

SCHOOL-BASED PHYSICAL ACTIVITY PROGRAMS BY TYPE OF ACTIVE SCHOOL: THE VALENCIAN COMMUNITY CASE

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Introduction

- Schools are considered to be the most appropriate places for the promotion of physical activity (PA) practice (Story et al., 2009). Thus, in 1992, the European Network of Health Promoting Schools was created, in which Spain is currently enrolled. In the specific case of the Valencian Community, the Conselleria d'Educació annually subsidizes the *Projecte d'Esport, Activitat Física i Salut (PEAFS)* to the educational centers that request it, with an average of approximately €2,100 per school. These projects, usually coordinated by Physical Education (PE) teachers, include activities to promote PA and healthy lifestyle habits to be developed by each center accredited as *Centres Educatius Promotors de l'Activitat Física i l'Esport (CEPAFE)*.

Objectives

- In view of the lack of studies on this subject, the aim of this study was to determine the actions carried out by the CEPAFE schools to promote PA, sports and healthy lifestyle habits in schoolchildren according to the type of school (state and private schools).

Methods

- In the 2018-19 academic year, 284 schools were accredited as CEPAFES. A representative sample of 189 schools (response rate of 66.6%) participated in the present study. For data collection, an ad-hoc questionnaire was designed using the Google Forms tool based on guidelines collected in the specialized literature, which was subjected to an internal review process by experts. The questionnaire consisted of 43 open and closed response questions concerning the actions carried out in the PEAFS and was administered to the person in charge of these programs in each school. Anonymity of all participants were guaranteed. Descriptive statistics and chi-square tests were conducted with SPSS Statistics v. 26.0

Results

- As can be seen in Figure 1, most of the CEPAFES carried out between 6 and 10 activities, followed by schools that conducted out more than 10 and those that implemented a maximum of 5. Significant differences were not found by type of school regarding the number of actions conducted.

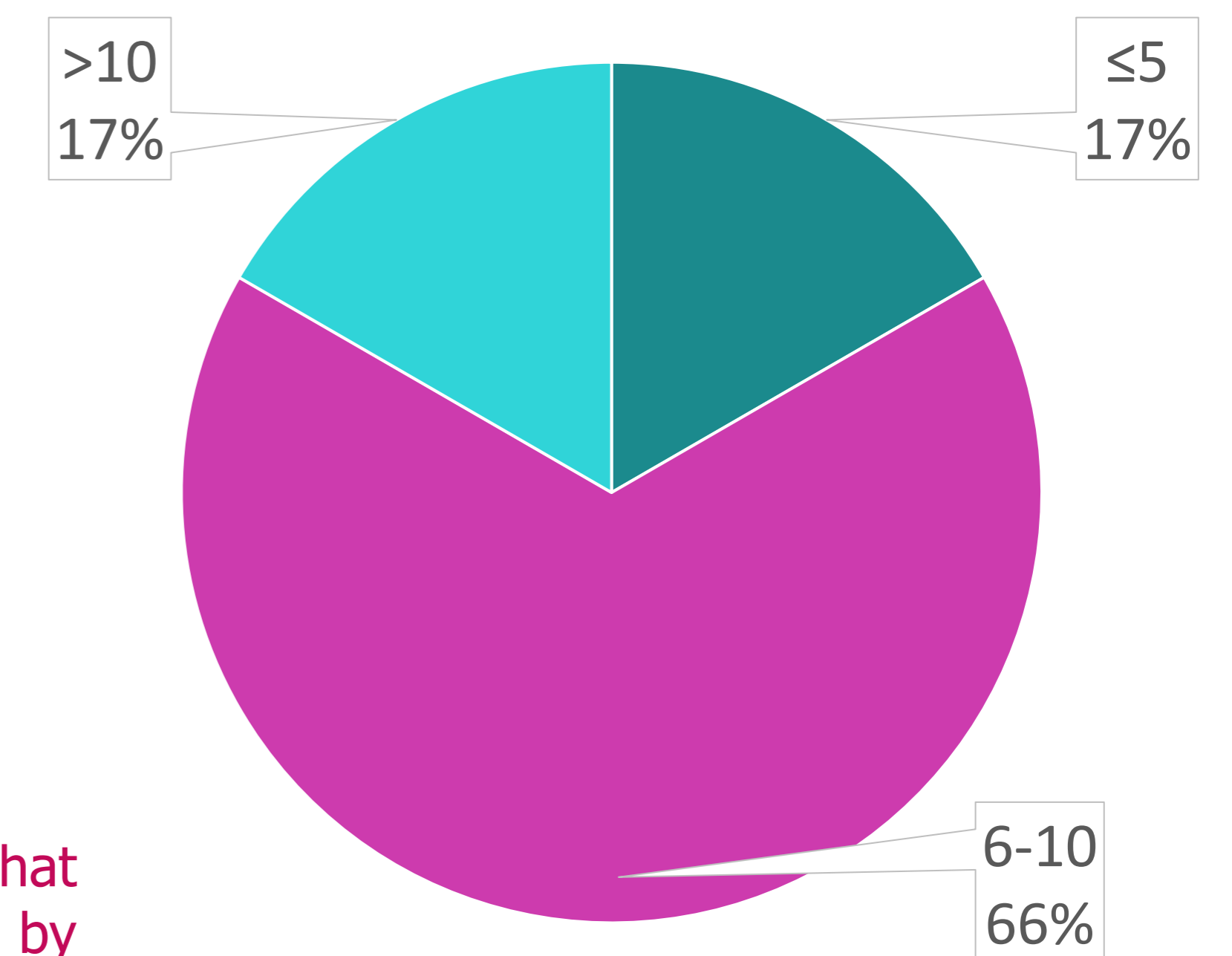


Figure 1. Number of actions carried out by CEPAFES.

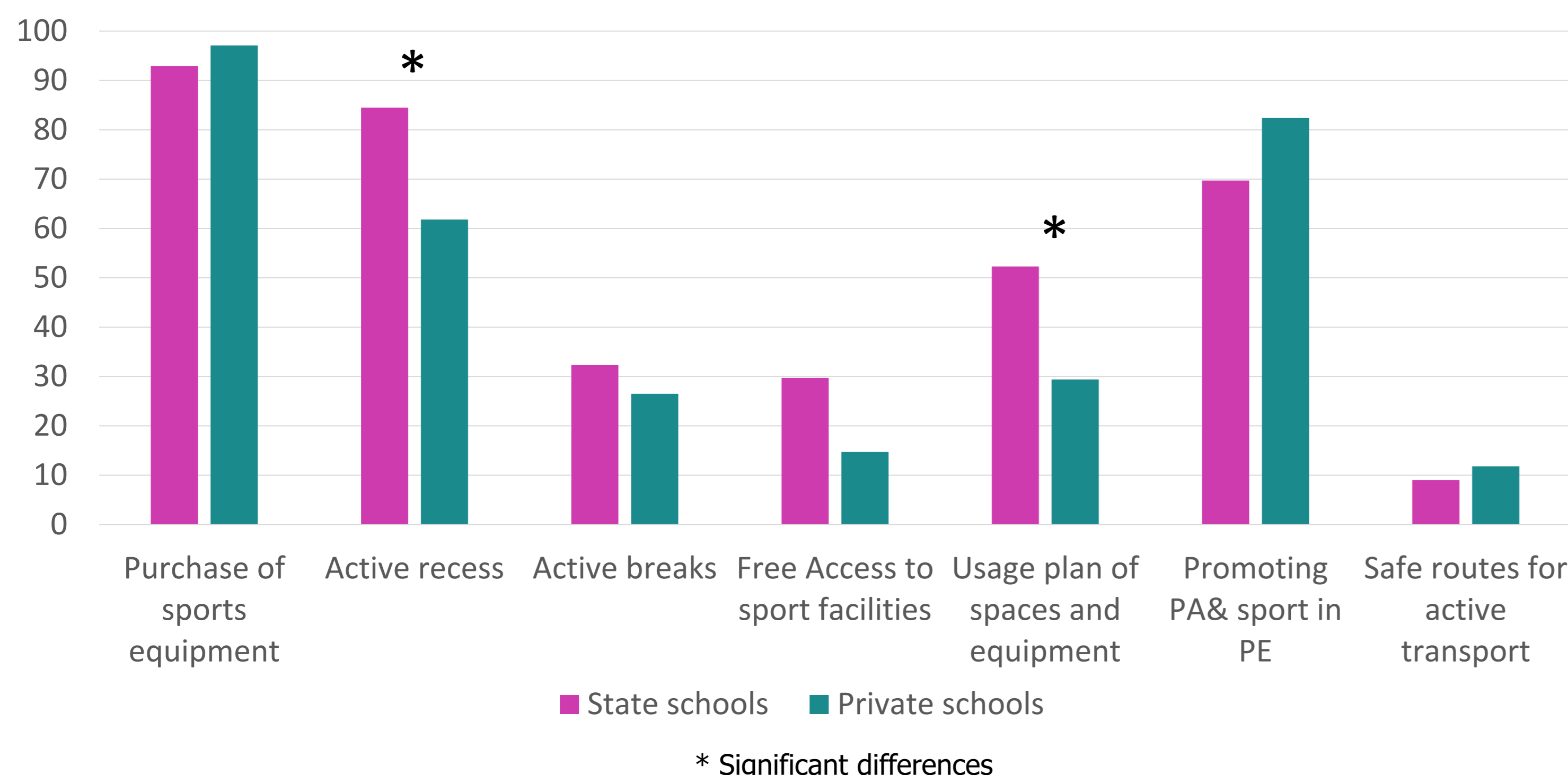


Figure 2. Actions conducted by CEPAFES by type of school.

- The most implemented action by schools was the purchase of sports equipment. On the contrary, the creation of safe routes for active transport seemed to be non popular in the CEPAFES programs.
- Figure 2 shows higher percentages for state schools than for private schools in 4 out of the 7 actions analyzed. The actions where private schools were more involved than public schools were the purchase of sports equipment, the promotion of PA and sports in PE and the creation of safe routes for active transport.
- Chi-square tests revealed significant associations with two of the actions carried out by CEPAFES, implementation of active recess ($\chi^2_{(1)}=9.167$; $p<0.01$; $V=0.220$) and conducting a usage plan of spaces and equipment ($\chi^2_{(1)}=5.830$; $p<0.05$; $V=0.176$). In both cases, state schools demonstrated to be more committed than private schools.

Conclusions

- Most of the actions implemented by state and private CEPAFES for fostering health-related PA are more addressed to provide schools with sport equipment than to sustainable proposals that engage students and the whole school community (e.g., creation of safe routes for active transport). Nevertheless, state schools are more committed to provide health promotion actions related to active recess and the use of school sport premises and equipment.

References

- Story, M., Nannery, M.S., and Schwartz, M.B. (2009). Schools and obesity prevention: creating school environments and policies to promote healthy eating and physical activity. *The Milbank Quarterly*, 87(1):71-100.