



# SPORT.S

Local Authorities commitment for increasing sport practices among children

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Municipal infrastructures for the promotion of base sports and financial possibilities to support Sport mentoring system inside school in Italy, Spain and Portugal



Co-funded by the  
Erasmus+ Programme  
of the European Union





*Local Authorities commitment for increasing sport practices among children*



The Partnership



*Conca d'Oro*

**Report on Municipal Infrastructures for the promotion of base sports and financial possibilities to support Sport mentoring inside schools in Italy, Spain and Portugal**



*Report - November 2020*

**Municipal infrastructures for the promotion of base sports and financial possibilities to support Sport mentoring system inside school**

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# INTRODUCTION



Physical education at school not only helps improve students' fitness and health, but also helps them to engage in physical activity while understanding its importance and positive lifelong benefits. In addition, physical education at school provides transferable knowledge and skills, such as teamwork, fair behavior, respect, body awareness, and at the social level as well as fostering a general understanding of the "rules of the game", which students can immediately leverage in other subjects school subjects and in life.

Sport and related activities represent a significant aspect of the social, cultural and economic life of many urban centers, and are promoted as a policy tool in a series of initiatives for the recovery of the territory and social social renewal. Several studies have analyzed the value of sport in this context, highlighting how the development of sports infrastructure in communities can contribute to their redevelopment (Thornley, 2002) and bring economic and social benefits from major sporting events (Gratton et al., 2005; Nichols, Ralston, 2012). A related and understudied area of sport policy for urban and social regeneration is the use of sport as part of investment programs directed at reducing youth unemployment and social exclusion (Glyptis, 1989; Long & Sanderson, 2001). Such projects

have been developed in several European countries, influenced by the policies undertaken by Europe and the inclusion policies of national governments, regions, and municipalities (Hylton, Totten, 2008).

Human and cultural promotion, starting with young people, is one of the most important and urgent fields in which to intervene with an extremely qualified unitary action. Sport activities are becoming more and more popular, with an increase in the number of people practicing them and a broadening of the educational variables.

On them depend, in a decisive way, the guarantee of a healthy and beneficial activity, prepared gradually through



Sport.S Final Conference - Online meeting 8th October 2020





a proper training process and the permanent development of a body-motor activity (Cereda, 2015). Sports education received in school and in leisure time, in addition to being an advantage for maintaining an active lifestyle, are a stimulus and an opportunity to continue studies and, given the current opportunities, for the re-employment (Green, 2012).

In Europe, physical education is a compulsory subject, at least in all cases where there is full-time education. The World Health Organization (WHO) recommends one a day, or 20 hours a month and 200 a year. That means our children need to engage in physical activity outside of school to reach the WHO recommendations. Confirmation of the lesser importance placed on gymnastics compared to other subjects comes from a comparison with school time as a whole. For example, the time allotted to physical education is one-third of that devoted to language learning and about half of the math hours. However, more gymnastics is done than science, and as many hours in the gym as are devoted to art education. According to the report drawn up by Eurydice and reported in the document of the European Council, in the Italian secondary school there are 66 hours dedicated each year to exercises, while

for primary school the figure is not quantifiable because it is a "compulsory subject but with variable timetable".

For most children physical education is their first exposure to sports and this early exposure is likely to affect their later physical exercises. Children show benefit from participation in sport in terms of mental and physical health and school performance [. Many studies have detailed the health benefits of participating in sports, and more and more studies have conducted research on the benefits of psychological and mental health [8, 9]. Compared with children who did not participate in sports, children who participated in sports scored higher in happiness, mental health, and physical health [6]. Participating in sports regularly is also related to improving the quality of life. However, despite all the known benefits, children also lead a sedentary lifestyle, which is associated with an increased risk of obesity and chronic diseases such as diabetes and coronary artery disease.

Sports are an important means for children and young adults to obtain the recommended level of physical activity. The Health and Safety Executive (2012) pointed out that vigorous exercise (for example, dancing, running, or playing football to strengthen muscles and bones) should be performed at least three days a week. The WHO



guidelines for physical activity for children and young people between the ages of 5 and 17 is for at least 60 min of exercise such as swimming, tennis, rugby, soccer, or squash per day.

Boys participate in sport more frequently than girls and, in both sexes, are more physically active from childhood into adolescence. For children between 9 and 15 years of age showed that in all countries, sports participants of all ages have declined. Worryingly, this pattern can be seen all over the world. According to global estimates, this indicates that 80% of children aged 13 to 15 cannot reach the amount of guided physical activity including sport.

This and different others topics have been discussed during the final Online Meeting of the Sport.S project that, unfortunately, due to Covid-19 pandemic situation could not take place in Cuenca as physical meeting.

But the consortium wanted to finalize the project journey with an international final conference that took place the 8<sup>th</sup> October 2020. Representatives from each organization, administrators, young people and sport association joined the meeting, sharing and commenting the presentations.

The online event, entitled "Financial possibilities to support sports activities for children inside and outside schools setting" brought together representatives of municipalities, administrators, and sport referents dialogued and took part in the meeting, concluding the SPOR.S project in the best possible way. The conference has been recorded, the minutes and the presentations published online.

**SPORT.S**  
FINAL  
CONFERENCE

Financial possibilities to support sport activities for children inside and outside the school setting

The importance of the Sport Coach and life skills training for young people

8<sup>th</sup> October  
10:00h - 12:30h  
ZOOM PLATFORM

Ayuntamiento de Cuenca  
Consorcio Inter municipal de AVE  
Co-funded by the Erasmus+ Programme of the European Union

## **1. Municipal infrastructures for the promotion of base sports and financial possibilities to support Sport mentoring system inside school in Italy**



### **1.1. Best practices promoted in Italy for the promotion of sports in Schools: focus on financial opportunities**


In order to promote sports activities, there are different institutions and different projects being carried out on a regular basis. On a national level, one of CONI's main tasks is to promote the practice of physical and sports activities, as well as to spread a greater awareness and culture of sport among the entire population, with particular attention to the youngest, starting from the school environment, through sports offers and specific and targeted training interventions. To achieve these objectives, CONI implements - in collaboration with the MIUR and other institutions - various initiatives in schools. Among the projects that CONI supports, we find "Sport di Classe".

Sport di Classe is a project promoted and realized by CONI and the Ministry of Education, University and Research (MIUR), in collaboration with the Italian Paralympic Italian Paralympic Committee, which is aimed at the world of school in order to meet the need to spread physical education from elementary school through a specialized figure represented by the Sports Tutor, in order to promote the educational and formative processes of the younger generations. The Tutor, graduated in Physical Education or

ISEF graduate, properly trained, assists the teacher by collaborating in the planning and implementation of motor activities, organizes the Spring and Spring and end-of-year games, promotes the participation of classes in the path values and supports teachers to encourage participation in motor activities and inclusion of students with disabilities. The objectives of the project are: to encourage participation of schools; involve all classes from I to V; promote two hours per week of physical education. Another important project is "Campionati Studenteschi", or students tournaments. The Student Championships are carried out by the Ministry of Education, University and Research (MIUR) in collaboration with CONI, the Italian Paralympic Paralympic Committee, the National Sports Federations and Associated Sports Disciplines recognized by CONI. The project is a logical continuation and development of the work done by teachers of physical education teachers and involves students and students of secondary schools of first and second degree, also providing inclusive paths for children with disabilities.

"Sport e Periferie" is a fund set up by the Government to carry out building works for sports facilities, aimed, in particular, at the recovery and upgrading of existing facilities, and identifies as its purpose the strengthening of





competitive sports, the development of the related culture, the removal of economic and social imbalances and the increase in urban safety. This fund gives the chance to public administrations, educational institutions of all levels including municipal and non-profit entities to build, regenerate or complete sports facilities located in disadvantaged areas and urban peripheral areas. For example, the call provided a budget for 2018 of 9.8 million euros. The Office for Sport of the Presidency of the Council of Ministers, will proceed to the selection of interventions to be funded aimed at different purposes, like the construction and regeneration of sports facilities aimed at competitive activities, located in disadvantaged areas of the country and in urban peripheries, or the diffusion of sports facilities with the aim of removing existing economic and social imbalances. For what concerns Palermo, for example, in 2015 it received a fund aimed at the regeneration and adaptation of a Sport Hall in a poor neighborhood, Zen, through extraordinary maintenance and functional restoration of the existing plant, in a state of abandonment and repeatedly subject to vandalism.

On a regional level, we can find an example of collaboration between a Region, Sicily, CONI and two other institutes (Irfis and Ics), around concessions and loans



aimed at investments to improve the sustainability of sports facilities located in the island, to acquire the relevant areas and to purchase property to be used for sports activities or instrumental to them.

On a municipal level, we see different kinds of activities and practices aimed at spreading good sports habits. For example Vivi Sano, a non-profit health organization that has redeveloped and manages the Park of Health at the Foro Italico in Palermo and partner of the Istituto dei Ciechi in the project for the realization of the Park of Sounds that will give the city of Palermo a second inclusive multipurpose park at the foot of Mount Pellegrino, this time turns to the province to promote the practice of sports activities through the structuring of suitable spaces, and does so in Castelbuono. Thanks to the collaboration of UniCredit, which supports the project through the resources allocated by the Ethical Charter, will provide the Park of Remembrances, the real front office of the beautiful town madonita, a workout path suitable for children and adults where to practice healthy free-body activity in the open air in a beautiful natural setting.

As we can see, the relationship between municipalities, regions, public and private sectors is far more important for the promotion of sports activities around young people and



schools than we might think. For example, the De Cosmi Highschool in Palermo, thanks to the funds for “Campionati Studenteschi” and for the renovation of spaces for sports practice, projects every year not only teams for tournaments, but also provides a sports center in order to let students have physical activity during the afternoon. In 2019, for example, for the student championships the institution received from the state up to 29.000 euros, in order to fund sport activities.

The relationship between institutions and municipalities has a key role in the promotion of sports, but we should also look at the role that teachers and trainers play in this process. Physical education teachers are often the only adults in a child's life who can teach them the fundamentals of playing sports. For some children, this may be the first time they are holding a racquet, kicking a ball, or trying to score points. Teachers can focus on one skill at a time, such as the proper way to hold a tennis racket, to help children learn about the game for life.

The lesson plan should clearly define the goals that children will accomplish through the activities presented. For example, learning to skillfully use sports equipment can improve coordination and dexterity of hand-eye skills. Practicing a new activity with children every



week or every other week will ensure new progress each year. The European Commission in 2009, the year of adoption of the strategic framework for European cooperation in education and training (Education and Training 2020), emphasized the fundamental role of the professional training of teachers to ensure quality teaching. Physical Education is defined as a link between the domains of science, communication and expression, relation and citizenship. There is an explicit invitation to orient sport activities, within the curriculum, privileging an educational approach more and more distant from the performative and far from the performative and healthy conception that has characterized for a long time the school reality in Italy. The promotion of habitus and healthy lifestyles is a necessity widely recognized by international scientific studies<sup>9</sup>, highlighted and supported by the National Indications of 2012. It is necessary to frame the discipline through a holistic approach, which identifies among its main purposes, the physical, personal and social development of young people, along with the promotion of development of young people, together with the promotion of a healthy lifestyle, assigning to EFL the role of a privileged tool for the development of the personality, social

relationships and for the acquisition of life skills, also in a perspective of prevention and reduction of psychological and social problems. It is necessary to reflect on the need for a new didactic taxation of EFL in schools school environment, which in the face of a different organization and didactic planning between curricular and extracurricular activities, invests in a greater professionalism of teachers deputies to the teaching of the discipline.

The main purpose of physical education is to teach wellness, which must include physical activity, not just healthy eating. Physical activity educates students in the lifelong goal of knowing how to integrate exercise into their daily lives. Physical education teachers can explain the benefits of exercise as well as the problems that can result from inactivity, such as obesity, high cholesterol levels, and poor overall health. Children should end each year with an increased awareness of the importance of exercise to their lives.

The most important benefits that should always be highlighted are as follows: Physical education teaches us how important it is to become active and neutralize the negative effects of sedentary lifestyle. People's lifestyles are now very sedentary. This happens mainly because of



how advanced technology is and how it is at the center of all our activities. It is much easier than it has ever been to get all the entertainment we want at home. Physical education is especially important during childhood. This is because that is when proper development and growth is most influenced. Physical education facilitates us to approach all the necessary knowledge about the body, including biochemical, physiological and musculoskeletal facts. Knowing your body allows you to live with greater self-awareness. As we age, proper physical education allows us to better learn how to treat many disorders that appear or diseases. In addition, prevention becomes much easier. People can perform several physical activities during their life but it is difficult to start a new one or actually improve physical aspects without knowing how to do it. Physical education allows people to approach many activities and sports with more ease and confidence. Sports and physical activity in general helps to understand life values as well. Through physical education we learn about how important physical fitness is and how we can adapt to it. Learning the value of being physically fit is crucial to having a quality of life. Physical education is also very important for aesthetic reasons. Those who are able to approach fitness programs such as dance or gymnastics



with ease will have a better chance of developing grace and beauty, which allows them to automatically gain self-confidence. Physical activity can be very important in releasing tension, energy, frustration and more. Physical activity has been widely shown to reduce juvenile delinquency rates.

To sum up, the role of physical education is too often underestimated, acquires depth and organic significance in a school curriculum that can no longer be framed as a vertical linearity of individual disciplinary epistemologies. And it is precisely in this scenario that, with a continuous dialogue between the scientific nature of physical activities and their pedagogical and didactic meaning, today it is necessary to justify the design essence in the context of the new construction of the vertical curriculum for competences; a curriculum in which the founding nuclei, while afferent according to the National Indications to the technical-practical and playful-expressive matrix of EFL, are declined in a capillary manner in the context of the other areas of formation of the citizen, offering content support at interdisciplinary and methodological level of transversal skills. That being said, many institutions and realities work constantly for the promotion of sports activities, being well aware of its important qualities. From

the Ministry of Education to the schools, various efforts are made in order to develop a better overall sports culture.



## 2. Municipal infrastructures for the promotion of base sports and financial possibilities to support Sport mentoring system inside school in Portugal

Comunidade Intermunicipal do Ave (CIM do AVE) is an association of municipalities, of public law, with multiple purposes created on 14 April 2009 to promote the management of intermunicipal projects in NUT III AVE. It comprises a total of eight municipalities, 236 parishes, with an area of 1453 km<sup>2</sup> and a population of 425 411 inhabitants (2011 census), corresponding to a population density of 293 inhabitants/Km<sup>2</sup>. NUT III Ave has a fundamental historical role in the formation of the Portuguese identity and covers territories of three river basins (Douro, Ave and Cávado) and two districts (Braga and Vila Real). It is composed by the following municipalities: Cabeceiras de Basto; Fafe; Guimarães; Mondim de Basto; Póvoa de Lanhoso; Vieira do Minho; Vila Nova de Famalicão; Vizela.

Within the Sport.S Project, in which the eight municipalities that integrate CIM do Ave have participated, although indirectly, it was possible to reveal those that are their local sports policies, to perceive their similarities and differences.



It is unquestionable the growing importance that the incentive to the sports practice detains in the local public politics of the Municipalities of Vale do Ave, having in to account that all recognise its positive impact in the health and in the quality of lives of its populations, independently of their ages. In this sense, all the municipalities have made significant investments in sports infrastructures, in the organisation of programmes and sports events, hiring of specialised professionals, among others.

With regard to the promotion of sports activity among school-age children, it should be noted that the Ministry of Education itself, holds the School Sport Programme which aims to contribute to improving the physical literacy of students, in accordance with the recommendations of the World Health Organisation and Resolution of the Assembly of the Republic No. 94/2013 (on the promotion of School Sport and the practice of sport by young people).

In spite of the projects dynamized by each School in the scope of the School Sport Programme, the Municipalities also promote a series of sports activities in pre-school (3 - 5 years) and first cycle (6-9 years), through the hiring of specialised teachers in the scope of the dynamization of Curriculum Enrichment Activities.

Besides these activities, developed within the school



grounds, all the Municipalities provide to their children the access to sports activities, whether they are dynamized directly by the sport services of the Municipalities, or dynamized by associations and/or sportive clubs of their municipalities, as well as, by municipal companies of sport. Examples of this are the swimming lessons offered by the Municipalities of Fafe and Famalicão to children and youngsters from 6 months to 16 years old, including swimming adapted for disabled children, the various sports activities organised by Tempo Livre (Municipal Sports Company of the Municipality of Guimarães), as shown in the attached presentations.

Besides the numerous activities developed by the Municipalities, they support financially and logistically the various clubs and sports associations existing in their councils in order to develop their activities. These supports are intended, on the one hand, to finance the payment of children's registration with the sports federations, to finance sports insurance and medical examinations, and, on the other hand, to finance the maintenance works of their sports facilities, as well as, to finance the sports training of children and young people.

Although the promotion of the children's physical activity is carried out in a continuous way throughout the year, it is in



the holidays period that it assumes particular relevance taking into account that all the Municipalities of Ave promote programmes of "Sportive Holidays" for children and young people. These programmes take place, normally, during the month of July, and are mostly free for the participants and allow the children and youngsters to experience several sports, namely: handball, badminton, basketball, volleyball, table tennis, football, karate, volleyball, futsal, swimming and even nature sports. In the good practices attached, there are several examples of the sports holidays promoted by the municipalities.

Social inclusion and the promotion of equal opportunities for all is contemplated in a transversal way in the local policies of the CIM do Ave's Municipalities to encourage sport, since all of them encourage adapted sport activities for children and young people with disabilities, as well as, many Municipalities finance the monthly sports fees for the most disadvantaged children.

Besides the support and promotion of sportive activities, all the Municipalities of CIM do Ave have made high investments in the provision of their municipalities with sportive infrastructures worthy and appropriate to the practice of sport, namely: the construction of swimming pools, the placing of synthetic lawns on football fields, the





construction of sportive pavilions, the creation of outdoor maintenance circuits, the creation of street workout parks, among others.

This investment and this bet in the promotion of the sportive activity, is well patent in the budgets of the municipalities dedicated to this area, being that in the two biggest Municipalities of CIM do Ave, Guimarães and Vila Nova de Famalicão, were in 2020 of 3.145.484,47 euros and 4.995.331,12 euros, respectively, and in the Municipality of Fafe, of medium dimension, was around 1.000.000 euros.

The good practices of 4 Municipalities of CIM do Ave are presented in annex: Fafe, Guimarães, Póvoa de Lanhoso and Vila Nova de Famalicão.

Special mention about the Municipality of Fafe; The Municipality of Fafe has made a growing bet on Sport in the municipality. To in addition to providing the county with equipment and infrastructure dedicated to the practice of The municipality hosts several international competitions during the year, national and regional. Examples are Handball, Skating, Futsal or 11-a-side Football, Motorsports, Karate, Basketball and others, which place Fafe on the map of National and International Sports. Willing to encourage the practice of sport in townspeople,

the Municipality of Fafe, has encouraging the promotion of sport through various outdoor activities or in zero-cost indoor enclosures, whether with children, young people or seniors; what r d irection efforts to ensure that the practice of physical activity and sport in the populations with special needs, be a reality.

Several sports associations in the municipality seek to stimulate the community school for sport, either through partnerships with the municipality, where for example monthly and under the AEC programme (extra-curricular activities which are of the responsibility of the Municipality) Physical Education in the 1st cycle "the club goes to to disseminate and promote its modality by developing a specific class of its activity sports; either through extra curricular and protocol sports activities with the respective regional federations and associations, and which are developing in their spaces of sports practice to or in municipal spaces, depending on existing availability.

Along with the support to the associative sports development, it has been a bet of this Municipality m obilising Schools for Sport through sporting activities in partnership with the Council's School Groups where the Education component on Sport and through Sport should always be present and evaluated.



Examples of Municipal projects to promote the practice of sport in children in school age, the activities developed by the municipality; the partnerships between the municipality, Schools and associations/clubs and even with National Federations and Regional Associations of modalities:

- The Corta Mato Escolar Concelhio (2nd and 3rd cycles) participation of around 2100 students.
- Swimming programme for teaching adapted from the 1st, 2nd and 3rd cycles (children with learning difficulties NEE) during the whole school period in the Municipal swimming pool of Fafe, which has an average attendance of 50 students per week.
- School Sport in the Multipurpose Pavilion of Fafe for adapted teaching A punctual activity that takes place in the context of School Sport and that counts with about 100 students of the School Groups of the Council.
- School Invitations for Swimming; Handball and Basketball Annual sports activities, developed by the Sport Department of the Municipality of Fafe and aimed at students of the 2nd and 3rd cycles, in partnership with the School Groups of the Municipality and clubs of the sports in question.

These meetings have an average participation of 800 students and take place in three different days of the year.

Sports and Cultural Holidays The Municipality of Fafe promotes annually and from the end of the year, the following activities al of the school year to early August, a programme entitled "Sports and recreational holidays". the children of the Municipality of Fafe aged between 6 and 15 years.

About 300 children participate daily in the activities proposals, of which accompanied by 36 monitors, most of whom are teachers of Physical Education.

The various activities are developed in the area of sports and culture in The Council has a number of links with various associations in the Council, many of which are based in the Member States. various municipal facilities available: municipal pavilion multipurpose, city park, calvary garden, municipal swimming pool, culture house, library, theatre cinema, community sports facilities, barrage of Queimade la.

The sporting activities are developed in partnership with the collectivities of the Council that have cooperation protocols with the Municipality, being the activities handball, babminton, basketball, volleyball, table tennis, football, karate, volleyball, futsa I, swimming and even nature sports, the most practiced.

In terms of investment, the Municipality spends EUR 1,000,000 on the following

"Promotion of Sport for All" where activities are included and support for associations, and are not counted in this The existing programme contracts with some collectivities. Thus, the Municipality has spent the following activities with the above mentioned amounts:

Final Phase of the Mato Escolar Cutter Concelhio 3,000 EUR;

Program of adaptation for teaching adapted of 1st, 2nd and 3rd cycles without direct costs, only the costs associated with the salaries of technical staff;

School sports in the Multipurpose Pavilion of Fafe for adapted education without direct costs. Expenses incurred by the School Groups; School Swimming Invitations; Handball and Basketball 3,000 EUR;

Swimming programme for pre-school education at no direct cost, only the costs associated with the salaries of technical staff;

Amadoras de Fafe, organisation of tournaments of Futsal and Football 7 youth at municipality level 25,000 EUR;

Sports and Cultural Holidays 32,295.70 EUR.



### 3. Municipal infrastructures for the promotion of base sports and financial possibilities to support Sport mentoring system inside school in Spain

#### 3.1. Inclusive sport activities: a legislative perspective from Cuenca

School offers a multitude of possibilities for creating short, medium, and long-term habits during childhood. Making children physically active should be a primary goal in the school setting. In this case, sport is a very useful resource to establish a taste for the practice of physical activity, as it has multiple benefits, some of them can be:

- Promote health in young people.
- Socialize young people and teach values and behavior.
- Develop your personality and submit to the rules of the team or group.

We must bear in mind that the simple participation in physical-sports practices does not automatically generate the desirable values for human coexistence and for the proper development of sports practice. We need a system that facilitates the promotion and development of

social values that allows us to take advantage of this framework of action that is sport.

Social values are: respect, cooperation, social relationship, friendship, competitiveness, teamwork, everyone's participation, expression of feelings, coexistence, fight for equality, social responsibility, justice, concern for others, companionship.

On the other hand, personal values are: physical and mental ability, creativity, fun, personal challenge, self-discipline, self-knowledge, maintenance or improvement of health, self-expression, achievement (success-triumph), self-realization, rewards, recognition, adventure and risk, fairness, sportsmanship and fair play, a spirit of sacrifice,



playful participation, perseverance, humility, self-control and obedience.

To educate in values, sport must be considered in a way that allows:

- Promote self-knowledge and improve self-concept.
- Promote dialogue as the best way to solve conflicts that arise.
- The participation of all in the analysis, decision-making and, in general, the operation of the group.
- Enhance the personal autonomy of the individuals involved in the different levels of intervention.
- Take advantage of failure as an educational element.
- Respect and acceptance of individual differences.
- Promote sports activity as a setting for learning behaviors and habits consistent with the approaches accepted by the group.
- Take advantage of play situations to work on social skills aimed at promoting coexistence, not only among group members, but also between them and other people and groups involved.

According to current educational regulations, in the community of Castilla-La Mancha, and specifically in the



province of Cuenca, the number of weekly physical education sessions has increased from two to three weekly sessions, each lasting 45 minutes. With this change, it has been intended not only to increase physical activity and reduce the sedentary time of children, but also to provide tools so that they can be active independently outside of school.

In current legislation, sport is one of the content blocks to be taught in physical education classes, in addition to "physical activity and health", "perception, skills and games" or "Expressive physical activities - artistic".

Along with health, Physical Education must be impregnated with values that will be worked in a transversal way in every moment. There are several teaching models that are very suitable for the moral development of the student, such as Sports Education, the Responsibility model Individual and social and Cooperative Learning. In these models the competition is used as means to educate and never as an end. Encourage its proper use and promote values as important as respect, dialogue, cooperation, and teamwork, can be one of the great contributions of Physical Education. In them, Sports Education provides



a key scenario to achieve these goals. This model also gives us a concept such as that of the roles of sport, which will allow the student to understand reality sports and take steps in their training, as a critical and reflective spectator. The kind of Individual and Social Responsibility provides us with a very useful framework for the development of social skills in students, establishing levels of progress and a series of highly useful strategies for the acquisition of securities.

Extracurricular activities are also regulated in the educational programs of schools. In Cuenca, it is established that the use of school facilities for these types of activities is from 2 pm to 6 pm. After 6 pm, the educational centers can be used by sports clubs for their private trainings.

### **Some of the main activities in Castilla-La Mancha Region:**

- "We are sport 3-18" program:

This program is a commitment to ensure that all schoolchildren in Castilla-La Mancha adhere to the practice of physical-sports activity and acquire healthy habits and lifestyles. The program consists of four lines, through which different sports fields are offered that allow



responding to the diversity of motivations and interests of schoolchildren, from a recreational sport to a more competitive sport without losing its educational essence.

The lines that make up the program We are sport 3-18 are:

- Regional Sports Championship for School Age
- Sports initiation
- Sports promotion
- Training activities

Linked to the program "We are sport 3-18" is the initiative "In sport we all play", a campaign that seeks to promote the development of values associated with the practice of physical and sporting activity while educating how to develop ethical behavior in all agents involved in sport.

With the aim of achieving a progressive and coherent sports training, the program "We are sport 3-18" proposes the following sports training process for schoolchildren:

a) Perceptual-motor development: the fundamental thing in this stage is that the boys and girls acquire knowledge on their own body, develop perceptual-motor tasks and basic motor skills in a very global.





b) Basic motor development: it is the stage of consolidating the knowledge of one's own body and the ability to movement. The right time is also to strengthen the development of basic motor skills, such as prelude to the sports initiation stage, develop motivation towards the practice of physical activities and promote the natural development of physical abilities and psychological maturation.

c) First stage of sports initiation: a basic multisport training is intended to achieve knowledge of offensive and defensive tactical principles in sports with different internal logic (individual sports, divided court, field and bat and invasion).

d) Second stage of sports initiation: fewer sports are practiced, advising that these be complementary in their internal logic to guarantee the transfer of learning and acquire the skills specific to each sport while expanding individual and collective tactical knowledge in the case of split court, field and bat and invasion sports.

e) Basic improvement: practice of a sport in a more specific way and another complementary. It is a stage of generic specialization.

f) Consolidation of sports practice habits: this stage is aimed at responding to the motivations and interests of schoolchildren, along with the application of measures that help reduce dropout rates sports, especially between 16 and 18 years. Sports performances and / or activities may be carried out with more flexible organizational and



competitive formats that help maintain active and healthy lifestyles.

All schoolchildren between the ages of 3 and 18 who are enrolled in educational centers in Castilla-La Mancha can participate in "We are sport 3-18" program. May also participate coaches, or other technical staff, and delegates of the entities, as well as the teaching staff of the center's educational participants.





Likewise, the participation of entities of Castilla-La Mancha with legal personality that group the rest of participants in teams or groups, such as:

- a) Educational centers of Castilla-La Mancha.
- b) Sports entities registered in the Registry of Sports Entities of Castilla-La Mancha.
- c) City councils of the region.
- d) Associations of Castilla-La Mancha registered in the respective public registry.

In the teams or groups of athletes formed by young people from Castilla-La Mancha who meet the requirements of age but are not part of any entity with its own legal personality, one of its members will act as its representative.

Exceptionally, non-schooled students in Castilla-La Mancha may participate and must have the authorization either from the corresponding provincial technical commission or the regional technical commission according to the territorial scope in which said circumstance occurs.

Here a brief focus on Cuenca's sport facilities

The sports facilities in Cuenca are

- Direct management and number of units

- Covered Sports Courts- 6
- Covered Rooms for Multiple Use- 5
- Indoor Pools- 2
- Outdoor Pools- 2
- Musculation Rooms- 2
- Squash Tracks- 7
- Natural Grass Football Fields- 2
- Artificial Grass Football Fields- 3
- Padel Courts- 1
- Running Tracks- 1
- Outdoor Sports Courts- 2
- Frontons- 3
- Tennis Courts- 2
- Classrooms- 3
- Braves water rute- 1
- Climbing wall- 1
- Pool's Room- 1
- Popular Games Courts- 1

- Indirect management: Municipal owned facilities managed by private companies through public works concession, service management or lease:

- "Nuevo Tenis Cuenca".
- "La Casa del agua sport".





- “La playa artificial”.
- Free use facilities: Facilities of municipal ownership that are not subject to a specific management or regulation.

Can be used freely:

Multi-sports tracks in parks, multi-sports tracks in neighborhoods, fronton, soccer fields, skate park, popular games track, etc.

Sports facilities of Schools:

Currently there is a collaboration agreement between the municipal sports institute and the following schools: CEIP Hermanos Valdés, CEIP Isaac Albéniz, CEIP Santa Ana, CEIP Santa Teresa and CEIP Ciudad encantada.



Private sports facilities:

Some examples of them are: gyms, dance academies, Pilates schools, Crossfit box, Martial arts schools, etc.

Use of the natural environment:

Some of the activities that can be done are: Canoeing, Climbing, Mountain Bike, Vertical Race, Speleology, Orienteering, Scuba Diving, Paragliding, Golf, Archery, Hunting, Fishing, Equestrian, Skateboard, Railways, Motorcycling, 4x4, etc.

Currently, there are more than 250 clubs in the province of Cuenca, covering practically all sports disciplines.

Last June, “the Cuenca Clubs Association (ACDC)” was created. A formal entity that encompasses all interested clubs in the capital of Cuenca and seeks to unify and organize all the problems of each of the clubs in order to develop joint projects, which identify areas for improvement and respond to the problems of each of the member clubs.

4) REPORT TO THE BUDGET SPENT ON SPORT IN THE MUNICIPALITY IN RELATION TO EDUCATIONAL



## CENTER, SPORT SCHOOLS/PUBLIC FACILITIES

The annual economic budget from The Municipal Institute of Sports of Cuenca in 2020 is about 3 million of euros (classes, sport trainers, workers, facilities ...). 1,4 correspond to personnel, 1,17 to current expenses of goods and services and 400.000€ is destined in municipal sport activities (Team sports, Individual sports, Sports with implements, Related to the natural environment, Indoor sports, Fitness - health - improvement physical fitness, Rhythmic activities, Dance, Water activities...).

### 5) AT LEAST 2 PRACTICES THAT CAN BE DEFINED



## BEST PRACTICES IN YOUR MUNICIPALITIES.

Some good practices to highlight in our city are:

- “Healthy educational projects”

<https://deportes.castillalamancha.es/promoci%C3%B3n-deportiva/proyectos-escolares-saludables>)

The Ministry of Education, Culture and Sports, through the General Directorate of Youth and Sports, is aware of and sensitive to the low levels of physical activity and the unhealthy habits observed during childhood and adolescence. These are not only dangerous for health but also lead to poor physical fitness and lower self-esteem, which at school age can lead to lower academic performance and ultimately to early school dropout. For this reason, along with the regular practice of physical activity, it should be promoted and incorporated as healthy habits, among others: a balanced diet, personal and postural hygiene, guidelines for carrying out healthy physical activity, notions of first aid for accidents that occur during the practice of physical-sporting activity, prevention in the consumption of addictive substances, etc., which allow to build a foundation that is adequate



enough to reach adult life healthy and to be able to enjoy a full life.

Different investigations and theoretical-practical evidence show that, in order to achieve, within the educational community, a change in culture in relation to the habits that lead to the development of a healthy life in all its aspects, it is considered necessary to maintain actions for a minimum period of time. three consecutive school years.

The Healthy School Projects designed by the centers must involve the participation of the entire Educational Community through ten programs:

- Program I: Sports Education.
- Program II: Active breaks.
- Program III: Evaluation of physical condition and healthy habits.
- Program IV: Active movement to the center.
- Program V: Family sports.
- Program VI: Healthy Habits
- Program VII: Recess with organized physical-sports activity.
- Program VIII: Complementary physical-sports activities.

- Program IX: Extracurricular physical-sports activities.
- Program X: Use of Information and Communication Technologies (TIC'S)

- "Castilla- La Mancha Healthy challenge" ( <http://desafiossaludablesclm.es/>)

"CIm Healthy challenges" aims to encourage educational centers in Castilla-La Mancha for infant, primary and secondary education to increase the practice of physical activity through different monthly challenges.

- "European sports week- Be active" (<https://www.csd.gob.es/es/promocion-del-deporte/semana-europea-del-deporte> )

The objective is to involve all social classes in the promotion of physical activity and sport among the population in the last week of September. In Cuenca, the most special initiative is the fact that the clubs take to the streets and show their sport to the rest of the population.

This project has served to know the current state of sport in the cities involved in it, as well as an exchange of ideas for its promotion in the different stages of life.

Although it has been an important starting point, this project should serve to establish new sporting initiatives in the future.





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# SPORT.S

Local Authorities commitment  
for increasing sport practices  
among children

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