114	113	102	98	116	107
					800m	03:22,0	03:13,0	03:34,0	03:37,0	03:36,0	03:17,0	03:21,0	03:30,0	03:32,0	03:22,0	03:26,0
	15	ATR7	Male	12.07.2003	20m max run	3,39	3,46	3,39	3,38	3,45	3,51	3,39	3,38	3,46	3,49	3,67
					Long jump	2,37	2,31	2,29	2,41	2,4	2,34	2,39	2,4	2,35	2,32	2,37
					Shuttle run	15,33	15,05	15,30	15,29	15,16	,15,22	15,64	15,24	15,38	15,06	15,55
					Rope jumping	104	100	97	106	98	102	110	107	100	101	98
					800m	03:25,0	03:21,0	03:34,0	03:24,0	03:31,0	03:27,0	03:23,0	03:33,0	03:35,0	03:24,0	03:30,0
	16	ATR8	Male	09.09.2003	20m max run	3,57	3,50	3,56	3,47	3,44	3,51	3,59	3,51	3,62	3,57	3,49
					Long jump	2,32	2,34	2,38	2,32	2,29	2,35	2,36	2,31	2,37	2,35	2,28
					Shuttle run	16,08	14,79	15,32	14,38	14,59	14,76	14,98	15,13	14,87	15,02	14,77
					Rope jumping	124	120	141	143	129	142	138	117	146	128	138
					800m	03:08,0	03:09,0	02:57,0	03:04,0	03:11,0	03:07,0	03:01,0	03:02,0	03:10,0	03:12,0	03:06,0
School students	**17**	STR1	Male	23.07.2002	20m max run	3,60	3,54	3,30	3,39	3,45	3,47	3,25	3,36	3,50	3,42	3,70
					Long jump	2,30	2,34	2,33	2,19	2,32	2,25	2,25	2,24	2,22	2,20	2,29
					Shuttle run	16,20	16,60	16,90	16,16	16,95	17,05	16,40	16,45	15,96	16,68	16,33
					Rope jumping	136	142	119	125	133	130	140	122	128	139	127
					800m	03:50,0	03:54,0	04:01,0	03:54,0	03:59,0	04:02,0	03:53,0	04:02,0	03:55,0	03:52,0	03:49,0
	18	STR2	Male	11.11.2007	20m max run	3,80	3,45	3,65	3,60	3,78	3,85	3,74	3,50	3,52	3,64	3,59
					Long jump	1,97	2,08	1,85	2,05	1,95	2,03	1,99	2,03	2,05	1,95	1,98
					Shuttle run	20,00	19,60	20,15	19,85	20,60	20,13	19,54	20,46	20,57	20,00	21,02
					Rope jumping	62	80	75	78	65	81	67	74	79	77	78
					800m	04:19,0	04:20,0	04:27,0	04:25,0	04:22,0	04:35,0	04:22,0	04:33,0	04:32,0	04:17,0	04:31,0
	19	STR3	Female	08.12.2001	20m max run	4,00	4,03	4,10	4,15	4,05	4,08	4,18	4,24	4,00	4,03	3,98
					Long jump	1,90	2,00	1,91	1,87	1,95	1,96	1,99	1,88	2,01	1,92	2,05
					Shuttle run	18,90	20,20	20,00	20,50	18,50	18,24	17,96	18,82	18,46	19,03	17,96
					Rope jumping	98	110	111	115	110	106	122	109	117	113	111
					800m	04:24,0	04:26,0	04:34,0	04:23,0	04:54,0	04:45,0	04:17,0	04:42,0	04:41,0	04:17,0	04:31,0
	20	STR4	Female	15.03.2003	20m max run	3,80	3,77	3,75	3,82	3,65	3,74	3,72	3,76	3,81	3,69	3,66

				Long jump	2,20	2,00	1,95	2,05	1,92	1,98	2,12	2,24	1,96	2,05	2,00
				Shuttle run	17,86	18,14	19,12	17,96	18,05	18,25	19,07	18,88	17,98	17,87	19,10
				Rope jumping	105	107	121	104	113	97	121	118	134	124	118
				800m	05:05,0	04:51,0	04:48,0	05:12,0	04:45,0	05:02,0	04:56,0	04:44,0	05:04,0	04:56,0	04:47,0
21	STR5	Female	19.09.2008	20m max run	3,82	3,90	3,69	3,95	3,86	3,79	3,89	3,74	3,77	3,83	3,89
				Long jump	1,80	1,75	1,96	1,87	1,95	2,00	2,02	1,86	2,01	1,99	2,15
				Shuttle run	18,55	18,00	17,24	19,12	18,96	18,55	18,95	19,27	18,88	18,19	19,87
				Rope jumping	105	95	111	105	103	97	109	112	96	100	108
				800m	04:24,0	04:46,0	04:34,0	04:23,0	04:54,0	04:45,0	04:23,0	04:42,0	04:41,0	04:27,0	04:43,0
22	STR6	Male	02.03.2008	20m max run	3,40	3,33	3,45	3,51	3,31	3,29	3,39	3,49	3,52	3,35	3,38
				Long jump	1,83	2,00	1,92	1,97	1,94	2,01	1,98	1,90	2,05	1,94	2,02
				Shuttle run	16,78	17,49	17,22	16,59	16,64	16,37	17,06	16,72	16,71	16,35	16,93
				Rope jumping	130	115	122	101	113	110	121	120	117	116	130
				800m	03:46,0	03:43,0	03:59,0	03:34,0	03:51,0	03:47,0	03:31,0	03:36,0	03:39,0	03:27,0	03:36,0
23	STR7	Male	12.12.2006	20m max run	3,98	3,77	3,86	3,95	3,90	3,69	3,74	3,72	3,86	3,90	3,72
				Long jump	2,05	2,11	2,13	1,97	2,17	2,22	2,27	2,18	2,18	2,19	2,12
				Shuttle run	16,32	16,39	15,94	15,51	15,74	16,10	16,02	15,89	16,02	14,99	15,16
				Rope jumping	119	115	116	120	121	114	115	112	108	106	107
				800m	03:55,0	03:51,0	03:54,0	03:44,0	03:39,0	03:47,0	04:03,0	03:53,0	03:58,0	03:59,0	03:58,0
24	STR8	Male	08.06.2004	20m max run	3,35	3,35	3,34	3,42	3,42	3,46	3,40	3,35	3,34	3,43	3,41
				Long jump	2,45	2,38	2,42	2,24	2,26	2,35	2,30	2,31	2,45	2,28	2,38
				Shuttle run	15,20	15,15	15,45	15,90	15,95	15,42	16,10	15,10	14,96	15,50	15,63
				Rope jumping	94	106	115	102	118	110	122	109	125	99	121
				800m	03:23,0	03:38,0	03:21,0	03:34,0	03:34,0	03:29,0	03:27,0	03:23,0	03:33,0	03:38,0	03:40,0

Project DAYS Control Normatives Turkiye

	No	Full Name	Gender	Birthdate	Control Normative	12	13	14	15	16	17	18	19	20	Aver.result
Dancers	**1**	DTR1	Male	26.01.2005	20m max run	3,71	3,44	3,76	3,65	3,61	3,77	3,61	3,45	3,58	3,667
					Long jump	2,20	2,30	2,16	2,24	2,31	2,17	2,15	2,28	2,31	2,234
					Shuttle run	16,84	16,93	16,54	16,82	16,24	16,95	16,28	16,00	16,64	16,582
					Rope jumping	116	123	114	107	122	132	127	110	128	117,4
					800m	03:41,0	03:25,0	03:34,0	03:27,0	03:32,0	03:34,0	03:27,0	03:22,0	03:14,0	03:27,5
	2	DTR2	Male	07.05.2006	20m max run	3,41	3,48	3,53	3,37	3,27	3,34	3,27	3,41	3,40	3,405
					Long jump	2,19	2,29	2,31	2,30	2,25	2,14	2,32	2,23	2,25	2,252
					Shuttle run	14,88	14,98	15,12	15,05	15,00	14,64	14,77	14,81	15,03	15,028
					Rope jumping	100	108	115	111	112	100	99	102	114	109,9
					800m	02:58,0	03:10,0	03:00,0	02:56,0	03:15,0	03:22,0	03:10,0	03:13,0	03:05,0	03:05,8
	3	DTR3	Male	28.08.2002	20m max run	3,43	3,29	3,42	3,40	3,37	3,27	3,39	3,35	3,34	3,346
					Long jump	2,62	2,53	2,41	₺2,40	2,55	2,52	5,59	2,43	2,61	2,628
					Shuttle run	14,78	15,00	14,01	14,36	14,47	14,68	14,21	14,44	14,63	14,457
					Rope jumping	128	125	133	114	118	122	123	102	119	119,7
					800m	02:55,0	02:59,0	03:00,0	02:56,0	03:11,0	03:01,0	03:05,0	02:59,0	03:03,0	03:00,8
	4	DTR4	Female	24.02.2006	20m max run	3,51	3,41	3,57	3,50	3,87	3,69	3,77	3,43	3,72	3,596
					Long jump	2,11	2,05	2,17	2,07	2,11	2,11	2,24	2,10	2,16	2,112
					Shuttle run	16,01	15,86	15,72	15,62	15,33	15,81	16,09	15,12	15,57	15,543
					Rope jumping	130	141	124	129	141	138	138	139	126	130,2
					800m	03:00,0	03:09,0	03:10,0	03:09,0	03:00,0	03:12,0	03:09,0	03:03,0	03:05,0	03:06,5
	5	DTR5	Male	24.05.2003	20m max run	3,32	3,27	3,2	3,38	3,19	3,2	3,31	3,33	3,26	3,205
					Long jump	2,61	2,60	2,50	2,49	2,63	2,47	2,33	2,25	2,45	15,492
					Shuttle run	15,75	15,09	14,99	15,65	15,51	14,83	15,43	15,24	15,36	15,287
					Rope jumping	130	136	138	146	144	139	125	124	134	134,9
					800m	02:43,0	02:52,0	02:59,0	02:56,0	02:46,0	02:40,0	02:59,0	02:53,0	02:50,0	02:49,3
	6	DTR6	Female	23.05.2005	20m max run	3,59	3,61	3,68	3,79	3,81	3,54	3,6	3,59	3,64	3,674
					Long jump	2,03	2,28	2,13	2,11	2,24	2,13	2,17	2,25	2,21	2,198
					Shuttle run	16,02	15,45	15,86	15,59	15,36	15,78	15,65	15,32	16,00	15,528
					Rope jumping	129	122	100	109	102	104	118	114	112	112,1
					800m	03:42,0	03:55,0	03:38,0	03:45,0	03:50,0	03:48,0	03:41,0	03:36,0	03:55,0	03:45,7

	7	DTR7	Female	11.10.2007	20m max run	3,61	3,51	3,37	3,46	3,39	3,66	3,74	3,52	3,54	3,489
					Long jump	2,12	2,05	2,32	2,30	2,36	2,33	2,22	2,24	2,36	2,250
					Shuttle run	15,77	14,95	15,49	15,11	15,22	15,63	15,27	15,10	15,38	15,314
					Rope jumping	99	95	103	105	104	109	98	98	101	103,7
					800m	04:01,0	04:12,0	04:23,0	04:20,0	04:12,0	04:18,0	04:12,0	04:25,0	04:10,0	04:11,3
	8	DTR8	Male	13.02.2006	20m max run	3,55	3,51	3,63	3,52	3,49	3,56	3,59	3,61	3,67	3,548
					Long jump	2,34	2,36	2,28	2,32	2,21	2,18	2,35	2,32	2,25	2,289
					Shuttle run	14,61	15,12	15,65	15,13	14,99	15,27	14,83	15,11	15,24	15,205
					Rope jumping	144	134	142	129	139	130	144	129	135	137,1
					800m	03:20,0	03:08,0	03:10,0	03:12,0	03:01,0	03:12,0	03:16,0	03:04,0	03:07,0	03:11,2
Athletes	**9**	ATR1	Male	10.10.2006	20m max run	3,61	3,54	3,78	3,55	3,81	3,77	3,61	3,55	3,59	3,693
					Long jump	2,20	2,28	2,13	2,24	2,31	2,27	2,25	2,30	2,32	2,233
					Shuttle run	16,94	16,33	16,87	16,51	16,34	16,68	16,88	16,37	16,44	16,643
					Rope jumping	115	126	111	108	124	133	117	129	131	118,7
					800m	03:29,0	03:29,0	03:36,0	03:22,0	03:25,0	03:33,0	03:29,0	03:28,0	03:19,0	03:26,8
	10	ATR2	Male	15.07.2002	20m max run	3,41	3,48	3,53	3,37	3,27	3,34	3,27	3,41	3,4	3,405
					Long jump	2,19	2,29	2,31	2,30	2,25	2,14	2,32	2,23	2,25	2,252
					Shuttle run	14,97	14,75	14,83	14,7	15,03	14,41	14,77	14,91	15,06	14,943
					Rope jumping	100	108	115	111	112	100	99	102	114	109,9
					800m	02:54,0	02:57,0	03:01,0	03:05,0	02:54,0	02:52,0	02:58,0	03:02,0	02:48,0	02:56,1
	11	ATR3	Male	09.09.2003	20m max run	3,43	3,29	3,42	3,4	3,37	3,27	3,39	3,35	3,34	3,346
					Long jump	2,51	2,53	2,55	2,6	2,63	2,51	2,54	2,57	2,64	2,533
					Shuttle run	14,33	14,17	14,24	14,11	14,36	14,25	14,2	14,47	14,41	14,265
					Rope jumping	128	124	131	119	124	125	128	117	115	120,4
					800m	02:50,0	02:59,0	03:05,0	02:48,0	02:57,0	02:54,0	02:53,0	02:56,0	02:58,0	02:54,7
	12	ATR4	Female	11.10.2002	20m max run	3,51	3,41	3,57	3,50	3,87	3,69	3,77	3,43	3,72	3,596
					Long jump	2,16	2,20	2,18	2,07	2,11	2,23	2,14	2,18	2,16	2,141
					Shuttle run	16,06	15,54	15,71	15,41	15,89	15,77	16,02	15,84	15,57	15,741
					Rope jumping	122	118	128	116	141	137	124	139	124	123,9
					800m	03:04,0	03:10,0	02:58,0	03:05,0	03:01,0	03:07,0	03:09,0	03:11,0	03:01,0	03:04,5
	13	ATR5	Male	12.04.2001	20m max run	3,32	3,27	3,2	3,38	3,19	3,2	3,31	3,33	3,26	3,205
					Long jump	2,55	2,57	2,64	2,66	2,63	2,57	2,55	2,63	2,66	2,584
					Shuttle run	15,24	14,99	14,94	15,2	15,03	14,96	15,12	15,27	15,01	15,152

					Rope jumping	129	136	138	150	151	134	135	139	143	137,3
					800m	02:39,0	02:36,0	02:34,0	02:34,0	02:30,0	02:31,0	02:31,0	02:37,0	02:29,0	02:33,1
	14	ATR6	Male	02.04.2003	20m max run	3,59	3,61	3,68	3,79	3,81	3,54	3,6	3,59	3,64	3,674
					Long jump	2,31	2,27	2,31	2,17	2,25	2,31	2,27	2,24	2,2	2,251
					Shuttle run	15,51	15,97	15,49	15,81	15,63	15,57	15,48	15,61	15,52	15,632
					Rope jumping	123	121	99	104	101	104	109	115	117	111,2
					800m	03:23,0	03:29,0	03:23,0	03:34,0	03:32,0	03:35,0	03:33,0	03:32,0	03:34,0	03:28,2
	15	ATR7	Male	12.07.2003	20m max run	3,61	3,51	3,37	3,46	3,39	3,66	3,74	3,52	3,54	3,489
					Long jump	2,38	2,45	2,31	2,35	2,4	2,37	2,26	2,28	2,33	2,354
					Shuttle run	15,37	15,32	15,4	15,31	15,2	15,63	15,27	15,58	15,36	15,339
					Rope jumping	99	97	101	106	105	101	99	98	100	101,5
					800m	03:29,0	03:21,0	03:27,0	03:34,0	03:35,0	03:33,0	03:31,0	03:33,0	03:34,0	03:29,2
	16	ATR8	Male	09.09.2003	20m max run	3,55	3,51	3,63	3,52	3,49	3,56	3,59	3,61	3,67	3,548
					Long jump	2,31	2,34	2,33	2,32	2,38	2,39	2,34	2,37	2,29	2,337
					Shuttle run	14,51	14,88	14,65	15,03	14,82	14,77	14,83	14,81	14,74	14,887
					Rope jumping	125	144	134	129	137	138	141	134	138	134,3
					800m	03:06,0	03:10,0	02:58,0	03:05,0	03:12,0	03:15,0	03:09,0	03:13,0	03:03,0	03:06,9
School students	**17**	STR1	Male	23.07.2002	20m max run	3,52	3,35	3,30	3,65	3,80	3,35	3,46	3,41	3,36	3,459
					Long jump	2,29	2,30	2,24	2,28	2,25	2,31	2,13	2,26	2,27	2,263
					Shuttle run	16,45	16,02	15,93	16,07	16,14	16,93	16,01	15,82	16,35	16,37
					Rope jumping	133	135	139	132	125	139	136	136	133	132,5
					800m	04:04,0	04:00,0	04:05,0	03:57,0	03:55,0	03:55,0	03:59,0	03:00,0	04:01,0	03:54,3
	18	STR2	Male	11.11.2007	20m max run	3,79	3,81	3,46	3,54	3,53	3,49	3,56	3,66	3,58	3,627
					Long jump	2,05	1,94	2,03	2,00	2,04	2,03	2,06	1,99	2,00	2,004
					Shuttle run	19,96	20,08	20,03	19,85	20,45	20,30	20,45	19,56	20,32	20,146
					Rope jumping	70	68	77	82	74	71	82	68	77	74,3
					800m	04:29,0	04:46,0	04:23,0	04:22,0	04:12,0	04:30,0	04:36,0	04:22,0	04:19,0	04:26,1
	19	STR3	Female	08.12.2001	20m max run	4,15	4,22	4,12	4,05	4,03	4,11	4,00	4,08	4,35	4,098
					Long jump	2,08	1,99	2,10	1,96	2,02	2,05	2,10	1,90	1,93	1,979
					Shuttle run	18,12	19,85	20,05	20,12	19,49	18,65	18,32	17,85	17,96	18,949
					Rope jumping	126	108	115	118	113	131	129	122	116	115,0
					800m	04:43,0	04:58,0	04:20,0	04:22,0	04:17,0	04:34,0	04:56,0	04:25,0	04:37,0	04:33,3
	20	STR4	Female	15.03.2003	20m max run	3,72	3,80	3,62	3,65	3,67	3,70	3,59	3,61	3,78	3,716

				Long jump	2,14	1,90	1,93	2,05	2,05	2,12	1,94	2,02	2,04	2,033
				Shuttle run	20,02	18,56	18,34	18,00	18,12	19,34	17,50	18,90	19,30	18,518
				Rope jumping	110	132	122	130	109	117	123	120	136	118,05
				800m	05:09,0	04:57,0	04:49,0	05:15,0	04:49,0	04:35,0	04:39,0	04:29,0	04:55,0	04:53,4
21	STR5	Female	19.09.2008	20m max run	3,84	3,82	3,96	3,71	3,69	3,92	3,88	3,79	3,91	3,8325
				Long jump	2,08	1,99	2,11	1,97	2,02	2,03	2,10	1,92	1,88	1,973
				Shuttle run	20,10	18,51	18,23	17,96	18,12	17,96	19,03	18,89	18,00	18,6189
				Rope jumping	101	112	122	115	110	117	119	126	106	108,5
				800m	05:01,0	04:57,0	04:21,0	04:22,0	04:17,0	04:34,0	04:56,0	04:29,0	04:38,0	04:36,9
22	STR6	Male	02.03.2008	20m max run	3,42	3,31	3,46	3,35	3,36	3,37	3,40	3,40	3,45	3,397
				Long jump	2,13	1,99	2,11	2,06	2,22	2,05	2,05	1,90	2,03	2,005
				Shuttle run	16,99	16,53	16,77	16,51	15,97	16,68	16,38	16,37	16,74	16,690
				Rope jumping	115	124	119	118	124	127	113	117	109	118,1
				800m	03:24,0	03:29,0	03:23,0	03:29,0	03:22,0	03:16,0	03:26,0	03:29,0	03:27,0	03:33,7
23	STR7	Male	12.12.2006	20m max run	3,86	3,74	3,92	119,00	3,88	3,88	3,76	3,78	3,85	9,588
				Long jump	2,20	2,22	2,23	2,14	2,06	2,17	2,05	2,25	2,22	2,157
				Shuttle run	16,24	15,99	15,94	15,67	16,03	15,96	17,12	16,67	15,31	15,951
				Rope jumping	120	111	99	104	121	114	109	115	119	113,3
				800m	03:49,0	03:56,0	03:37,0	03:44,0	03:51,0	03:35,0	03:41,0	03:39,0	03:45,0	03:48,9
24	STR8	Male	08.06.2004	20m max run	3,40	3,55	3,49	3,35	3,46	3,50	3,40	3,42	3,50	3,417
				Long jump	2,35	2,36	2,40	2,30	2,32	2,35	2,40	2,44	2,39	2,357
				Shuttle run	15,43	16,30	16,42	16,15	16,60	16,35	16,00	15,96	16,32	15,795
				Rope jumping	108	112	131	100	127	118	129	111	119	113,8
				800m	03:41,0	03:39,0	03:26,0	03:27,0	03:33,0	03:31,0	03:26,0	03:22,0	03:18,0	03:30,1

Project DAYS Control Normatives Portugal

	No	Full Name	Gender	Birthdate	Control Normative	1	2	3	4	5	6	7	8	9	10	11
Dancers	**1**	DPT1	Female	14.04.2007	20m max run	4,57	4,60	4,57	4,28	4,02	4,45	3,97	4,03	4,12	4,25	4,04
					Long jump	1,74	1,68	1,70	1,62	1,38	1,67	1,59	1,61	1,76	1,88	1,84
					Shuttle run	17,78	17,80	18,72	18,65	17,54	18,20	17,56	18,47	18,47	18,02	18,05
					Rope jumping	90	93	85	92	77	99	88	98	100	104	94
					800m	04:22,0	04:16,0	04:45,0	04:33,0	04:54,0	04:12,0	04:54,0	04:50,0	04:40,0	04:26,0	04:35,0
	2	DPT2	Female	18.03.2005	20m max run	4,81	4,35	4,62	5,00	4,43	4,13	4,06	3,95	3,99	4,85	4,42
					Long jump	1,41	1,26	1,56	1,38	1,42	1,59	1,58	1,29	1,78	1,67	1,68
					Shuttle run	17,20	18,08	17,05	18,16	18,10	18,02	17,94	17,98	18,77	17,98	17,58
					Rope jumping	85	91	75	89	101	72	89	84	92	85	105
					800m	04:31,0	04:32,0	04:21,0	04:26,0	04:52,0	04:54,0	04:24,0	04:10,0	04:06,0	04:09,0	04:31,0
	3	DPT3	Female	01.05.2005	20m max run	3,88	3,78	3,76	3,73	3,90	4,00	3,70	3,32	3,90	3,62	3,51
					Long jump	1,82	1,71	1,75	1,85	1,83	1,84	1,86	1,91	1,87	1,82	1,72
					Shuttle run	17,67	17,95	18,20	18,85	17,95	18,81	17,84	17,83	18,62	17,85	18,69
					Rope jumping	70	76	70	72	86	70	81	70	85	70	80
					800m	04:21,0	04:52,0	04:17,0	04:23,0	03:54,0	04:33,0	04:27,0	04:32,0	04:25,0	04:11,0	04:43,0
	4	DPT4	Female	03.03.2008	20m max run	3,67	3,57	3,64	3,65	3,71	3,76	3,81	3,62	3,51	3,67	3,71
					Long jump	1,69	1,68	1,65	1,70	1,66	1,68	1,65	1,68	1,71	1,70	1,68
					Shuttle run	18,10	19,34	19,16	18,22	18,45	19,22	18,35	19,55	18,10	18,87	19,85
					Rope jumping	92	98	101	95	91	83	78	88	91	94	111
					800m	04:50,0	04:32,0	04:41,0	03:56,0	04:12,0	04:02,0	04:31,0	04:44,0	03:58,0	04:42,0	04:35,0
	5	DPT5	Female	26.08.2008	20m max run	3,98	3,85	3,80	3,64	4,10	3,84	4,30	4,63	4,17	4,07	4,67
					Long jump	1,56	1,45	1,85	2,00	1,90	1,81	1,72	1,70	1,68	1,82	1,87
					Shuttle run	18,46	19,66	19,25	18,30	19,56	18,54	18,85	18,82	19,52	19,10	18,80
					Rope jumping	71	77	76	78	80	81	75	74	80	81	78
					800m	04:52,0	04:48,0	04:52,0	04:50,0	04:40,0	04:30,0	04:50,0	04:25,0	04:30,0	04:40,0	04:35,0
	6	DPT6	Female	19.08.2008	20m max run	4,02	3,99	4,12	4,14	4,18	4,16	4,15	4,17	4,10	4,14	3,98
					Long jump	1,63	1,59	1,52	1,58	1,52	1,57	1,69	1,65	1,52	1,81	1,85
					Shuttle run	18,26	18,84	19,35	18,30	18,28	18,30	19,68	19,54	19,27	19,65	18,43
					Rope jumping	80	88	71	82	87	89	70	81	83	82	85
					800m	04:23,0	04:32,0	04:42,0	04:21,0	04:38,0	04:30,0	04:31,0	04:52,0	04:41,0	04:47,0	04:26,0

	7	DPT7	Female	17.12.2008	20m max run	4,20	4,10	4,12	4,36	3,68	3,97	4,58	4,54	3,74	3,81	4,14
					Long jump	1,44	1,62	1,42	1,51	1,53	1,45	1,52	1,58	1,68	1,71	1,67
					Shuttle run	18,87	19,75	18,25	18,42	19,20	19,51	19,20	18,86	19,25	19,20	18,35
					Rope jumping	77	80	85	87	72	88	91	83	86	89	94
					800m	04:30,0	04:48,0	04:55,0	04:47,0	04:50,0	04:54,0	04:58,0	04:25,0	04:58,0	04:56,0	04:48,0
	8	DPT8	Male	21.07.2009	20m max run	3,52	3,45	3,64	3,55	3,87	3,91	4,30	4,05	3,70	3,97	4,67
					Long jump	1,85	2,00	1,90	1,81	1,72	1,71	1,63	1,65	1,71	1,64	1,85
					Shuttle run	19,37	18,84	19,05	18,61	19,65	18,25	19,43	18,98	19,55	18,55	19,22
					Rope jumping	71	77	80	82	91	75	76	73	85	89	94
					800m	04:50,0	04:33,0	04:42,0	04:57,0	04:13,0	04:04,0	04:32,0	04:46,0	04:59,0	04:35,0	04:40,0
Athletes	**9**	APT1	Female	19.02.2009	20m max run	3,63	3,55	3,90	4,00	3,95	3,90	3,60	3,65	3,70	3,45	3,50
					Long jump	1,55	1,62	1,59	1,65	1,55	1,65	1,70	1,63	1,45	1,65	1,52
					Shuttle run	19,75	18,96	18,95	19,02	18,94	18,50	18,96	19,00	18,75	19,10	19,45
					Rope jumping	72	76	75	74	73	75	80	85	83	82	81
					800m	04:40,0	04:30,0	04:20,0	04:10,0	04:05,0	04:59,0	04:30,0	04:05,0	04:10,0	04:50,0	04:40,0
	10	APT2	Female	26.01.2005	20m max run	3,90	4,00	3,95	4,00	4,05	4,47	3,95	3,95	3,90	3,60	3,70
					Long jump	1,77	1,78	1,80	1,75	1,90	1,85	1,90	1,92	1,85	1,80	1,76
					Shuttle run	17,54	17,52	17,60	17,45	17,40	18,10	18,22	17,91	17,95	18,03	18,20
					Rope jumping	137	145	138	139	142	145	141	140	142	138	140
					800m	04:45,0	04:50,0	04:40,0	04:40,0	04:55,0	04:50,0	04:45,0	04:11,0	04:40,0	04:35,0	04:10,0
	11	APT3	Female	17.04.2006	20m max run	3,50	3,60	3,80	3,70	3,50	3,80	3,50	3,30	3,70	3,80	3,60
					Long jump	2,05	2,00	2,10	2,00	2,10	2,06	2,20	2,10	1,90	2,00	2,15
					Shuttle run	17,90	18,25	17,30	17,60	17,80	18,20	18,55	18,60	17,95	17,10	17,40
					Rope jumping	95	85	90	95	95	90	86	90	85	92	95
					800m	03:55,0	04:05,0	03:50,0	04:20,0	03:45,0	04:20,0	04:45,0	03:55,0	04:50,0	04:20,0	04:10,0
	12	APT4	Female	23.03.2004	20m max run	3,70	3,90	3,70	3,70	3,80	3,60	3,90	3,60	3,80	3,40	3,75
					Long jump	1,75	1,70	1,80	1,85	1,75	1,70	2,00	1,80	1,85	1,90	1,85
					Shuttle run	17,20	17,30	17,30	17,50	17,20	17,20	17,40	17,20	17,10	17,30	17,90
					Rope jumping	92	99	97	95	92	95	94	90	95	94	95
					800m	04:30,0	04:10,0	04:12,0	04:25,0	04:17,0	04:26,0	03:56,0	04:12,0	03:58,0	04:21,0	04:32,0
	13	APT5	Male	25.12.2004	20m max run	3,70	3,70	3,90	3,60	3,70	3,90	3,70	3,80	3,50	3,60	3,60
					Long jump	2,00	2,10	2,40	2,20	1,95	1,90	2,10	2,20	2,00	1,90	2,20
					Shuttle run	18,20	18,30	18,10	17,50	18,50	17,10	17,25	17,10	18,05	17,15	18,00

					Rope jumping	95	90	95	97	95	94	90	95	100	110	90
					800m	03:45,0	03:40,0	03:50,0	03:30,0	04:12,0	04:07,0	03:40,0	03:49,0	04:20,0	03:56,0	03:40,0
	14	APT6	Male	03.05.2005	20m max run	3,60	3,60	3,90	3,85	3,80	3,50	3,40	3,55	3,40	3,70	3,80
					Long jump	2,20	2,22	1,95	1,90	2,00	2,03	2,20	2,17	2,18	2,15	2,07
					Shuttle run	17,30	17,55	17,00	17,20	17,90	18,00	18,60	16,95	17,20	16,52	17,05
					Rope jumping	95	85	95	100	95	105	100	85	95	93	110
					800m	03:40,0	03:40,0	03:50,0	03:40,0	04:15,0	04:15,0	03:20,0	03:38,0	04:10,0	04:26,0	03:40,0
	15	APT7	Female	26.01.2004	20m max run	3,60	3,50	3,80	3,70	3,70	3,60	3,60	3,55	3,65	3,80	3,75
					Long jump	1,75	1,70	1,80	1,85	1,75	1,80	1,90	1,90	1,85	1,90	1,85
					Shuttle run	17,20	17,30	18,40	17,50	18,20	17,20	17,30	17,20	18,30	17,35	17,90
					Rope jumping	92	95	97	95	92	95	94	91	96	94	95
					800m	04:00,0	03:58,0	03:40,0	04:21,0	04:00,0	03:59,0	03:55,0	03:20,0	04:15,0	03:59,0	04:15,0
	16	APT8	Male	08.03.2006	20m max run	3,30	3,80	3,30	3,80	4,50	3,70	3,90	3,70	3,80	3,50	3,30
					Long jump	1,75	2,00	1,80	2,00	1,86	2,20	1,90	2,20	2,00	2,05	2,10
					Shuttle run	17,10	18,30	17,10	18,30	17,16	18,30	17,20	18,40	17,58	18,20	17,20
					Rope jumping	95	92	93	93	95	96	97	98	99	100	95
					800m	03:45,0	03:55,0	04:10,0	04:00,0	04:05,0	03:55,0	03:38,0	03:25,0	03:20,0	03:45,0	03:40,0
School students	**17**	SPT1	Female	14.11.2007	20m max run	4,50	4,40	4,50	4,10	4,60	4,40	3,30	4,50	4,30	4,40	4,10
					Long jump	1,40	1,30	1,50	1,40	1,70	1,60	1,80	1,90	1,50	1,60	1,80
					Shuttle run	19,20	20,05	20,43	19,65	20,10	19,54	19,62	20,52	19,25	19,68	20,45
					Rope jumping	65	64	77	76	61	60	75	70	85	82	88
					800m	05:50,0	05:40,0	05:10,0	05:25,0	05:20,0	05:10,0	05:30,0	05:45,0	05:10,0	05:20,0	05:50,0
	18	SPT2	Female	04.04.2009	20m max run	4,20	4,50	4,60	4,70	4,50	4,40	4,10	4,20	4,60	4,70	4,50
					Long jump	1,60	1,75	1,56	1,60	1,70	1,67	1,71	1,72	1,65	1,69	1,65
					Shuttle run	20,05	19,00	19,25	20,50	19,10	19,50	19,20	19,00	20,10	20,50	19,10
					Rope jumping	81	80	72	79	74	78	81	77	78	75	74
					800m	05:07,0	05:10,0	05:12,0	05:10,0	05:15,0	05:13,0	05:11,0	05:20,0	05:19,0	05:17,0	04:15,0
	19	SPT3	Male	28.01.2009	20m max run	3,77	4,12	3,75	4,10	3,68	3,70	4,20	4,20	4,10	4,12	3,71
					Long jump	1,20	1,20	1,10	1,10	1,50	1,40	1,60	1,45	1,32	1,35	1,55
					Shuttle run	19,30	20,40	19,00	19,70	20,50	19,10	20,50	19,50	19,00	20,40	19,10
					Rope jumping	70	75	85	80	70	82	71	84	78	75	70
					800m	05:03,0	05:27,0	05:25,0	05:12,0	05:21,0	04:52,0	05:18,0	05:15,0	05:30,0	05:25,0	04:35,0
	20	SPT4	Male	17.05.2008	20m max run	3,60	3,70	4,10	4,40	3,60	4,50	3,80	4,10	4,20	3,90	4,40

				Long jump	1,75	1,60	1,65	1,63	1,62	1,60	1,74	1,75	1,60	1,62	1,63
				Shuttle run	18,20	19,10	18,20	19,50	18,22	19,40	18,60	18,60	19,00	19,10	18,54
				Rope jumping	82	85	82	65	95	87	75	75	85	82	83
				800m	04:21,0	04:15,0	04:25,0	04:08,0	04:15,0	04:35,0	04:52,0	04:48,0	04:39,0	04:26,0	05:05,0
21	SPT5	Male	24.06.2007	20m max run	3,30	3,80	4,50	4,40	3,50	3,70	3,80	3,60	4,20	3,70	3,50
				Long jump	1,80	1,90	1,70	1,65	1,70	1,67	1,71	1,69	1,72	1,83	1,80
				Shuttle run	18,50	18,00	18,55	18,30	18,24	18,30	18,93	17,25	18,00	19,00	19,50
				Rope jumping	80	85	76	70	78	90	78	75	70	75	80
				800m	05:00,0	05:20,0	05:25,0	05:33,0	05:10,0	05:56,0	05:49,0	05:51,0	05:20,0	05:00,0	05:10,0
22	SPT6	Male	15.07.2009	20m max run	3,20	3,70	3,90	4,20	3,70	4,30	4,00	4,20	4,10	3,80	3,60
				Long jump	1,60	1,62	1,58	1,65	1,67	1,59	1,58	1,63	1,70	1,71	1,61
				Shuttle run	19,00	18,50	20,10	18,64	18,50	18,62	18,80	18,54	18,30	19,20	19,20
				Rope jumping	70	75	83	81	91	74	80	74	76	75	81
				800m	04:32,0	04:38,0	04:55,0	04:36,0	04:38,0	04:43,0	04:46,0	04:52,0	05:05,0	05:07,0	04:52,0
23	SPT7	Male	08.03.2008	20m max run	3,30	3,50	3,80	4,10	3,80	4,20	4,10	4,30	4,20	3,90	3,80
				Long jump	1,90	2,10	1,90	1,85	1,85	2,10	2,10	1,93	2,11	1,81	1,72
				Shuttle run	18,61	18,70	19,33	19,20	18,10	19,20	18,72	18,30	18,54	18,90	20,05
				Rope jumping	76	82	87	80	83	79	81	86	84	83	87
				800m	04:59,0	04:47,0	04:52,0	04:49,0	04:52,0	04:47,0	04:46,0	04:51,0	04:38,0	04:26,0	04:58,0
24	SPT8	Male	04.07.2006	20m max run	4,11	4,21	4,72	3,90	3,84	3,76	4,00	4,09	4,22	4,00	3,95
				Long jump	1,91	1,91	1,87	1,90	1,82	1,94	1,84	1,86	1,83	1,81	1,94
				Shuttle run	18,91	22,00	19,14	19,21	18,39	18,42	18,71	19,10	18,77	18,52	18,11
				Rope jumping	92	93	92	78	95	91	87	89	94	93	92
				800m	03:55,0	03:56,0	04:07,0	04:20,0	04:56,0	04:10,0	04:20,0	04:25,0	04:34,0	04:56,0	04:52,0

Project DAYS Control Normatives Portugal

	No	Full Name	Gender	Birthdate	Control Normative	12	13	14	15	16	17	18	19	20	Aver.result
Dancers	1	DPT1	Female	14.04.2007	20m max run	4,18	4,52	4,10	4,15	3,98	4,07	4,22	4,43	4,16	4,236
					Long jump	1,74	1,82	1,68	1,67	1,71	1,59	1,26	1,35	1,48	1,639
					Shuttle run	17,97	17,91	18,01	17,88	17,41	17,78	18,89	17,45	18,69	18,063
					Rope jumping	101	98	89	101	103	99	89	78	100	93,9
					800m	04:39,0	04:36,0	04:25,0	04:43,0	04:49,0	04:22,0	04:45,0	04:37,0	04:18,0	04:35,0
	2	DPT2	Female	18.03.2005	20m max run	4,15	3,82	4,52	3,75	4,58	3,99	4,12	4,41	4,36	4,316
					Long jump	1,72	1,84	1,95	1,69	1,58	1,28	1,36	1,42	1,49	1,548
					Shuttle run	17,34	18,10	18,98	18,45	17,87	18,50	17,41	17,81	18,68	18,000
					Rope jumping	103	96	90	94	100	99	102	95	98	92,3
					800m	04:01,0	04:12,0	04:02,0	04:15,0	04:41,0	04:09,0	04:42,0	03:59,0	03:53,0	04:20,5
	3	DPT3	Female	01.05.2005	20m max run	3,82	3,74	3,76	3,72	3,48	4,15	3,90	3,89	3,92	3,774
					Long jump	1,89	1,65	1,87	1,69	1,92	1,95	1,86	1,83	1,78	1,821
					Shuttle run	17,64	17,26	18,45	17,41	18,58	17,98	17,41	18,25	18,94	18,109
					Rope jumping	75	91	94	95	85	96	80	75	85	80,3
					800m	04:32,0	04:26,0	04:12,0	04:15,0	04:45,0	04:25,0	04:03,0	04:13,0	03:55,0	04:22,2
	4	DPT4	Female	03.03.2008	20m max run	3,80	3,79	3,82	3,72	3,74	3,70	3,68	3,72	3,81	3,705
					Long jump	1,65	1,63	1,65	1,68	1,70	1,71	1,64	1,69	1,68	1,675
					Shuttle run	18,55	19,15	18,35	19,46	18,72	19,47	18,62	19,25	18,54	18,866
					Rope jumping	85	93	87	99	87	102	84	101	109	93,5
					800m	04:40,0	04:00,0	04:29,0	04:15,0	03:55,0	04:39,0	04:10,0	03:59,0	03:48,0	04:19,9
	5	DPT5	Female	26.08.2008	20m max run	3,98	4,80	3,75	4,03	4,30	3,95	3,87	3,98	4,12	4,092
					Long jump	1,75	1,66	1,72	1,76	1,87	1,64	1,82	1,65	1,59	1,741
					Shuttle run	19,76	18,50	19,20	18,84	19,82	19,25	19,52	19,53	19,52	19,140
					Rope jumping	79	69	72	75	80	81	79	77	79	77,1
					800m	04:50,0	04:20,0	04:30,0	04:45,0	04:17,0	04:25,0	04:16,0	04:58,0	04:30,0	04:37,2
	6	DPT6	Female	19.08.2008	20m max run	4,10	4,12	4,06	4,10	4,13	4,10	4,16	4,12	4,09	4,107
					Long jump	1,86	1,61	1,53	1,79	1,78	1,89	1,78	1,67	1,75	1,680
					Shuttle run	19,29	18,46	19,34	18,71	19,57	18,35	19,37	18,41	19,56	18,948
					Rope jumping	72	87	84	73	75	79	82	85	83	80,9
					800m	04:48,0	04:33,0	04:29,0	04:44,0	04:03,0	04:57,0	04:42,0	04:59,0	05:01,0	04:38,0

	7	DPT7	Female	17.12.2008	20m max run	3,72	3,85	4,42	4,85	3,91	4,02	4,12	3,98	3,84	4,098
					Long jump	1,52	1,64	1,63	1,75	1,68	1,61	1,58	1,84	1,82	1,610
					Shuttle run	18,42	19,05	18,95	19,30	18,25	19,15	18,95	19,15	18,10	18,909
					Rope jumping	103	99	95	98	97	101	96	102	101	91,2
					800m	04:56,0	04:58,0	04:53,0	04:29,0	04:47,0	04:45,0	04:50,0	04:50,0	04:30,0	04:47,3
	8	DPT8	Male	21.07.2009	20m max run	4,17	4,63	4,30	3,84	4,10	3,64	3,80	3,91	3,70	3,936
					Long jump	1,72	1,67	1,63	1,92	1,89	1,85	1,98	1,75	1,81	1,785
					Shuttle run	18,95	19,05	18,35	19,24	19,36	18,57	19,36	19,14	18,98	19,025
					Rope jumping	93	91	78	79	81	87	85	91	90	83,4
					800m	04:05,0	04:56,0	04:02,0	04:29,0	04:16,0	04:57,0	04:42,0	04:01,0	04:55,0	04:33,7
Athletes	**9**	APT1	Female	19.02.2009	20m max run	3,30	3,55	3,70	3,60	3,90	4,00	3,85	3,70	3,80	3,712
					Long jump	1,55	1,60	1,56	1,55	1,58	1,65	1,53	1,65	1,71	1,597
					Shuttle run	19,21	18,95	19,15	18,95	18,85	19,64	18,97	19,35	18,92	19,069
					Rope jumping	73	76	105	78	74	81	100	82	85	80,5
					800m	04:58,0	04:20,0	05:05,0	04:35,0	05:10,0	04:20,0	04:20,0	04:30,0	04:40,0	04:32,9
	10	APT2	Female	26.01.2005	20m max run	3,40	3,50	3,50	3,80	3,70	3,90	3,70	3,80	3,90	3,834
					Long jump	1,82	1,75	1,80	1,80	1,90	1,85	1,90	1,75	1,82	1,824
					Shuttle run	18,18	18,25	17,60	18,10	18,19	18,31	17,26	17,10	17,30	17,811
					Rope jumping	142	139	143	142	145	145	142	141	140	141,3
					800m	04:50,0	04:20,0	04:50,0	04:50,0	04:10,0	04:00,0	04:50,0	03:59,0	04:10,0	04:33,0
	11	APT3	Female	17.04.2006	20m max run	3,70	4,00	3,95	3,90	3,95	4,10	4,00	4,10	4,00	3,775
					Long jump	1,95	2,00	2,10	2,20	2,10	2,20	1,90	1,95	2,10	2,058
					Shuttle run	18,10	18,20	17,95	17,80	18,10	17,90	17,95	18,20	17,95	17,940
					Rope jumping	90	80	85	90	95	90	87	91	90	89,8
					800m	04:20,0	04:30,0	04:15,0	04:15,0	04:35,0	03:55,0	03:45,0	03:40,0	04:05,0	04:10,7
	12	APT4	Female	23.03.2004	20m max run	3,60	3,70	3,80	3,85	3,70	3,80	3,90	3,95	4,00	3,758
					Long jump	1,90	1,80	1,75	1,90	1,75	1,85	1,80	1,85	1,90	1,823
					Shuttle run	17,10	17,20	17,90	17,10	17,80	17,10	17,20	17,30	17,20	17,325
					Rope jumping	96	95	95	93	92	94	97	97	99	94,8
					800m	04:10,0	04:20,0	04:42,0	04:20,0	04:10,0	04:25,0	03:55,0	03:59,0	04:16,0	04:15,8
	13	APT5	Male	25.12.2004	20m max run	3,70	4,00	3,80	3,40	3,30	3,70	3,65	3,75	3,60	3,680
					Long jump	2,10	2,20	2,30	2,20	2,20	2,10	2,00	2,20	2,10	2,118
					Shuttle run	17,30	19,10	17,30	18,30	19,50	18,70	16,59	17,07	17,20	17,816

					Rope jumping	95	92	90	105	95	90	93	91	105	95,4
					800m	04:08,0	03:30,0	03:36,0	04:05,0	04:15,0	03:50,0	03:55,0	03:42,0	03:40,0	03:51,5
	14	APT6	Male	03.05.2005	20m max run	3,90	3,70	4,00	3,70	3,70	3,80	3,60	3,70	3,90	3,705
					Long jump	2,10	1,90	2,15	2,10	2,05	2,20	2,10	1,95	1,97	2,080
					Shuttle run	17,32	17,20	16,48	18,50	18,20	17,30	18,30	18,05	16,80	17,471
					Rope jumping	85	95	95	110	112	105	100	95	100	97,8
					800m	03:39,0	03:25,0	03:46,0	03:52,0	03:38,0	03:45,0	03:40,0	03:45,0	03:55,0	03:47,9
	15	APT7	Female	26.01.2004	20m max run	3,80	3,80	3,75	3,80	3,85	3,65	3,80	3,80	3,75	3,713
					Long jump	1,90	1,80	1,75	1,85	1,80	1,85	1,80	1,95	1,85	1,830
					Shuttle run	18,20	17,20	17,80	17,20	18,90	17,20	18,30	17,20	18,10	17,698
					Rope jumping	96	96	95	93	91	92	96	95	98	94,4
					800m	04:10,0	03:30,0	03:40,0	04:10,0	04:00,0	03:55,0	04:05,0	04:10,0	03:50,0	03:57,6
	16	APT8	Male	08.03.2006	20m max run	3,70	3,60	3,90	3,90	3,80	3,70	3,45	3,67	3,80	3,706
					Long jump	2,00	1,90	2,10	2,15	1,90	1,97	1,95	1,85	1,95	1,982
					Shuttle run	18,25	18,20	17,00	17,52	17,60	17,43	18,10	17,55	18,52	17,751
					Rope jumping	90	105	93	92	90	94	99	108	100	96,2
					800m	04:05,0	03:25,0	03:30,0	03:42,0	03:56,0	03:59,0	04:03,0	04:05,0	03:55,0	03:48,9
School students	**17**	SPT1	Female	14.11.2007	20m max run	4,40	3,40	3,30	3,50	3,80	3,50	4,40	4,30	4,50	4,110
					Long jump	1,50	1,60	1,70	1,60	1,70	1,70	1,80	1,70	1,80	1,630
					Shuttle run	20,68	19,50	19,87	19,80	20,40	20,56	19,87	20,65	20,75	20,029
					Rope jumping	60	80	75	70	85	80	85	85	87	75,5
					800m	05:25,0	05:36,0	05:40,0	05:10,0	05:40,0	05:20,0	05:10,0	05:25,0	05:20,0	05:26,8
	18	SPT2	Female	04.04.2009	20m max run	4,70	4,10	4,80	4,40	4,50	4,20	4,30	4,95	4,10	4,453
					Long jump	1,62	1,74	1,73	1,62	1,70	1,64	1,72	1,68	1,64	1,670
					Shuttle run	19,30	20,20	19,60	19,60	20,60	19,30	20,34	20,17	19,85	19,713
					Rope jumping	73	75	77	78	76	71	74	73	79	76,3
					800m	05:12,0	05:35,0	05:15,0	05:56,0	05:49,0	04:57,0	04:46,0	04:58,0	05:10,0	05:12,4
	19	SPT3	Male	28.01.2009	20m max run	4,21	4,29	4,21	3,69	3,87	3,90	4,20	4,30	4,12	4,012
					Long jump	1,45	1,60	1,26	1,40	1,45	1,55	1,42	1,58	1,39	1,394
					Shuttle run	19,05	19,56	18,00	19,40	20,30	20,50	19,20	19,80	20,50	19,641
					Rope jumping	75	85	85	74	76	79	80	75	70	77,0
					800m	05:18,0	05:27,0	04:25,0	05:21,0	05:15,0	05:20,0	05:36,0	05:27,0	05:21,0	05:14,6
	20	SPT4	Male	17.05.2008	20m max run	3,60	3,90	3,70	3,80	3,90	3,60	4,00	3,75	3,60	3,908

				Long jump	1,65	1,71	1,64	1,68	1,69	1,70	1,72	1,71	1,72	1,671
				Shuttle run	18,53	18,22	18,63	18,74	19,24	19,25	18,65	19,32	19,41	18,823
				Rope jumping	79	95	82	81	78	85	86	78	85	82,3
				800m	04:55,0	04:20,0	04:15,0	04:28,0	04:45,0	05:10,0	04:23,0	04:58,0	04:29,0	04:34,6
21	SPT5	Male	24.06.2007	20m max run	3,70	3,80	3,50	3,60	3,80	4,10	4,20	3,80	3,90	3,820
				Long jump	1,65	1,75	1,78	1,77	1,75	1,65	1,63	1,75	1,73	1,732
				Shuttle run	19,33	20,10	20,05	18,20	17,52	18,50	19,03	17,80	19,28	18,619
				Rope jumping	92	77	81	95	90	75	85	85	75	80,6
				800m	05:40,0	05:38,0	05:29,0	05:35,0	05:00,0	05:10,0	05:05,0	05:08,0	05:20,0	05:23,0
22	SPT6	Male	15.07.2009	20m max run	3,70	3,90	3,60	3,70	3,70	4,10	4,10	3,90	3,80	3,860
				Long jump	1,59	1,58	1,65	1,62	1,68	1,69	1,57	1,60	1,62	1,627
				Shuttle run	19,50	18,25	19,35	18,30	18,62	18,60	19,00	18,20	18,62	18,792
				Rope jumping	82	78	77	73	79	80	85	81	79	78,7
				800m	04:36,0	04:45,0	04:58,0	04:46,0	04:43,0	04:42,0	04:38,0	04:25,0	04:34,0	04:44,5
23	SPT7	Male	08.03.2008	20m max run	3,95	3,85	3,75	3,80	3,80	4,00	4,20	4,10	3,95	3,920
				Long jump	1,83	1,91	2,07	1,94	2,08	2,00	1,95	2,03	1,96	1,957
				Shuttle run	19,62	18,34	18,26	18,32	18,46	18,47	18,52	18,64	19,00	18,764
				Rope jumping	88	79	86	85	84	85	84	83	79	83,1
				800m	04:46,0	04:56,0	04:49,0	04:58,0	04:57,0	04:56,0	04:58,0	04:57,0	04:56,0	04:50,9
24	SPT8	Male	04.07.2006	20m max run	4,22	4,11	3,94	3,84	3,98	4,11	4,00	4,23	3,96	4,060
				Long jump	1,84	1,97	1,95	1,94	1,92	1,84	1,86	1,92	1,94	1,891
				Shuttle run	18,37	18,54	18,63	18,80	18,21	18,46	19,01	18,33	17,99	18,781
				Rope jumping	90	87	97	95	91	93	91	94	92	91,3
				800m	04:42,0	04:36,0	04:16,0	04:25,0	04:36,0	04:28,0	04:26,0	04:36,0	04:43,0	04:28,0

Project DAYS Control Normatives Romania

	No	Full Name	Gender	Birthdate	Control Normative	1	2	3	4	5	6	7	8	9	10	11
Dancers	**1**	DRO1	Female	11.07.2003	20m max run	4,28	4,78	4,25	4,56	3,87	4,03	4,97	4,45	3,69	4,80	3,96
					Long jump	1,92	1,93	1,87	1,90	1,94	1,72	1,83	1,67	1,85	1,78	1,70
					Shuttle run	17,30	17,28	17,18	18,10	17,68	17,89	17,55	17,60	17,29	17,13	17,10
					Rope jumping	145	135	100	104	120	145	143	112	129	118	133
					800m	03:53,0	03:48,0	03:30,0	03:55,0	03:59,0	03:36,0	03:35,0	03:38,0	04:00,0	03:59,0	03:32,0
	2	DRO2	Male	09.06.2004	20m max run	4,12	3,77	4,20	4,15	4,06	4,00	3,59	4,12	4,13	4,20	3,58
					Long jump	1,90	1,92	1,87	1,90	1,91	1,97	1,82	1,63	1,97	1,66	1,74
					Shuttle run	17,23	17,36	17,48	17,53	17,25	17,26	17,26	17,29	17,30	17,50	17,44
					Rope jumping	90	93	87	92	78	100	89	101	115	120	125
					800m	03:20,0	03:16,0	03:45,0	03:33,0	03:54,0	03:12,0	03:57,0	03:50,0	03:40,0	03:25,0	03:37,0
	3	DRO3	Female	24.02.2003	20m max run	4,30	4,35	4,28	4,27	4,22	4,24	4,28	4,22	4,18	4,20	4,16
					Long jump	1,70	1,70	1,73	1,75	1,75	1,75	1,70	1,74	1,72	1,75	1,74
					Shuttle run	17,50	17,50	17,45	17,10	17,30	17,39	17,44	17,46	17,35	17,40	17,38
					Rope jumping	136	128	132	134	137	118	138	129	132	123	136
					800m	03:48,0	03:50,0	03:43,0	03:47,0	03:46,0	03:50,0	03:47,0	03:58,0	04:00,0	03:58,0	03:52,0
	4	DRO4	Female	24.04.2001	20m max run	4,33	4,38	4,27	4,30	4,30	4,26	4,30	4,24	4,22	4,19	4,18
					Long jump	1,87	1,87	1,80	1,76	1,72	1,66	1,75	1,95	1,82	1,98	1,70
					Shuttle run	17,48	17,50	17,52	17,40	17,60	17,62	17,20	17,34	17,40	17,33	17,32
					Rope jumping	132	138	134	128	122	124	140	120	124	124	138
					800m	03:54,0	03:48,0	03:58,0	03:56,0	03:46,0	03:59,0	03:58,0	03:58,0	03:56,0	03:48,0	03:58,0
	5	DRO5	Male	29.11.2002	20m max run	3,80	3,64	4,10	3,84	4,30	4,63	4,17	4,06	4,93	4,67	3,97
					Long jump	2,00	1,98	1,85	1,89	1,92	1,67	1,61	1,66	1,71	1,84	1,64
					Shuttle run	17,30	17,50	19,10	18,40	18,10	17,21	17,79	18,90	16,55	18,43	16,68
					Rope jumping	95	91	83	78	88	91	94	111	85	105	87
					800m	04:30,0	04:32,0	04:41,0	04:16,0	04:12,0	04:02,0	04:31,0	03:58,0	03:58,0	04:32,0	03:54,0
	6	DRO6	Female	26.06.2004	20m max run	4,35	4,61	5,00	4,42	4,12	4,02	3,91	4,85	4,42	3,72	4,14
					Long jump	1,90	1,94	1,78	1,83	1,81	1,62	1,99	1,81	1,76	1,65	1,71
					Shuttle run	17,20	17,10	18,30	18,00	19,30	17,87	18,38	19,55	19,01	19,56	19,12
					Rope jumping	85	91	75	110	72	88	87	93	82	109	90
					800m	03:30,0	04:12,0	03:42,0	03:41,0	03:38,0	03:48,0	03:56,0	03:52,0	03:40,0	03:47,0	03:29,0

	7	DRO7	Female	21.12.2003	20m max run	4,36	4,42	4,22	4,38	4,44	4,38	4,38	4,40	4,20	4,00	4,20
					Long jump	1,60	1,50	1,54	1,48	1,52	1,48	1,46	1,50	1,50	1,48	1,48
					Shuttle run	18,40	18,70	18,20	18,10	18,44	18,40	18,00	17,80	18,60	18,02	18,10
					Rope jumping	98	96	101	103	102	105	107	106	110	114	120
					800m	03:58,0	04:00,0	04:02,0	04:26,0	04:28,0	04:20,0	04:28,0	04:22,0	04:06,0	04:14,0	04:16,0
	8	DRO8	Female	03.06.2003	20m max run	4,40	4,20	4,22	4,18	4,22	4,00	4,32	4,24	4,32	4,28	4,00
					Long jump	1,84	1,92	1,86	1,92	1,88	1,82	1,80	1,78	1,80	1,78	1,80
					Shuttle run	17,60	17,88	17,80	17,26	17,80	18,00	17,90	18,00	17,89	18,20	18,21
					Rope jumping	92	86	82	84	83	88	88	92	96	92	94
					800m	03:50,0	03:50,0	03:52,0	03:50,0	03:41,0	03:50,0	03:56,0	03:50,0	03:40,0	03:48,0	03:44,0
Athletes	**9**	ARO1	Male	21.03.2008	20m max run	3,29	3,80	3,29	3,80	4,48	3,70	3,90	3,70	3,80	3,50	3,30
					Long jump	1,75	2,00	1,75	2,00	1,25	2,20	1,90	2,20	2,00	2,00	2,10
					Shuttle run	16,10	19,31	16,10	19,31	17,10	15,30	14,00	15,30	21,00	20,00	22,00
					Rope jumping	40	72	40	72	86	70	85	70	100	95	75
					800m	05:33,0	05:00,0	05:33,0	05:00,0	05:13,0	05:23,0	05:16,0	04:58,0	05:00,0	04:57,0	05:00,0
	10	ARO2	Male	16.01.2008	20m max run	4,48	4. 86	4,48	4. 86	3,70	3,90	3,70	3,80	3,50	3,30	3,70
					Long jump	1,25	1,50	1,25	1,50	2,20	1,90	2,20	2,00	2,00	2,10	2,00
					Shuttle run	17,10	25,00	17,10	25,00	15,30	14,00	15,30	21,00	20,00	22,00	15,30
					Rope jumping	86	73	86	73	70	85	70	100	95	75	70
					800m	05:13,0	05:00,0	05:14,0	05:00,0	05:23,0	05:16,0	05:23,0	05:00,0	05:15,0	05:00,0	05:23,0
	11	ARO3	Male	27.07.2008	20m max run	4,00	4,00	4,00	4,00	4,00	3,80	3,50	4,00	3,70	3,30	3,70
					Long jump	1,90	2,00	1,90	2,00	1,80	2,00	2,00	1,80	2,20	2,10	2,20
					Shuttle run	18,40	20,00	18,40	20,00	21,00	21,00	20,00	21,00	16,30	22,00	15,30
					Rope jumping	65	30	65	30	110	100	95	110	80	75	70
					800m	04:00,0	03:33,0	04:00,0	03:34,0	05:25,0	05:00,0	04:55,0	05:25,0	05:33,0	05:00,0	04:53,0
	12	ARO4	Male	27.07.2008	20m max run	4,00	4,00	4,00	4,00	4,00	3,80	3,50	4,00	3,70	3,30	3,70
					Long jump	1,90	2,00	1,90	2,00	1,80	2,00	2,00	1,80	2,20	2,10	2,20
					Shuttle run	18,40	20,00	18,40	20,00	21,00	21,00	20,00	21,00	16,30	22,00	15,30
					Rope jumping	65	30	65	30	110	100	95	110	80	75	70
					800m	04:56,0	03:53,0	04:32,0	03:53,0	03:58,0	04:43,0	04:55,0	05:25,0	05:33,0	05:00,0	04:53,0
	13	ARO5	Female	20.01.2009	20m max run	3,76	3. 73	4,50	3,70	3. 73	4,50	4,00	3,70	3,90	4,00	3,70
					Long jump	1,75	2,00	1,90	2,00	2,00	1,90	1,80	2,20	1,90	1,80	2,20
					Shuttle run	17,80	20,00	20,00	17,00	20,00	20,00	21,00	15,30	14,00	21,00	16,30

					Rope jumping	86	86	70	120	86	70	110	70	85	110	80
					800m	04:20,0	04:30,0	04:20,0	04:23,0	04:30,0	04:20,0	03:55,0	04:43,0	05:06,0	04:52,0	05:06,0
	14	ARO6	Male	14.08.2006	20m max run	3,90	3,40	3,60	3,70	4,00	3,70	3,90	3,70	3,80	3,50	3,30
					Long jump	2,00	2,30	2,40	2,00	1,80	2,20	1,90	2,20	2,00	2,00	2,10
					Shuttle run	18,10	21,00	20,30	17,20	21,00	15,30	14,00	15,30	21,00	20,00	22,00
					Rope jumping	85	105	95	80	110	70	85	70	100	95	75
					800m	04:58,0	05:11,0	05:23,0	05:16,0	05:25,0	05:53,0	05:16,0	05:13,0	05:00,0	04:58,0	05:00,0
	15	ARO7	Male	02.07.2007	20m max run	3,70	3,70	3,90	3,60	3,70	3,90	3,70	3,80	3,50	4,00	3,70
					Long jump	2,00	2,00	2,00	2,40	2,20	1,90	2,20	2,00	2,00	1,80	2,20
					Shuttle run	17,20	17,20	18,10	20,30	15,30	14,00	15,30	21,00	20,00	21,00	16,30
					Rope jumping	80	80	85	95	70	85	70	100	95	110	80
					800m	05:16,0	05:16,0	04:50,0	05:23,0	05:13,0	05:16,0	05:13,0	05:00,0	05:25,0	05:25,0	05:33,0
	16	ARO8	Male	30.06.2006	20m max run	3,60	3,60	3,90	3,90	4,00	3,80	3,50	3,30	3,50	3,70	3,40
					Long jump	2,40	2,40	1,90	2,00	1,80	2,00	2,00	2,10	2,00	2,20	2,30
					Shuttle run	20,30	20,30	14,00	18,10	21,00	21,00	20,00	22,00	20,00	15,30	21,00
					Rope jumping	95	95	85	85	110	100	95	75	95	70	105
					800m	05:23,0	05:27,0	05:16,0	04:50,0	05:25,0	05:00,0	05:25,0	05:00,0	05:25,0	05:22,0	05:31,0
School students	**17**	SRO1	Female	21.06.2006	20m max run	4,50	4,10	4,50	4,10	4,20	3,30	3,80	5,00	4,40	5,00	4,50
					Long jump	1,50	1,50	1,50	1,50	1,60	1,80	1,90	1,70	1,65	1,70	1,50
					Shuttle run	16,20	17,00	16,20	16,00	15,70	20,50	18,00	22,50	16,20	23,50	16,20
					Rope jumping	78	75	78	75	70	95	125	76	70	78	78
					800m	05:16,0	05:13,0	05:21,0	05:00,0	05:25,0	05:00,0	05:00,0	05:14,0	05:16,0	04:53,0	05:16,0
	18	SRO2	Male	26.04.2007	20m max run	3,50	3,70	3,70	3,70	3,80	3,40	3,40	3,70	3,70	3,60	3,50
					Long jump	2,00	2,00	2,20	2,20	2,00	2,10	2,00	2,20	2,00	2,00	2,00
					Shuttle run	20,00	17,00	15,30	15,30	21,00	19,00	18,00	16,30	15,30	22,00	20,00
					Rope jumping	95	137	70	70	100	90	145	80	70	105	95
					800m	04:55,0	04:56,0	05:03,0	04:57,0	05:00,0	04:51,0	04:55,0	05:13,0	04:56,0	05:08,0	04:53,0
	19	SRO3	Male	21.01.2007	20m max run	3,70	3,70	3,50	3,70	4,20	3,30	3,80	5,00	4,40	5,00	3,40
					Long jump	2,20	2,20	2,00	2m	1,60	1,80	1,90	1,70	1,65	1,70	2,10
					Shuttle run	15,30	15,30	20,00	17,00	15,70	20,50	18,00	22,50	16,20	23,50	19,00
					Rope jumping	70	70	95	137	70	95	125	76	70	78	90
					800m	05:13,0	05:33,0	05:13,0	04:58,0	05:25,0	05:00,0	05:00,0	05:16,0	05:16,0	05:12,0	05:15,0
	20	SRO4	Female	21.01.2007	20m max run	4,50	4,40	4,50	4,10	4,50	5,00	4,40	3,30	3,80	4,50	4,50

				Long jump	1,40	1,40	1,50	1,50	1,40	1,70	1,70	1,60	1,90	1,80	1,50
				Shuttle run	23,00	20,00	16,20	17,20	24,00	22,50	16,20	20,50	18,00	19,00	23,00
				Rope jumping	60	64	78	75	60	76	70	95	125	98	60
				800m	04:50,0	04:52,0	04:56,0	04:55,0	05:10,0	04:53,0	05:00,0	05:16,0	05:25,0	05:08,0	05:12,0
21	SRO5	Female	26.08.2006	20m max run	4,10	4,50	3,60	3,60	3,70	4,50	4,10	4,50	4,10	4,20	3,60
				Long jump	1,75	1,80	2,30	2,10	2,00	1,50	1,50	1,50	1,50	1,60	2,30
				Shuttle run	22,00	19,00	16,20	16,00	17,00	16,20	18,00	16,20	18,00	15,70	16,20
				Rope jumping	102	105	102	105	137	78	75	78	75	70	102
				800m	05:25,0	05:23,0	05:13,0	05:16,0	04:58,0	05:15,0	05:23,0	05:10,0	05:00,0	05:25,0	05:23,0
22	SRO6	Male	30.09.2006	20m max run	3,60	3,60	4,10	4,50	4,50	3,50	3,70	3,70	3,70	3,80	4,10
				Long jump	2,00	2,00	1,75	1,80	1,40	2,00	2,00	2,20	2,20	2,00	1,75
				Shuttle run	16,20	16,00	22,00	19,00	23,00	20,00	17,00	15,30	15,30	21,00	22,00
				Rope jumping	102	105	102	105	60	95	137	70	70	100	102
				800m	05:15,0	05:16,0	05:00,0	05:21,0	04:50,0	05:15,0	05:16,0	05:13,0	05:23,0	05:00,0	05:15,0
23	SRO7	Female	29.12.2006	20m max run	5,00	4,40	3,30	3,80	4,50	4,50	4,10	4,50	4,10	4,20	4,40
				Long jump	1,70	1,70	1,60	1,90	1,80	1,50	1,50	1,50	1,50	1,60	1,70
				Shuttle run	22,50	16,20	20,50	18,00	19,00	16,20	17,00	16,20	17,00	15,70	16,20
				Rope jumping	76	70	95	125	98	78	75	78	75	70	70
				800m	04:57,0	05:16,0	05:26,0	05:25,0	05:08,0	05:16,0	04:58,0	04:59,0	05:00,0	05:15,0	05:16,0
24	SRO8	Male	21.08.2006	20m max run	3,30	3,80	5,00	4,40	5,00	3,50	3,70	3,70	3,70	3,80	3,80
				Long jump	1,80	1,90	1,70	1,65	1,70	2,00	2,00	2,20	2,20	2,00	1,90
				Shuttle run	20,50	18,00	22,50	16,20	23,50	20,00	17,00	15,30	15,30	21,00	18,00
				Rope jumping	95	125	76	70	78	95	137	70	70	100	125
				800m	05:00,0	05:00,0	05:16,0	05:16,0	05:28,0	05:25,0	05:16,0	05:13,0	05:16,0	05:00,0	05:00,0

Project DAYS Control Normatives Romania

	No	Full Name	Gender	Birthdate	Control Normative	12	13	14	15	16	17	18	19	20	Aver.result
Dancers	1	DRO1	Female	11.07.2003	20m max run	4,27	4,13	4,45	3,87	4,03	4,97	4,45	3,69	4,80	4,315
					Long jump	1,85	1,82	1,76	1,89	1,73	1,62	1,90	1,71	1,68	1,804
					Shuttle run	17,30	17,29	17,70	17,65	17,45	17,59	17,50	18,11	17,55	17,512
					Rope jumping	122	137	129	100	120	122	99	118	100	121,6
					800m	03:38,0	03:42,0	03:45,0	03:48,0	03:50,0	03:45,0	03:50,0	03:52,0	03:25,0	03:45,0
	2	DRO2	Male	09.06.2004	20m max run	3,57	4,02	4,05	3,55	3,56	3,58	3,40	3,48	3,47	3,830
					Long jump	1,61	1,86	1,68	1,79	1,62	1,95	1,71	1,82	1,77	1,805
					Shuttle run	17,38	17,42	17,44	17,48	17,30	17,38	17,20	17,22	17,18	17,345
					Rope jumping	102	104	94	98	106	105	112	115	129	102,8
					800m	03:39,0	03:35,0	03:25,0	03:49,0	03:43,0	03:22,0	03:48,0	03:36,0	03:15,0	03:35,1
	3	DRO3	Female	24.02.2003	20m max run	4,18	4,16	4,18	4,15	4,16	4,14	4,18	4,16	4,14	4,208
					Long jump	1,76	1,77	1,75	1,76	1,72	1,77	1,76	1,78	1,75	1,743
					Shuttle run	17,40	17,30	17,30	1,35	17,28	17,35	17,20	17,23	17,29	16,549
					Rope jumping	134	133	125	124	130	135	134	133	132	131,2
					800m	03:47,0	03:51,0	03:56,0	03:50,0	03:45,0	03:57,0	03:51,0	03:53,0	03:54,0	03:51,2
	4	DRO4	Female	24.04.2001	20m max run	4,19	4,12	4,10	4,10	4,20	4,17	4,20	4,12	4,10	4,214
					Long jump	1,68	1,68	1,96	1,64	1,69	1,61	1,84	1,70	1,82	1,775
					Shuttle run	17,20	17,12	17,20	17,18	17,21	17,16	17,20	17,22	17,20	17,320
					Rope jumping	136	135	128	140	126	130	132	133	132	130,8
					800m	03:56,0	03:54,0	03:54,0	03:54,0	03:50,0	03:56,0	03:57,0	03:55,0	03:58,0	03:54,6
	5	DRO5	Male	29.11.2002	20m max run	4,81	3,70	4,65	4,03	4,68	4,30	4,56	3,91	3,87	4,231
					Long jump	1,71	1,65	1,63	1,71	1,72	1,81	1,90	2,00	1,85	1,782
					Shuttle run	18,87	18,33	18,12	18,90	18,43	18,50	18,10	20,35	17,23	18,140
					Rope jumping	99	93	99	112	102	98	84	101	109	95,3
					800m	03:53,0	04:01,0	04:14,0	04:00,0	04:29,0	04:15,0	04:15,0	03:39,0	04:10,0	04:12,1
	6	DRO6	Female	26.06.2004	20m max run	3,81	4,54	3,74	4,58	3,97	3,68	4,12	4,43	4,36	4,240
					Long jump	1,78	1,61	1,70	1,80	1,80	1,73	1,90	1,93	1,90	1,798
					Shuttle run	19,44	19,21	19,44	19,56	19,25	18,20	17,53	17,33	18,12	18,574
					Rope jumping	103	95	89	94	100	99	106	95	98	93,1
					800m	03:26,0	03:48,0	04:13,0	03:29,0	03:44,0	04:01,0	03:56,0	04:15,0	04:02,0	03:48,4

	7	DRO7	Female	21.12.2003	20m max run	4,60	4,22	4,16	4,10	4,06	4,10	3,88	4,00	4,20	4,235
					Long jump	1,46	1,50	1,52	1,51	1,50	1,52	1,54	1,68	1,58	1,518
					Shuttle run	17,90	17,98	18,02	17,98	17,89	18,00	17,88	17,70	17,68	18,090
					Rope jumping	122	122	126	110	118	120	122	125	114	112,1
					800m	04:28,0	04:18,0	04:00,0	04:18,0	04:16,0	03:58,0	03:52,0	03:48,0	03:52,0	04:10,5
	8	DRO8	Female	03.06.2003	20m max run	4,10	3,92	4,20	4,20	4,18	4,00	3,92	4,00	3,96	4,143
					Long jump	1,77	1,76	1,72	1,70	1,72	1,70	1,74	1,74	1,72	1,789
					Shuttle run	18,30	18,00	17,88	18,20	18,22	18,20	18,00	18,12	18,12	17,979
					Rope jumping	98	100	98	101	100	102	100	98	101	93,8
					800m	03:50,0	03:52,0	03:40,0	03:38,0	03:36,0	03:34,0	03:40,0	03:50,0	03:38,0	03:45,5
Athletes	**9**	ARO1	Male	21.03.2008	20m max run	3,70	3,60	3,90	3,90	3,80	3,70	4,45	3,69	4,80	3,805
					Long jump	2,00	2,00	1,90	2,00	2,00	2,10	1,90	1,71	1,68	1,922
					Shuttle run	21,20	22,00	14,00	18,10	17,00	17,40	17,50	18,11	17,55	17,919
					Rope jumping	70	105	85	85	90	94	99	118	100	82,6
					800m	05:14,0	05:08,0	05:16,0	04:50,0	04:56,0	04:53,0	05:43,0	05:36,0	05:41,0	05:12,5
	10	ARO2	Male	16.01.2008	20m max run	3,60	3,90	3,90	4,48	4,00	4,00	3,90	4,00	3,90	3,902
					Long jump	2,00	1,90	2,00	1,25	2,00	1,40	2,00	2,10	2,00	1,828
					Shuttle run	22,00	14,00	18,10	17,10	17,00	19,00	20,00	18,20	19,00	18,575
					Rope jumping	105	85	85	86	53	65	85	90	100	81,9
					800m	05:08,0	05:16,0	04:50,0	04:53,0	05:08,0	05:16,0	04:53,0	05:08,0	04:51,0	05:07,5
	11	ARO3	Male	27.07.2008	20m max run	3,80	3,50	3,40	3,50	3,70	3,80	3,60	3,70	35,00	5,300
					Long jump	2,00	2,00	2,30	2,00	2,10	2,00	2,10	2,00	2,30	2,035
					Shuttle run	21,00	20,00	21,00	20,00	17,40	17,00	18,20	17,10	17,50	19,130
					Rope jumping	100	95	105	95	94	90	100	95	94	84,9
					800m	05:00,0	04:55,0	04:51,0	04:51,0	04:53,0	04:53,0	04:55,0	05:00,0	04:15,0	04:44,5
	12	ARO4	Male	27.07.2008	20m max run	3,80	3,50	3,40	3,50	3,70	3,80	3,50	3,70	3,80	3,735
					Long jump	2,00	2,00	2,30	2,00	2,10	2,00	2,00	2,10	2,30	2,035
					Shuttle run	21,00	20,00	21,00	20,00	17,40	17,00	16,30	15,50	17,00	18,930
					Rope jumping	100	95	105	95	94	90	96	98	100	85,2
					800m	05:00,0	04:55,0	04:57,0	04:51,0	04:55,0	04:56,0	04:55,0	05:00,0	04:51,0	04:48,0
	13	ARO5	Female	20.01.2009	20m max run	3,30	3,80	3,90	3,60	3,80	3,70	3,70	3,90	3,70	3,842
					Long jump	2,10	2,00	1,90	2,40	2,00	2,10	2,00	2,10	2,10	2,008
					Shuttle run	22,00	21,00	14,00	20,30	17,00	17,40	16,30	15,40	15,20	18,050

					Rope jumping	75	100	85	95	90	94	95	100	96	90,2
					800m	05:00,0	05:00,0	05:16,0	04:53,0	04:53,0	04:47,0	04:58,0	04:59,0	04:53,0	04:44,2
	14	ARO6	Male	14.08.2006	20m max run	3,70	3,60	3,90	3,90	4,00	4,00	3,80	3,70	3,50	3,730
					Long jump	2,00	2,00	1,90	2,00	2,00	1,40	1,90	2,00	1,90	2,000
					Shuttle run	15,30	22,00	14,00	18,10	17,00	19,00	17,00	19,00	17,00	18,180
					Rope jumping	70	105	85	85	53	65	95	85	87	85,0
					800m	05:23,0	05:08,0	05:16,0	05:16,0	05:08,0	05:16,0	05:00,0	04:53,0	04:55,0	05:11,4
	15	ARO7	Male	02.07.2007	20m max run	3,30	3,40	3,50	3,70	3,70	3. 73	3,70	3,68	3,70	3,678
					Long jump	2,10	2,30	2,00	2,00	2,00	2,00	2,10	2,10	2,20	2,075
					Shuttle run	22,00	21,00	20,00	17,20	17,00	20,00	20,00	20,00	19,30	18,610
					Rope jumping	75	105	95	80	120	86	95	110	110	91,3
					800m	05:00,0	05:25,0	05:11,0	04:56,0	05:38,0	04:30,0	05:14,0	05:33,0	05:16,0	05:13,7
	16	ARO8	Male	30.06.2006	20m max run	3,70	3,80	3,90	3,60	3,70	4,00	3,70	3,80	3,70	3,705
					Long jump	2,20	2,00	1,90	2,40	2,00	1,80	2,00	2,15	2,30	2,093
					Shuttle run	15,30	21,00	14,00	20,30	17,20	21,00	14,00	13,60	14,30	18,185
					Rope jumping	70	100	85	95	80	110	110	100	105	93,3
					800m	05:23,0	05:00,0	05:16,0	05:25,0	05:16,0	05:25,0	05:33,0	05:00,0	05:16,0	05:16,9
School students	**17**	SRO1	Female	21.06.2006	20m max run	4,10	4,50	4,10	4,20	3,70	3,70	4,00	3,80	3,70	4,160
					Long jump	1,50	1,50	1,50	1,60	2,00	2,00	2,10	2,00	1,90	1,698
					Shuttle run	15,00	16,20	17,00	15,70	17,00	20,00	17,00	16,40	15,00	17,365
					Rope jumping	75	78	75	70	120	86	90	95	110	84,9
					800m	04:53,0	04:51,0	05:00,0	05:25,0	05:38,0	05:50,0	04:56,0	04:55,0	05:16,0	05:10,9
	18	SRO2	Male	26.04.2007	20m max run	3,70	3,70	3,70	3,80	3,70	4,00	3,90	3,60	3,60	3,670
					Long jump	2,00	2,20	2,20	2,00	2,00	1,80	2,00	2,20	2,10	2,060
					Shuttle run	17,00	15,30	15,30	21,00	17,20	21,00	15,40	17,20	16,50	17,755
					Rope jumping	137	70	70	100	80	110	80	100	95	95,0
					800m	04:56,0	05:00,0	04:53,0	05:00,0	04:56,0	05:25,0	04:57,0	04:56,0	05:16,0	05:00,3
	19	SRO3	Male	21.01.2007	20m max run	3,40	3,70	3,70	3,60	3,80	5,00	4,30	3,70	3,80	3,935
					Long jump	2,00	2,20	2,00	2,00	1,90	1,70	1,90	1,70	1,95	1,905
					Shuttle run	18,00	16,30	15,30	22,00	18,00	22,50	19,00	20,50	18,30	18,645
					Rope jumping	145	80	70	105	125	76	85	90	90	92,1
					800m	05:12,0	05:23,0	05:16,0	05:08,0	05:00,0	05:15,0	05:15,0	04:57,0	04:56,0	05:11,1
	20	SRO4	Female	21.01.2007	20m max run	4,40	4,50	4,10	4,50	4,40	3,30	3,50	3,80	3,50	4,175

				Long jump	1,90	1,80	1,50	1,40	1,70	1,60	1,60	1,70	1,70	1,615
				Shuttle run	23,00	18,20	17,00	24,00	16,20	20,50	18,50	18,50	17,00	19,625
				Rope jumping	64	90	75	70	70	95	84	85	90	79,2
				800m	05:00,0	05:23,0	05:21,0	05:16,0	05:16,0	05:26,0	05:33,0	05:16,0	05:16,0	05:10,2
21	SRO5	Female	26.08.2006	20m max run	3,60	3,70	4,50	4,10	4,50	3,60	4,10	4,50	4,10	4,060
				Long jump	2,10	2,00	1,50	1,50	1,80	2,30	1,95	1,80	2,00	1,840
				Shuttle run	16,00	17,00	16,20	18,00	19,00	16,20	18,00	17,30	18,20	17,320
				Rope jumping	105	137	78	75	105	102	102	105	102	97,0
				800m	05:26,0	05:16,0	05:16,0	04:54,0	05:14,0	04:53,0	04:56,0	05:00,0	05:16,0	05:12,1
22	SRO6	Male	30.09.2006	20m max run	4,50	4,50	3,50	3,70	3,60	4,10	3,80	3,80	3,70	3,900
				Long jump	1,80	1,40	2,00	2,00	2,00	1,75	2,00	2,00	2,10	1,908
				Shuttle run	19,00	23,00	20,00	17,00	16,00	22,00	19,00	20,00	19,00	19,090
				Rope jumping	105	60	95	137	105	102	115	115	102	99,2
				800m	05:01,0	04:50,0	05:15,0	05:16,0	05:16,0	05:25,0	05:11,0	05:10,0	05:16,0	05:11,2
23	SRO7	Female	29.12.2006	20m max run	3,30	3,80	4,10	4,50	4,50	4,50	4,10	4,50	4,50	4,230
				Long jump	1,60	1,90	1,50	1,50	1,80	1,50	1,70	1,65	1,70	1,643
				Shuttle run	20,50	18,00	18,00	16,20	19,00	16,20	17,50	16,20	15,20	17,565
				Rope jumping	95	125	75	78	98	78	98	78	78	85,7
				800m	05:26,0	05:35,0	05:00,0	05:16,0	05:08,0	05:16,0	05:00,0	05:18,0	05:08,0	05:12,1
24	SRO8	Male	21.08.2006	20m max run	5,00	4,40	3,70	3,50	3,80	3,70	3,50	3,50	3,70	3,925
				Long jump	1,70	1,65	2,20	2,00	2,00	2,20	2,20	1,95	2,10	1,953
				Shuttle run	22,50	16,20	15,30	20,00	21,00	22,50	22,50	18,00	20,30	19,280
				Rope jumping	76	70	70	95	70	70	85	95	95	88,4
				800m	05:16,0	05:16,0	05:23,0	05:25,0	05:16,0	05:15,0	05:25,0	05:00,0	04:57,0	05:13,2

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