

Proceedings
of the
5th International Congress



SHOLAR SPORT: A PROBLEM BETWEEN EDUCATION, CULTURE AND SOCIAL PRACTICES

Manuel Vizuete Carrizosa

Introduction

The different processes of reform of education systems in Europe often touch only tangentially the issue of sport at school age. The lack of tradition in the educational system with respect to physical education as a subject fully integrated into education systems and the lack of appreciation of their curricula and educational content as well as the fact that sport in school has been located, from its origins in a kind of nebula or *no man's land* in which the education and culture concepts are confused usually, which has given more importance to the forms than to the bottom, along with the not inconsiderable political and media pressure on educational concepts relating to sport in school, have led both the sport and the sport-school curriculum, an *educational immunodeficiency situation*, which places the faculty and the education system with almost no ability to react, to pressing issues with nature of pandemics, are affecting not only the educational treatment of sports, intra-and extra-curricular, but also the social body, which alarms relating to health in terms of morbid obesity of children, violence in sport, doping of athletes schoolchildren and other types of abuse in sport as a framework, urging a full investigation and urgent action.

True, and in this case contrasted, than necessary educational reforms often lack influence in the life of the classroom, especially if no special attention to training and professional development of teachers, since this is the key factor that determines the success or failure of the implementation of any reform or curriculum innovation. In this case, and despite being a group particularly young and anxious about his training, both the inertia and the huge deficits as a theoretical foundation within their initial training, unable to change the preconceptions they bring and justify the choice of profession, Fullan (1991) validates the theory when he argues that: "Changes in education depend on what the teachers think and do something so simple and yet so complex...".

Despite having made a huge effort, probably one of the biggest and best in the neighbouring countries, in curriculum design in the planning approach and teaching in physical education at all levels, is no less true that these efforts and the consequent structural and curricular changes proposed from the government are not sufficient to cause a significant change in the teaching approaches of teachers, leading to real clarification of

objectives and content and, consequently, to improve education, simply because teachers are not just limited to technical reforms or implement curricular innovations. The teachers have knowledge, ideas, values, attitudes and ways of understanding their discipline that are motivating its decision-making, which must be added, his own life experience, the personal and social and professional contexts in working, which are especially critical to the implementation of any proposed curriculum implementation.

We are facing a new position and social requirement responds to recent demand, emergent and urgent, seeking in physical education and the practice of sport and physical activity an effective defense against threats to health and quality of life, resulting from the new social dynamics and changes in lifestyles. Those circumstances having been raised in a geometric progression in the last quarter of the twentieth century, pandemics threaten to become, if not social cancers, economically costly, difficult to treat and great alarm. The disappearance of the cold war and the new social dynamics imposed by this circumstance to sports policies, severely marked traditional perspectives and approaches existing physical education and school sport until then oriented towards a sports physical concept to be restated, in the light of these new demands and social perspectives, towards a new concept emerging in Europe, related to the health and quality of life, defined as culture of the movement. In this regard have been key studies and investigations made by Bart Crum (2004), Brettschneider and Kleine (2003), Hardman and Marshall (2000), Vizuite (2002) Carreiro da Costa (2005) to rigorous debate within the scientific community and backed by European investigations and meetings.

This is of the necessary conceptual clarification, whether the sport in school or sports activities offered to our school curriculum both in the physical education course as the social practices of sport in school, promoted by the administrations, qualify and educational teaching, both quantitative and qualitative, targeted and justified, to this new social orientation of physical activity, defined as health practice is a hallmark of growing, the same way, which have established to be institutional and educational measures to ensure the educational dimension.

The problem lies in not having been able, so far, to understand from education budgets, the striking changes in mentality and social dynamics, related to sport and culture of the movement, which have taken place in recent years, and should have been assumed by the school concept of discipline, redefining the curricular and extracurricular sports, physical education guidance to this new form of culture.

From a strictly scientific and educational, in the light of scientific contributions in the area of knowledge and contemporary science education, we must ask:

- We now hold that the mere practice of a sport, without there being any process of teaching and curriculum planning in itself is educational?
- From a scientific point of view and educational, you can continue to accept and maintain that a child or a child in school, do a sport with the same rules, same disciplinary rigor and the same intent as an adult?
- You can accept that an activity with great educational potential, such as sport, can be manipulated, more to miseducate which to form democratic citizens and socially integrated, due to which interest is not known and that it may also be made from pure voluntarism and teaching without training?

In contemporary education, physical education for the XXI century, to which we refer, aims to *educate in sports* rather than *education through sport*. The reasons are simple and coincide with the above. Education through sport requires, in principle, in practice ignore the value and impact of the uncertainty factor on the outcome of the alleged action sports and education, which is what makes an attractive activity. Scientifically speaking, you cannot raise educational activity assuming, *a priori*, a high degree of uncertainty about the results, while, *to educate in sport*, education involves the acceptance of uncertainty factors and recognizing its educational value as a driver of practice of physical activities and sports throughout life.

In the usual practice of physical activities, the company is ahead of policy approaches and educational inertia showing every day, every time we go out into the street, in sports news or on television, what are the contemporary requirements of knowledge physical activity, and which is therefore the treatment of sport education required by the twenty-first century society.

This is how the sport at school age has to be rethought and oriented towards the participation and integration of future citizens in the culture of the movement. This approach requires less curricular school sport sportsman and closer to the humanistic, individual reality of each school, their physical capabilities and their integration into this new way of understanding physical activity.

It must be possible to sport at school age to suit each and every need, which would lead, in practice, the application of the concept individualized instruction in physical education and sport, without this may be antithetical to the values of solidarity, cooperation and teamwork, traditionally attributed to the sport, as part of their own educational rhetoric. This concept leads us to the school sports curriculum with formal and informal means of quality requirement, qualified technicians, open and non-traumatic, which is really important social integration and maintenance of health through the practice of physical activities.

These are the motivations that lead us to rethink the concept of sport at school age, research and the first prospective study and then the sport in the school they founded, technically and socially, the educational practices of children's sports content and young twenty-first century. Some backgrounds of these concerns are part of the line of work developed in recent years in many European countries. As reference works, worth mentioning the following:

European trends in Youth Sport: A report from 11 European Countries, is a cross-European comparative study and directed by Paul De Knop (1996) significant countries in different areas and geographic and socio-economics of the European Union, which were studied sports promotion policies directed at young people which showed the characteristics of youth sporting activities in Europe. As the most common problems identified in most countries studied, in relation to youth and sport, De Knop highlights:

- a) Neglect and loss of interest in the young for organized sports.
- b) Excessive adult influence of sport on sport for children and young people, both as regards the values to the rules and regulations, in such a way that forces a child of eight years to play with the same rules and standards as an adult. In many sports, says the report, children are treated as adults or tiny homunculi.
- c) The sport has become too organized, too serious and less fun, the seriousness of this is directly proportional to the decrease in age of the athlete.
- d) The sport tends to increase the social differences between young people, so that both practical and accessibility are, at heart, conditioned by the social position of the family. This segregation is not intentional but is caused due to different causes and issues familiar to the availability of logistics and transport, equipment, etc.
- e) The influence of the economy is another factor influencing the youth sport, the cost of the facilities and coaches, etc...
- f) Ethical issues are another problem that appears to be significant, some of them, as will be related to the identity of sport in education.
- g) Ensuring qualified faculty and staff is another outstanding problem because, in too many cases, the sport of children and young people is in the hands of volunteers.

Sport, Health and Physical Education: Reconsideration. Another relevant research and background we use was developed in the UK and put on the table the following conclusions:

- a) It is not possible to generalize or encapsulate the complex relationships between physical education, health and sports.
- b) It is absolutely necessary to establish a clear distinction between sport and exercise, as they involve different types of values and social relations are the result of different personal reasons that each access to physical activity and also have different impacts on health.
- c) There must be differences between different types and levels of sport with the distinctions of contact sport and non-contact and between mass sports and elite sport and define, in each case the differential impact that these types of exercise have on health.

- d) Encourage the practice of rhythmic activities uncompetitive due to their higher health benefits and fewer lesions, compared to competitive activities and contact.

Summarizing these two studies, we can determine the existence of a crossroads situation in Europe regarding youth sport in the sense that exhausted traditional sports promotion based on talent identification or increased competitive practice from early ages, as ideal formula to increase the number of elite athletes, there is a situation of social reaction in the youth and intellectual world, against the social and institutional structures in the last quarter century, have been giving shelter to sport Youth from the quarry on this understanding of elite sport, or as a way to justify social policies relating to culture and the welfare society. In our view, the leaders of these crisis situations would be:

- a) The sports policy of the last thirty years in which bet heavily on a fall in the age of initiation into competitive sport.
- b) The identification of talents and expanding technology, compared to the monitoring of the educational theories and pedagogical qualification for professional practice of physical education and school sport and youth.

In the first case the drop of sport are caused by exhaustion of the capacity for satisfaction of personal needs from the sport by establishing a common denominator for all, with the consequent consideration *like things* of athletes, and an assessment of individuals base its competitiveness and its sporting success and, second, by the existence of a dehumanizing practice of selective physical activities, so that detected the talent, the almost-no-talent or talents, to add to the ranks of absolute anonymity without the sports system, again have the slightest interest in them. In both cases, the dropout are more than justified and demonstrates the inability of the sport to have a complete picture of the social landscape from an educational perspective.

Studies on the state of affairs in Spain.

The survey Extremadura.

From these concerns expressed and experience in different European studies, was offered to the Junta de Extremadura the possibility of a thorough study on the reality of sport at school age in Extremadura. The aim was to establish the status of the issue to from there, establish a starting point for proposals and solutions that promote physical activity among schoolchildren. Project approved by the Board of Extremadura - Department of Sports-The survey was conducted among 1046 people, in a totally random, ranging from school sports practitioners in general schoolchildren, parents, tutors, class teachers, teachers, education specialists physical and public, with a reliability index greater than 98% provided the following information:

- a) *Interest in sports and physical activities in general:* Depending on the genre seems to be slightly higher in men than in women, showing a very slight downward trend of interest in physical activity as a function of age. It shows a greater interest in locations with populations between 10,000 and 24,000.
- b) *The persons surveyed answered the common pattern of European sportsman society* as it is expected a considerable increase in demand for sports facilities and greater quality requirement in providing them. Similarly, the emergence of private provision as a result of increased quality requirement, which ultimately calls for a paradigm shift in the supply of services.
- c) *Degree of participation in physical activities and sports:* 20% of the surveyed population did not practice any physical activity and sport, 32% engage in physical activity at least one sport while 22% carried two and 26% more than two sports and physical activities. The answers we would stand in clear agreement with the Knopp's report, in the sense of the need to increase advocacy efforts on the female population, with more programs tailored to their needs and, in particular, in ways of understanding physical activity more focused on the utilitarian and aesthetic in entertainment or sports.

Relationship between interest in physical activity level and the practice thereof. 47% of the population say they would very interested in physical activity and also the practice, so the same 30% of the population say they would

very interested but it does not practice it as much as they wanted. It is noteworthy that only 2% of the population reported that physical activity did not practice and also is not interested.

In the analysis of sporting interest and gender are some differences between men and women, and that 58% of men say that physical activity is very interested and also practice it, while only 35% of women is very interested and engaged.

The answers to this question support the perceptions highlighted in the previous two, signifying the perception of the need of time available for physical activity. This output is typical of society's sportsman and responds to cultural and convincing answer, but in our case, we would indicate the need for better and tighter public offering marketing focused on physical activity and social perceptions the need for a more diverse offer in which each citizen found his personal model. In short, what we are suggesting is the need for a sport to the letter, second is the European model of physical activity that currently prevails.

- a) *Sport in school. Considers that school sport is:* 82% of the surveyed population considers that school sport is an activity that is part of Physical Education, thus giving it an educational value to school sport. No significant differences by gender, 80% of men and 81% of women believe that school sport is part of Physical Education. Noteworthy is the low percentage of the option is to become a champion or champion showing little interest, both adult and school performance in sport, which reinforces the idea of an educational purpose. Policy efforts aimed at satisfying sporting interests or to the predominance of competitive sport, now we verify, have failed to change the social perception about the location and purpose of school sports. The population, almost unanimously, which makes it physical education content, therefore, no doubt, their full integration into the school is one of the ideas firmly rooted in the population.
- b) *The personal experience in school sport.* 74% of the population surveyed considered positive experience or memory of school sport and show that they would repeat this experience. The analysis revealed that gender does not influence the opinion of respondents, 75% of men and 72% of women positively value their experience in school sports and repeat the same. The analysis of this question in terms of age shows that both adults and students considered at a high rate, over 70%, which was a positive experience and would repeat the same. Highlights the high esteem and the positive assessment that all make their way through school sport which no doubt would be endorsing quality standards, probably more in the surrounding of educational and relational school sport to sport. An improvement in standards of quality would certainly be welcome.
- c) *Orientation of the physical activity and sport at school age:* 60% of the surveyed population believes that the philosophy of sport at school age should be an educational activity and therefore part of the curriculum. 16% believe there should be external to the school curriculum but steeped in educational values, while 10% believe that school sport should be outside the school curriculum and with values close to the Land and professional sports. 14% of respondents felt that school sports should be directed to the development of personal relationships and health care. Even when 60% of respondents, prefers the school as part of school sports location, the presence of 40%, as a whole, which does not participate in this view, would indicate or levels of dissatisfaction, or the desire for new alternatives in a range that would go from a greater use of technology and competitiveness which, until just the opposite.
- d) *The values of sport and physical activities at school age:* On the value placed on physical activity, 80% of respondents stated that encourages tolerance, discipline and comradeship and 8% considered not a activity is so important to subtract time to the other, 9% which is an activity that encourages and promotes the performance of other materials and 1% which is a harmful activity because it promotes aggression and competitiveness.

- e) Respondents participate in traditional perceptions about the sport-related values, which certainly supports some of the previous answers, but in light of current research, it is clear the presence of these supposed values in sport depending on that assessment (Breschtneider) of agents who manage school activity or school sports, some of which not only are not interested in the development of these values but, at times and deliberately promote anti values. The consequences would be exquisitely care planning activities in order that these values are made explicit and are revealed as one of the hallmarks of school sport. *Knowledge about the organization of sport at school age:* 43% of respondents felt sufficiently familiar organization of school sport in their environment and 22% considered to have a broad knowledge of the organization of school sport. By contrast, 18% of respondents felt that their knowledge of sport in schools is insufficient and 12% say they do not know. The data obtained would advise marketing closer to the public about school sports, its organization and objectives and products it offers. This recommendation would be consistent with the proposal of the Council of Europe adopted by Parliament in the sense of involvement, through appropriate information and abundant, families and local authorities in physical activity of children and youth.
- f) *Assessment of the range of activities for sport at school age:* 27% of the population believes that knowledge of the offer of sport activities for school age they have is limited. Given the percentages, it appears as school sport for children is one thing on which adults do not have a definite idea and certainly very little information, or educational efforts, or institutional efforts for the development of social and cultural education. In the evaluation of a change of models this should be particularly taken into account both for their participation in the design to its management at different levels.
- g) *Knowledge of the administrative structure of school sports:* 48% of the surveyed population knows where to make an entry or claim for or on school sports, 41% claim not to know where they go. 52% of misunderstanding about the organizational structure of school sports, but ratify the previous answer is certainly worrying and abound in the need for social and public dissemination of school sport and its functions and objectives.
- h) *Adequacy of training schedules.* 52% of respondents stated that training schedules are adequate, 16% which is well suited and another 16% are all appropriate. In general the view of respondents in terms of number of population where they live is that training schedules are appropriate. It is noteworthy that in populations of 2000-4000 people and more than 50,000 inhabitants 23% of respondents believe that times are less than adequate.
- i) *Preference competition schedules.* On the preference schedule for the competition, 29% of respondents prefer that this takes place in the afternoons from Monday to Thursday, 26% on Saturday morning, 23% on Friday afternoon and 14% prefer Saturday afternoon.
- j) In general the view of respondents in terms of number of inhabitants of the village where they live is that they prefer that the times of competition will develop in the afternoon from Monday to Thursday and/or Friday afternoons. The answer is consistent with the dynamics of contemporary society that prefers free of occupation and easements, and participate in a sporting competition is, as long as possible this weekend, so that future planning should be taken this factor into account, especially in places where competition that requires the family member or volunteer to develop the competition.
- k) *The location of sports facilities.* Proximity or distance to sports facilities can be a handicap for the schoolchildren and their parents to enroll in the school sports program in your area. The responses regarding facilities indicate that there is a good level of equipment for the practice of physical activities, even if unaware of the ownership and activities carried out therein.
- l) *Preference ownership of sports facilities:* Overwhelmingly, the surveyed population prefers publicly owned facilities, 36% prefer to municipal facilities, 27% those run by the autonomous region and 16% of the schools facilities. Only 8% of respondents prefer private facilities, of which 5% preferred to be of restricted use.
- m) Of the adults surveyed, 46% say they prefer plants with municipal management. The students expressed their preferences for publicly owned sports facilities, both of the Autonomous Community as those run by the municipality.

- n) *Valuation on the training of technical sports.* A very important part of the process of training and management in school sports are sports technicians, and in this case, the opinion they have of schoolchildren and their parents about their training is crucial for the success or failure. In general the view of respondents is satisfactory and that 52% believe it is appropriate and 26% which is very appropriate. Only 10% of respondents consider that training is inadequate and 2% which is nothing suitable.
- o) *Suitability of transport used in school sport:* Another important factor when participating in school sport is the quality perceived by users of transport for school sports. 45% of respondents felt that transport to school sport is adequate and 17% which is quite adequate. 16% say it is inappropriate and 5% which is nothing suitable.
- p) *Nature of Sports School at age:* Extracurricular physical activity appears rather fragmented and divided. Emphasizes the high participation in school physical activity institutionalized and, above all, the high percentage of people who adopt physical activity unregulated. Discounting school sports activity the majority of citizens are directed to a spontaneous practice of physical activity, to a culture of *sportivized* society movement towards that target would require a new model of school sport.
- q) *What kind of sport you do?* The answer to this question underscores the fact, very important to us, that 42% of women have practiced or only special school sports. This is particularly interesting, when it states that school sports should be or at least has proved to be an excellent vehicle for promoting women in sport, for sport and education for their participation in the culture of movement.
- r) *Reasons for the practice or neglect of sport in school.* The main argument in sport and physical activities expressed by respondents is the fun, 72%, followed by the improvement and maintenance of health, 33%, the improvement of the physical form with 28% and be with friends 26%. Only 11% expressed their interest to become an elite athlete. It is noteworthy that adults value significantly the practice of sports physical activity in leisure time and fun for school pupils, 56%, and as a means to improve health, 52% and improve the physical one 49%.
- s) *Reasons for not practicing sports:* 37% of respondents do not engage in physical activity - sport in their leisure time that they are bored. 17% of respondents felt that physical activity will not play sports are not out with friends. 17% say they do not want to be an elite athlete and that is a reason for not playing sports, a fact which indicates a perception by these persons of school sports is to get to elite sports.

40% 3rd and 4th grade students in the primary who say they do not play sports do not believe that this will get bored. About 19% do not play sports because there are fights, 18% because it encourages individualism and 17% because they can be with friends. In compulsory secondary education remain the same opinions than in primary. In 3rd and 4th High takes an important significance on the grounds that do not practice because they want to reach the elite "24%. 18% of those who do not practice in the second cycle of secondary do not because they believe that no good for this, have a low assessment of their chances and probably a perception that the sport is important to perform well level.

Conceptualization and meaning of "sport at school age"

After two days' work in a multidisciplinary group and an excellent work for discussion and reflection by the experts participating in a previous consultation who attended the meeting sponsored by the Higher Sports Council, the Generalitat de Catalunya and the Barcelona Olympic Foundation, it was a series of concussions; the listed the most important and significant.

Means for sport at school age that develops with children at these ages and therefore may have different levels of organization and guidance, but always respecting their rights and developmental characteristics that are established as lower and as an athlete in school. Differentiating the school sports curriculum integrated into the physical education curriculum own educational goals, school-age sport, as a projection of the practice-oriented

learning stable physical activity. From the clarity of this approach is necessary to establish a route of administration and powers that will allow both processes are possible and complementary. This discussion should generate the necessary and fundamental arguments that define the areas of institutional competence on sport at school age, from the considerations mentioned in the above headings.

We understand that the concept of sport in school should be placed in the context closest to the student's life, and that its two fundamental references should be the school and the family home, so that the powers should be, both in educational administration and in the next sports administration.

There is unanimity in considering the educational dimension of sport in school age and the need for its close relationship with the school based management in this sense should distinguish between:

- a) *Curricular school sport*. As an essential part of the curriculum of physical education course, aimed at acquiring knowledge, skills and abilities related to different sports and ultimate purpose of which corresponds to the health and social dimension of the practice of physical activities as usual activity the rest of life.
- b) *Sport at school age*. Understood as a practical application of knowledge acquired in the subject of physical education, aimed at social and civic participation in the culture of movement from outside the school, involving all social partners and governments, maintaining the educational dimension and taught by experts with the required quality controls in a democratic society and technologically advanced.

High competition sport with school ages athletes. Understood as practiced by the school or school-age persons belonging to the elite sports. He was out of the debate by having their own identity and not be applicable to the objective of the discussion group, however, raised the need to work in a Child Protection Policy which give equal protection Athlete both these athletes as any other aimed at both the punishment and prevention of any circumstances, criminal conduct, or abuse that may occur to the school both in sport immediately, and to the physical or psychological consequences as a result of sports could occurring.

- a) The sportivization of the physical education is presented as the result of external pressures that have participated equally in the schools, teachers, school athletes and parents, having been in too many cases, undermined the purpose of sport in the curriculum and external practice.
- b) National guidelines on sport at school age. They appear as absolutely necessary and urgent, and must be addressed in a legal document to establish and clarify the powers of the state both as models of participation and competence of the Autonomous Communities related to/or:
- c) Equality of opportunity for all children to sport at school age, regardless of the territory in which they are.
- d) From the understanding of the educational value of sport in school and their membership unequivocally the concept of integral education of the person, must be treated like any other field of education, guaranteeing a minimum educational content for all Citizens, especially geared to the health and quality of life.
- e) Development of the freedom of movement, choice and participation in sport at school age, regardless of the territory in which they are.
- f) Enjoy the rights established for the practice and / or competitive sport, regardless of the territory in which they are or where they reside.

It therefore poses the need for a pact of state for sport at school age that should be translated into a National Plan of sport at school age.

Although popular culture is one of the benchmarks of educational action, however, in practice, it should be noted certain positive and negative factors that could undermine or qualify the educational outcomes of sport at school age:

- a) Excessive media influence or introducing negative factors in the ways of understanding the sport.
- b) The early specialization and the pursuit of early results.

- c) The value and impact of social integration that the practices of sport at school age have as a positive.
- d) Development of democratic values and participation in social development of the sport.
- e) Participation in sport federations at school age, is complex and not without debate, it seems clear that the vast majority of actors involved, do not bet on the sports federations involved in the sport at age school, and in any case, if necessary, it seems clear that their participation should be subject to a number of controls and constraints of powers to ensure the educational function that is pursued and that, by its nature, departs from the purposes of competition, selection and elitism of the world federation for themselves what is involved:
- f) Establish general guidelines that clearly define the functions and objectives of the sports federations in sport at school age, and the powers of the institutions involved.
- g) Establish clear separation between the sport in school and sports Land, ensuring the identity of both approaches to sports, without possibility of errors or confusion.

In terms of sports policies in the last 30 years. Persistent errors are recognized, of which are the following:

- Existence of standard low-current and without connection to reality and the interests of children and young people today.
- Persistence of models competitiveness which anchored in the period of the Cold War and in school sports schemes as grassroots sport.
- No attention to diversity and customization of training and education in sport.
- Sports selective versus inclusive sport and neglect poorly equipped.
- Lack of training and specific technical update for the sport at school age with rigor and scientific approaches.
- Institutional policies silos with little or no permeability, without optimization of resources or support for school athletes.
- Lack of an educational approach rigorous scientific approach.
- Permanent divorce between the curricular school sport and sport at school age.
- The need to develop a curricular approach for school age sports on scientific and rationally built on real budgets.
- Increase investment in research and technical training in sport at school age.

Conclusions and proposals for the development of school sport at school age.

From the results, the scientific bibliographic and consulted, and in light of our own study we believe that following the methodology marked by the Council of Europe, the sport at school age in Europe, should ensure its efficiency and quality in accordance the following criteria and actions:

- a) Understand that the schedules of sport in school must assess the materiality both physical and psycho-evolutionary of children and adolescents, avoiding the overlapping patterns of adult sport.
- b) Develop models of democracy programs in which young people themselves can have a voice and participate in making decisions. In this sense, it recommends the development of protocols and manuals of good practice to guide the various actors of sport at school age.
- c) Establishment of minimum requirements that give a common structure for sport in school, and that contains these features:
 - a) Participatory.
 - b) Adapted. Creation of different types of rules.

- c) Co-educational and inclusive. Enhancement of association.
- d) Additional physical education.
- e) Coordinated (government agents).
- f) Education in the competition.
- g) Safe and healthy, and health enhancer and values.

Policies to develop both the State and the Communities should be framed according to these premises, with the current social structure and taking into account all the actors involved:

Necessity of an International Body for the prevention of risks, and abuses, on sport and the athletes of school age

The reality of the contemporary world and uniformly accelerated social changes that characterize the society of communication and new technology of the twenty-first century requires an ongoing effort to upgrade and enhancement of the reality of sport in school and sport for young, so it is seen as absolutely essential to the creation of an international conference of sport at school age permanently to guide the development of sport for children and youth in two ways:

- a) As the guarantor of cultural identity and education, taking the lead and responsibility in each case may be.
- b) As a vigilant and responsible for establishing early warning signals to react in time on the aggressions from the world of entertainment, fashion or jeopardize the health of children and youth.

The public authorities shall maintain and ensure the operation of this conference regulations establishing its endowment, its functions, composition and functioning, should be represented all those involved in sport at school age.

Rules for the Protection of the highly competitive athlete in school ages

Access to high competition and professionalism of the athletes is produced in ever younger ages and within the school, so that specific legislation, it is necessary to ensure:

- a) The constitutional rights of compulsory education and quality assurance.
- b) The ban on training sessions that exceed the limit on average working hours or the time corresponding to the age of the athlete.
- c) The availability of leisure time and guarantees of social relationship with people his age concentration outside the sport.
- d) The maintenance of family ties as much as possible avoiding the uprooting.
- e) Establishment of measures to overcome the post-competitive phase, avoiding the psychological damage or feelings of frustration when leaving the competition.
- f) Creation of guarantee funds to ensure financial and professional future after leaving the competition or the end of the sporting life, avoiding the economic vacuum and the social uprooting.

References

- Cavill, N., & Biddle S. (2001). *What are the determinants of young people's participation in physical activity? Does activity in childhood continue into adulthood? Paper for NHF Young&Heart conference*. London: National heart Forum.
- de Knop, P. (1996). European trends in Youth Sport: A report from 11 European countries. *European Journal of Physical Education*, 1(1), 36-45. 132 | Page

- Durnin, J. V. G. A. (1992). Physical activity levels past and present. In N. Morgan (Ed.). *Physical activity and health* (pp. 20-27). Cambridge: Cambridge University Press.
- Engstrom, L-M.: (1991) Exercise adherence in sport for all from youth to adulthood. In P. Oja, & R. Telama (Eds.), *Sport for all* (pp. 473-483.). Amsterdam: Elsevier.
- Fullan, M. (1991). *The new meaning of educational change*. Chicago: Teacher College Press.
- Gordon-Larsen, P., McMurray, R., & Popkin, B. (2000). Determinants of adolescent physical activity and inactivity patterns. *Pediatrics*, 105(6), E83.
- Hardman, K., & Marshall, J. (2000). The state and status of physical education in schools in international context. *European Physical Education Review*, 6(3), 203-229.
- Malina, R. M. (1996). Tracking of physical activity and physical fitness across the lifespan. *Research Quarterly for Exercise and Sport*, 67(3), S48-S57.
- Powell, K. E., & Dwyer, W. (1987). Childhood participation in organized school sports and physical education as precursors of adult physical activity. *American Journal of Preventive Medicine*, 3(5), 276-281.
- Rimpela, M., & Telama, R. (2001). Trends in physical activity – and inactivity – in early adolescence: experiences from Finland. *Heart Matters*, 1, 3-6
- Shields, D. L. L., & Bredemeier, B. J. L. (1994). *Character development and physical activity*. Champaign: Human Kinetics.
- Telama, R., Laakso, L., Yang, X., Vjickari, J. (1997). Physical activity in childhood and adolescence as predictors of physical activity in young adulthood. *Am J of Prev Med*, 13(4), 317-323
- Twisk, J. W. R. (2001). Physical activity guidelines for children and adolescents: A critical review. *Sports Medicine*, 31(8), 617-627.
- Vizuete, M. (2007). *Libro Blanco del Deporte en la Edad Escolar en España*. Madrid. Consejo Superior de Deportes.
- Waddington, I., Malcom, D. & Green, K. (1997). Sport, Health and Physical Education: Reconsideration. *European Physical Education Review*, 3(2), 165-182.

Proceedings of the 5th International Congress Youth Sport 2010, Ljubljana, 2-4 December 2010 [Elektronski vir]
International Congress Youth Sport (5 ; 2010 ; Ljubljana)

Type of material - proceedings of conference contributions ; adult, serious

Publication and manufacture - Ljubljana : Faculty of Sport, 2010

Language - english

ISBN - 978-961-6843-10-2

COBISS.SR-ID - 254224128

Link(s):

<http://www.fsp.uni-lj.si/COBISS/Monografije/Proceedings1.pdf>