MANAGEMENT OF LEISURE ACTIVITIES

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ABSTRACT

In the field of physical activities and sport a strategic aim of us is to identify and apply in long term perspective a system of support to different forms and levels of sports. Most important priorities are physical activities of children and a national sport representation. This system of support should be effective and based on ethical principles. The core priority of us in that field is increasing physical activity by children.

Intention of the scientific project was to verify a system of organization and financing of physical activities. To detect the impact of the state subsidy on increasing participation of target group in physical activities offered by different sports organizations. Also identify mechanisms, which are restraining smooth and transparent organization and financing of physical and sports activities during project. Increasing of the subsidy, in form of vouchers, was an experimental factor in this project. Sport voucher system was built according principles of liberality and free market mechanism.

During this project we received data indicating option to raise number of pupils, which are using physical activities in their leisure time. New system needs to global implementation a few modifications in order to secure smooth, transparent and acceptable process.

Keywords: physical activities, leisure sport, voucher, financial support

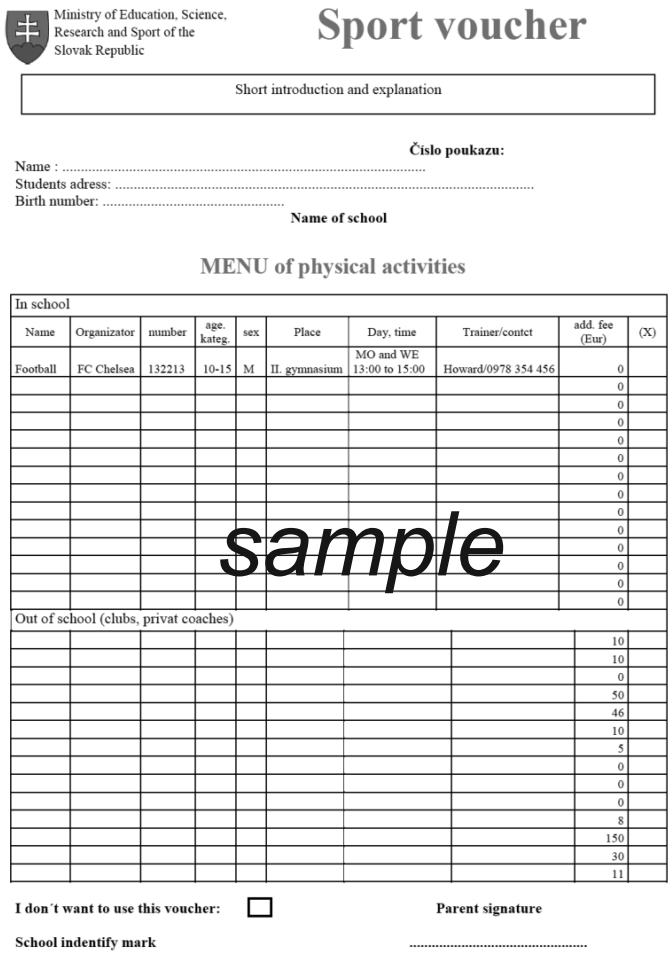
INTRODUCTION

Sport voucher is a new system of funding leisure physical activities in Slovakia. Main idea of that program was offering to all pupils, 50 Euro value, in voucher form (Fig. 1). This voucher is usable by all providers and organizators (schools, sport clubs, private coaches etc.) in student´s locality of living.

Obviously, support should be used by provider just for physical activities. Transparent publishing of presence and other important information about providers was required. Therefore, the main method of receiving data was questionnaire (Fig. 1).

Target groups of the pilot project were girls and boys attending primary schools, from 1st to 9th grade. We are going to carry out the project in experiment form. In every region of Slovakia we will select two primary schools. One of them is from urban and other from rural surrounding. Together, there were 16 schools and 6128 pupils within.

The vouchers would be valid only for purpose of physical and sports activities and could be used by wide spectrum of providers. Increasing of the subsidy, in form of voucher, was an experimental factor in this project.



Ministry of Education, Science, Research and Sport of the Slovak Republic

Sport voucher

Short introduction and explanation

Číslo poukazu:

Name : .....
Students adress: .....
Birth number: .....

Name of school

MENU of physical activities

In school									
Name	Organizator	number	age. kateg.	sex	Place	Day, time	Trainer/contct	add. fee (Eur)	(X)
Football	FC Chelsea	132213	10-15	M	II. gymnasium	MO and WE 13:00 to 15:00	Howard/0978 354 456	0	
								0	
								0	
								0	
								0	
								0	
								0	
								0	
								0	
								0	
								0	
								0	
								0	
								0	
Out of school (clubs, privat coaches)									
								10	
								10	
								0	
								50	
								46	
								10	
								5	
								0	
								0	
								0	
								8	
								150	
								30	
								11	

sample

I don´t want to use this voucher: ☐ **Parent signature**

School indentify mark .....

Figure 1 Sample of Sport voucher

Full project schedule

a) Start

The project was scheduled at the meeting of main committee. There were planned main rules and project schedule.

b) The selection of schools and members as regional coordinators

Selection 16 schools (2 from each region = one rural, one urban). For each school location also one coordinator (employee upon agreement with ministry), who keeps methodology during the project.

c) Meeting of project committee

Meeting of all coordinators and directors of selected schools was organized. There was presented the project and assigned the tasks.

d) Create menu in locations

Sent e-mails to sport federation to inform about the project. Coordinators reported information in locations. Every trainer had to sign the contract to include into project.

e) Submission

Coordinators of all the locations posted to menu, which they managed to create.

Project manager checked menus and created the central database and form of voucher.

f) Printing and distribution sports vouchers to every pupil

Vouchers are printed and distributed to all school pupils. An opportunity for distribution is a plenary meeting of parents.

g) Vouchers collected from students

Regional coordinators collect vouchers in cooperation with the schools.

h) Grant-request

Coordinators send a request for grants.

i) Workout

Realization of the workouts, trainings, lessons in localities (35 times per semester).

j) The implementation of exercise units, inspections, registration.

Trainers create and publish records of presence. Presence documents were important to check trainer and pupil activity. According data from that document are submisy calculated.

k) Data collection, questionnaire survey.

Data processing. Creating analyses, comparing data and process project rewiev.

l) Presentation of results and the completion of research.

Formulate results and headlines for further implementation.

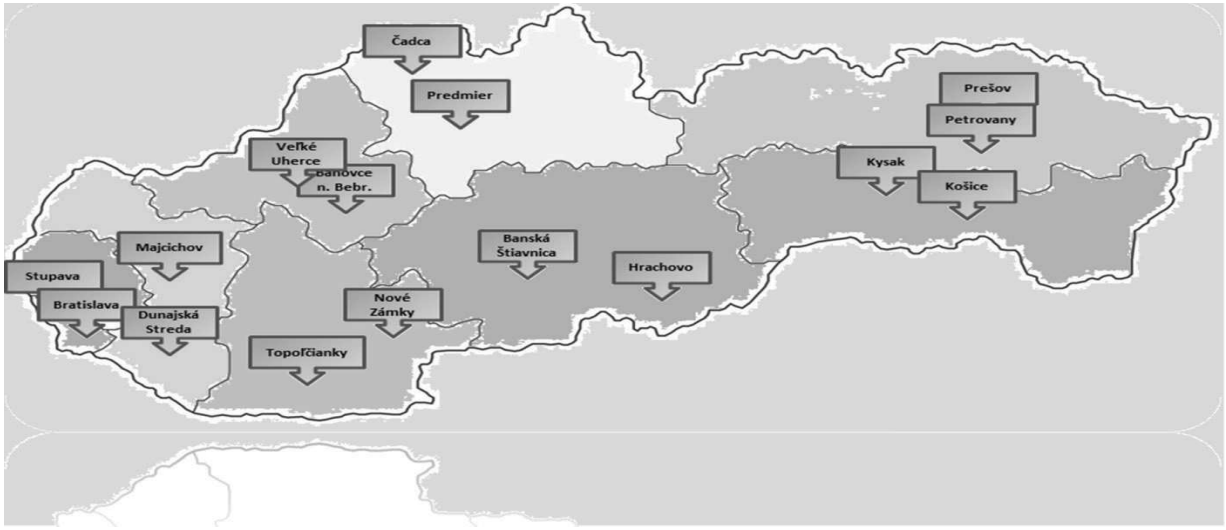


Figure 2 Localities with checked voucher system 6128 pupil from Slovak schools were selected for project One city elementary school and one village elementary school from each of 8 regions of Slovakia.

RESULTS AND DISCUSSION

Data were processed by frequency occurrence to two groups:

- Students registered to leisure physical activities (by subscribed voucher)
- Students, whose didn´t use voucher

After that registration process ware all physical activities observed. Results are interpreting in graphs and in conclusion are the main facts about project and guidelines for next using that system.

Received strengths (+)

- Universal access to good providers form everyone – creating new providers
- Rise of number of children, which are using physical activities and sports in their free time permanently
- More positive opinions as negative by providers, parent and children.

Received weaknesses (-)

- School and sport society isn´t full prepare to accept market mechanism principals
- Too much bureaucracy
- Difficult global implementation

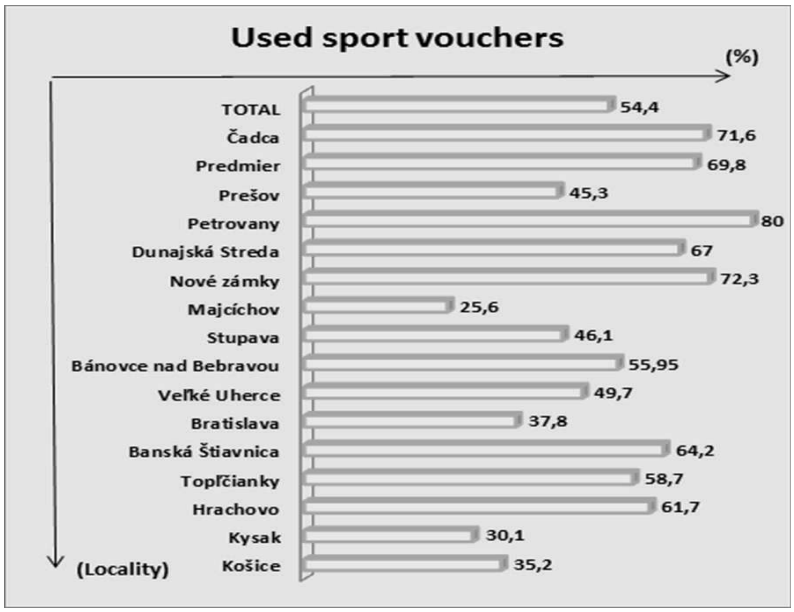


Figure 3 Used sport vouchers

The number of used voucher was different depending on locality. Highest number was received and in Petrovany (80 %) and lowest in Majcichov (25,6 %). More preferred were leisure activities at schools, as you can see in Figure 4**.**

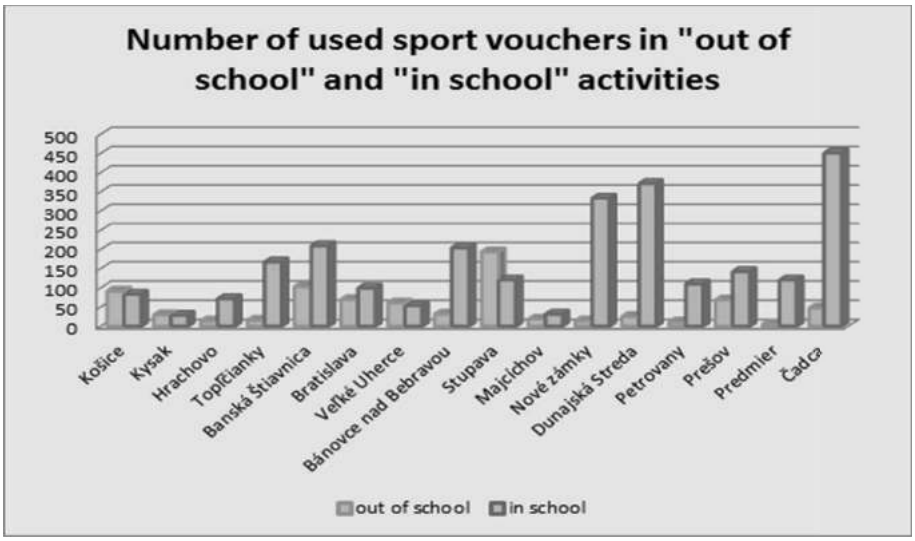


Figure 4
Number of sport vouchers in out of school and in school activities

Other possible system strengths (+)

- **Selection is on parents** - Parents should know to choose education and the best provider for their children. Choice of parents should ensure a harmonious social relations and direct financial responsibility of parents.
- **Direct financial responsibility of parents** - providers has been funded by third parties; rarely consider the needs and preferences of families as a guide. If parents know how much money are directed to provider, they are able to play an active role in the functioning,
- **Freedom of education** - as it is important to give parents the freedom to choose, it is important for teachers to implement their activities and skills. Teachers must be able to vote and the innovative practices, because the lack of freedom could easily lead to frustration, loss of interest, inefficiency, or educational stagnation.
- **Competition between providers** - if the education market should to work properly, there have to exist a critical opinion of service providers who compete with each other to obtain student.
- **Profit motive** - except for those four factors, is it important and to make a profit motive to provide quality education in the long run **(**Coulson, 2001**).**

Other possible system weaknesses (-)

- Correlation between level of competition between providers and quality of education and higher educational achievement by students isn´t sure.
- **Socio-economic conditions in the family are factor, that play a major role in terms of learning (**Wylie, 1998).
- **Structural competition doesn´t reduce costs.** Especially, if the reason for the higher number of competing providers is creating a number of small schools. In addition, competition between providers dep ends on the location.
- **Competition between providers encourages adoption of strategies that increase their attractiveness for minimal cost.** Students who are providers “interesting” are those who come from well families with good education, without special needs - which actually leads to selection of students.

- **Voucher system won´t bring competition and thus improve the quality of schools.** Public schools and private schools can´t be on the same level. They have different funding, different students, other staff selection, etc.
- **Parents do not have a real opportunity to choose a provider for their child.** Private schools as opposed to public providers may reject any application.
- **Coupons will hardly become for children from low-income families.** Prestigious private providers will require extra payment, so these kids will not be able to afford to attend private providers. **(**Zabulionis, 2001)

CONCLUSION

To receive value of system effectivity we need to know data about students' presence without system application. The rating of students permanently active in physical activities is according Zapletalová (2010) 43.1 %. Rating received during voucher system project testing was 51.7 %. So we have identified about 10 % difference on positive side. If you want to support physical activities for children and youth, provide them an offer (wide and high-quality) and let them choice!

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