This policy is the result of the collaborative and coordinated work between different ministries and public services for the development of physical activity and sport in our country, expressing the intersectorial nature of this new challenge.
NATIONAL SPORTS AND PHYSICAL ACTIVITY POLICY 2016–2025
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Fourteen years have gone by since the current National Physical Activity and Sports Policy was made public. During this period, the country has experienced great transformation pushed through by the Government of President Michelle Bachelet to provide the country with a new policy, providing a renewed, modern and efficient view of the sector’s new challenges. Thus, the goal of this State policy is that this is the main way that we move forward in this area, encouraging that sectorial, regional and local policies are made which show the priorities that the citizens have in their diverse areas of action.

This policy is based on the conviction that physical activity and sports are tools for social integration and transformation and are the basis of a permanent quest for a better quality of life for the people. From this perspective, the role of the State is fundamental as it must generate the conditions so that all the citizenry can fully develop, without any distinctions of any nature.

Considering this concept, citizen participation has been the basis of the construction process for this policy. It is for this reason we want to thank the 15,000 people which from the district of General Lagos, in the northern extreme of Chile, to Cape Horn, at the southernmost tip
took part and contributed in the 231 dialogs held in 60% of the country’s districts. These efforts are the beginning of a mid and long-term goal and will continue to be worked on through the participative structure of the Regional Policies and District Plans for Physical Activity and Sports.

Apart from the participation of citizens, the cooperation of other ministries and public and private institutions has been fundamental for the preparation of this policy. From their sphere of action, they have contributed to fine tune our assessments and in the future, will support in leading, in the best way possible, the efforts and resources of the State in this matter. It is this multi and inter-sectorial work which will make our projects sustainable, which must be capable of reaching the citizens from the different spheres where they work and during all their lives.

I want to sincerely thank all the people, the men and the women, who, in a very selfless manner, from their respective work and development areas, collaborated in the construction of this national policy across Chile's fifteen regions. And as part of this effort, I would to especially thank the workers of the Regional Ministerial Sport’s Secretaries and the National Sports Institute for the contribution they made in organizing and participating in the talks which have made it possible to have this policy.

We are aware of the important challenge we have set out, however, from the Ministry for Sport, we are convinced that this policy is a first step which will let the country keep advancing towards a more active citizenry and to better conditions for our sportsmen and women.

Living a full life is the right of all country's inhabitants, and this is the inspiration which is at the core of our goal.

NATALIA RIFFO ALONSO
Minister for Sport
The document in your hands is the result of a long process by the Ministry for Sport to give Chile a new National Physical Activity and Sports Policy 2016-2025 which is capable of facing the current and future challenges of our country in the area. This new "charter" does not start from scratch, but rather it is a product of a sustained development of public policy in this area, which for years has taken a closer look at the importance of the State as a key player in the promotion of healthy habits for our population.

This National Policy looks to go further in depth into topics such as territoriality, inclusion, the focus on gender and citizen participation, among others. An assessment of the implementation of the current policy, valid since 2002 has been made during this context of constant evolution; in it there are challenges which are still pending, but there are also new challenges which need to be taken on. For example, the results of the National Physical Activity and Sports Habits Survey 2015 showed that only 31.8% of those surveyed, do sports. This without a doubt reflects the reality in the country and the challenges ahead to have a more active population. It is also truly fundamental to be aware about the international experiences. There are successful paths, that
similar countries to ours have followed, which are interesting to analyze. These are mentioned further on.

It is essential to highlight that, in this construction process, the participation has been a fundamental pillar, with Citizen Dialogs in 208 of the 346 districts of the country, reflecting the interest of the people to be part of these opportunities. The wide-ranging, territorial and technical dialogs left a highly valuable input, characterized by territorial and cultural pertinence.

The design of the National Physical Activity and Sport Policy 2016-2025 has tried to be as inclusive as possible, creating spaces so that everyone can be considered. This, within an inter-sectorial and multidisciplinary work which will provide a more integrated and pertinent view. The results are visible: a National Policy with four purposes, containing long-term views. Each purpose has its respective dimensions, which will guide the design of plans and programs.

A systematic playing of sports, a coherent offer which contributes to improving the population's sports performance and achieving better international achievements are the objectives that Chile is looking to take a closer look at. In this sense, the National Policy, through the National Physical Activity and Sports System, allows coordinating the different national, regional and local participation levels.

We hope that this new policy is a reference for those who work on a day-to-day basis with the national population in physical activity and sports, as well as in the development of sports science.

Today, Chile has an undeniable need to generate healthy habits. It is necessary that everyone, without exception, takes part in this challenge. Because of this, the new policy considers the creation of a Ten-Year Strategic Plan which will operationalize the courses of action,
giving a focus to the sports priorities. Regional Policies will also be drawn up throughout the country and advances will be made in locally demonstrating sporting relevance by making Communal Physical Activity and Sports Plans, which will reflect the national priorities, with a local sense.

However, this effort requires the commitment of each and every one of us. The invitation is that together we understand the importance of this process, we thus manage to move towards a better quality of life for Chile.

NICOLE SÁEZ PAÑERO
Undersecretary for Sport
The offer of quality physical education, physical activity and sport is essential to completely fulfill the potential for promoting values like fair play, equality, integrity, excellence, commitment, bravery, teamwork, respect for rules and laws, loyalty, self-respect and respect for the other participants, community spirit and solidarity, as well as, fun and happiness.

FIRST PART:

BACKGROUND
CHAPTER I: Conceptual Framework for Sports and Physical Activity

Definition of sports, physical activities and their categories

In the framework of the new National Physical Activity and Sports Policy 2016–2025, there are transversal concepts which guide the content, and consequently, the sector’s tasks. The definitions which are prepared below have the purpose of establishing the technical and operational differences under which physical activity, physical exercise and sport itself are framed, to finally lead us to a conceptual definition of sporting culture, which will allow providing a referential framework to apply the different contents of the National Policy.

Physical Activity

Physical activity is defined as any planned physical action, set to satisfying the needs of day-to-day life, a working, social or fun life, generating an energetic use over elemental requirements (Guide for an active life, 2004). Physical activity includes both physical exercise and other activities which involve corporal movement produced by the skeletal muscles which demand energy expenditure. These physical activities
include those done as part of a game, those done at work, active forms of transport, house chores and recreational activities, among others (WHO, 2004). It also constitutes a personal or subjective experience, which allows interacting with other people and/or with a physical and social environment (Sandoval, 2014).

Physical Exercise

Generally, physical activity is confused with physical exercise, but the latter is a variety of the former, which is characterized by being planned, structured and repetitive, performed with a goal, frequently associated to improving or maintaining the person’s physical condition (WHO, no date, Terrero, 2010), in relation with certain attributes like cardiovascular and respiratory resistance, muscular resistance, flexibility and speed. Physical exercise has a clear intentionality and systematicity which generates a diversity of adaptations at a muscular, osseous, metabolic level, both respiratory and cardiovascular, improving the people’s health in this way (Cristi-Montero & Rodriguez, 2014).

Sport

The conceptualization and institutionalization of sport has a historical setup, where power structures and traditional hobbies are related, which in turn are materialized through the appearance of ever stricter and more standardized rules, the birth of sports authorities, and the representation of the spectacle, among other actions which form part of this civilizing process (Elias, Dunning & Jiménez, 1992). As a result of this path, the States institutionalize sporting exercise, displacing the concept of sport from the idea of a moment of fun, to playing governed by competitive principles. However, the social dynamics themselves are the ones which lead to the rise of the different sports categories.
In the national sphere, Sports Law N° 19712/2001 in its 1st Article, Title I, defines the concept of sport as:

“All forms of physical activity that use human mobility as a means of integrated development, and any general or special educational-physical act, done through mass-scale participation, orientated towards social integration, community development, healthcare or recovery and recreation, as well as, playing or practicing any sporting or recreational activity that uses competition or events as their fundamental means of social expression, and that is organized under regulated conditions, seeking maximum performance standards” (2001; pg.1)

**Sporting Culture**

This can be understood as the group of social representations and meanings that physical activity and sports have, that is to say, the form in which the ideas associated to these are conceived and the value given to them (Sandoval & Garcia, 2014). In Chile, previous records show a sporting culture characterized by a high valuation of sport as a spectacle and also as a constituent part of an ideal social (or residential) setting, but one with a lack of individual inclination towards regular and systematic practice.

On the other hand, local academics agree that sporting culture can be defined as a group of ideas, practices, customs, emotions and beliefs that refer to and interpret the work in which people and communities develop or practice sporting physical activities following their own social, cultural and economic characteristics.

Categories

According to what is established in the Sports Law (2001), there are four (4) categories:

Sport Training: this refers to setting up physical-sporting activity teaching and learning related processes, led by specialized technical professionals, whose goal is developing aptitudes, abilities and skills needed to play the different sports; the knowledge of the ethics, techniques and rules of the sports, and the systematic and permanent practicing of sports by children, youngsters and adults (art. 5, title I).

Recreational Sport: Recreation sport is physical activity done during leisure time, with demands with the scope of everyone, depending on their physical condition and their age, and played following the sports' rules or under common agreement between those taking part, with the idea of improving the quality of life and the population's health, as well as developing familiar and social gathering (Art. 6, Title I).

Competitive Sport: this considers the systematic playing of sports, following their rules and the schedules and calendars of competitions and events (Art. 7, Title I).

High Performance and International Projection Sport: this refers to sports involving a systematic and highly demanding practice in the respective sport (Art. 8, Title I).
Physical Activity and Sport as a Human Right

The National Physical Activity and Sports Policy 2016–2025 recognizes, in the concepts of physical activity and sports, their cultural diversity, and consequently the character of immaterial heritage of humanity and the expression its cultural diversity, where apart from considering games and recreation, dance, organized sports, informal sports, competitive sports, traditional sports and indigenous sports are also incorporated (UNESCO, 2013, 2015).

Alongside this, the benefits and the potential that practicing physical activity and sports have for individual and social development are also recognized. These have been recognized internationally by: The European Sports Charter (1992); the Brighton Declaration (1994); the Nice European Council (2000); the Toronto Charter for Physical Activity (2010); the Berlin Declaration (2013) and the International Charter on Physical Education, Physical Activity and Sport (2015).

Fostering health and well-being, inclusion and social integration, learning competences for life, setting guidelines to develop a healthy lifestyle, empowerment and promoting values, among others, stand out among the benefits at an individual level. Meanwhile sport and physical activity at a collective level, have an important role in social and economic development, in building peace, socialization and democratic practices, in developing the community, promoting culture and friendship among nations.

Given the implications physical activity and sport have for individual and social development, the National Physical Activity and Sports Policy and its core argument, considers these as fundamental rights, where access to them must be guaranteed for the entire population, without any discrimination whatsoever.
Physical activity and sports are recognized as human rights, as both are an essential part of the complete formation of human beings, connecting individuals with the physical and psychosocial environment, during their entire life cycle. In this way, just as sports and physical education contribute to the harmonious development of boys, girls and young people, they are part of education for all adult life (Martinez & Buxarrais, 2000), and also during old age, physical and psychosocial activation become key (Gutierrez San Martin, 2004).

The social relevance of sport and physical activity, recognized in consensuses like the International Physical Education and Sports Charter (UNESCO, 1978), is later reaffirmed by the European Sports Charter (1992), which defines it as:

All types of physical activities which, through participation, organized or otherwise, have the aim of expressing or improving physical and psychological conditions, developing social relationships or achieving results in competitions at all levels.

(European Council, 1992, pg. 8–9).

In addition, this Charter considers sport as a social and cultural activity which promotes connection between citizens and social and personal development. In 2004, the Olympic Charter reinforces the idea of playing sports as a human right, including this within the cornerstones of the Olympic movement (International Olympic Committee, 2004).

In the same way, international human rights documents, such as the Convention on the Rights of the Child and the Convention on the Rights
of the People with Disability\(^3\), and resolutions of the General Assembly of the United Nations also highlights that sport and physical activity are important for individual development, highlighting their contribution in "educating people in respect, diversity, tolerance and equality and as a means to fight against all forms of discrimination while promoting an inclusive society" (United Nations, 2013, pg.10). Because of this, it is the United Nations General Assembly itself, that pressures the States to promote sports to fight against all forms of discrimination (United Nations, 2013).

Given the implications physical activity and sports have for individual and social development, the central argument of this policy considers these as fundamental rights, where their access must be guaranteed for the entire population, without any discrimination whatsoever. In this sense, Cuba stands out in the framework of international experiences. Their Constitution of the Republic has recognized physical education, sport and recreation as a right since 1976. The Cuban Constitution also establishes a centralized financing system which guarantees this right. This is then allocated to the provincial and municipal directions (EcuRed, no date). In the same way, Colombia since 1991, recognizes in its Constitution that sport and recreation are fundamental rights and that it is the responsibility of the State to develop these (National Constituent Assembly, 1991). This article was modified in 2000, recognizing the importance of sport in the integrated education of the people and in the improvement of health (COLDEPORTES, 2000).

Since the acknowledgement of sport and physical activity as a human right, access to practicing these and to events constitutes an indicator for the quality of life in societies, given that its development presumes greater possibilities for personal enjoyment of leisure time, associated to an improvement in the level of social well-being, and for the purposes of the policies, to the satisfaction of primary social needs. In this same way, sport in contemporary societies constitutes a driver for the quality
of life of the population, health, education and community organization, and, at the same time, a factor which greatly impacts the economy and employment (Bossio & Alexander, 2006).

It is because of all this, that the National Physical Activity and Sports Policy 2016-2025, is deployed from the human development perspective. Considering this approach, the State must promote the necessary conditions so that people have a broader set of options, opting for a better quality of life.
CHAPTER II: Institutional and Regulatory History of Physical Activity and Sport in Chile

The Beginnings of Sport and Physical Activity in Chile (1880–1920)

Institutional development of sport and physical activity in Chile began in the last few decades of the 19th century when physical education was encouraged in the country. During this process, Jose Joaquin Cabezas, a school teacher, taught the Swedish gymnastic education (or Ling's Gymnastics). After doing this, he was appointed as Director of the Physical and Manual Education Institute, which opened its doors in March 1906.

Alongside this, at the end of the 19th century and the beginning of the 20th, sporting practices which had been introduced by European migrants began to be incorporated in Chile. From here, the first sports clubs, associations and federations which represented Chile abroad, were set up (Modiano, 1997).
The first association set up in the country, a private one, was the National Sports Federation (FSN or Federacion Sportiva Nacional), which brought together different entities with the purpose of getting the Government to build a National Stadium. The Federation intended on attaining the recognition and legitimization of sporting activity, facing the lack of suitable areas to play these

State Intervention in Sports and Physical Education Organization (1920–1940)

It was in the decade of the 1920s when the Chilean State began to get involved, implementing a series of measures to organize and regulate sport in Chile (Jocelyn-Holt, 1997). In 1923, the Government created the National Physical Education Commission (Decree No 1574/1923), which was the first State organization in charge of this area. Later, in 1925, the Chilean Sports Federation was founded, which became the highest body for Chilean Sport, reporting to the Physical and Moral Education Superior Council (Muñoz, 1972).

In mid-1928, through Decree No 3915/1928, the Government again recognized the Chile Sports Federation as the highest body for Chilean Sport. This recognition though was temporary, while post-school education was organized, which was achieved with Decree No 2974/1929, passed on July 31st 1929. On December 31st 1929, Executive Order No 6352/1929 was passed. This established the definitive text of the Physical Education Law, dividing this into Pre-School, School and Post-School (Melkonian, 1943). A new entity was created in June 1930, through Decree No 3470/1930: The Post-School Physical Education Superior Council, presided over by the Director General of Physical Education and formed by the Presidents of the different Sports Federations.

Despite national sport seeing a great advance in legislation, political issues produced backtracking in the 1930’s, seeing the General Direction of Physical Education suppressed and the Superior Council of
Physical Education created, which was handed over the War Ministry. Then, by means of Decree in Law Nº220/1932, the General Direction of Physical Education was removed, and the Physical Education School was handed over to the Universidad de Chile (Melkonian, 1943).

Recognition of Sport as part of Integrated Physical Education (1940–1950)

The first step in recognizing the importance of sports in integrated education, was made in mid-1939, when the State created the organization of Defense of the Race and Use of Leisure Time, through Supreme Decree Nº4157, whose regulations established the responsibility of increasing the physical, moral and social co-efficient of all Chileans (Muñoz, 2001).

One year later, the National Sports Council was recognized, which established that sport was an integral part of Physical Education and, as a result, needed to be looked at by the State. Later, in 1942, the Information and Culture Direction was created, which reworked a series of services, including the Defense of the Race. For this, the Department of Sports of the Secretary of State was born. This was in charge of developing sports in the country, Public Education and National Defense, the relationship of sport with the State and the distribution of subsidies that would be awarded to national sport. (Muñoz, 2001). This Department was dissolved in 1947 and the technical and scientific orientation of post-school sport was handed over to the Ministry of Defense.

Sport and Physical Activity in Government Programs (1950–1973)

In the Government programs of Gabriel Gonzalez Videla (1946–1952) and Carlos Ibañez del Campo (1952–1958), it was reiterated that educational and cultural aspects of their administrations implied, among other things, the defense of our people's biological conditions and the elimination of bad social habits by developing physical culture and establishing the
means of healthy recreation. Later, in the Government of Jorge Alessandri (1958-1964) it was emphasized that sportsmen were reserves for the national defense, and reinforces the idea that playing sports had important social benefits (1959).

During the Government of Eduardo Frei Montalva, in 1969, a bill was sent to Congress destined to legislate about sports and recreation, detailing that physical education and especially, sports and recreation, become a need to obtain a suitable social and cultural development. In addition, the project indicated that there was a critical situation in the sector and that the projects that had been started up until this moment, were not sufficient. It highlighted that the State and other institutions like local councils, universities, sports associations and all the national institutions had to assume their responsibilities in this matter.

These messages are expressed in the Sports Law from January 1970, which transforms the State Sports Direction (created in 1960) into the General Sports and Recreation Direction, better known as DIGE-DER, which reported to the Ministry of Defense. In addition, the Sports Law recognized the Chilean Olympic Committee as the organization which would represent the country before the International Olympic Committee and the National Sports Council as the entity that represents sports federations.

In the Government of Salvador Allende, prior to 1973, a massive deployment of popular programs looking to make sport widespread stand out, like "I do sport", the Works Sporting Games and others that positioned the National Stadium as the center for sporting and cultural activities, under the ideas that "sport is health" and "sport is nation".

From the Direction of Popular Promotion, that existed in all the country's provinces, activities were held for boys and girls, led by local monitors, which includes gymnasium and sports in the neighborhoods (Corvalán, 2003).
After the 1973 coup d’état, the military authorities created a Restructuring Commission for National Sport which updated, by means of Decree 962 from the War Undersecretary, the structure of sports and recreation to make the State’s action more effective and positive to favor sectors which had the right to receive this social provision. The military regime established the minimum goals that the sport’s sector’s policies had to have, including returning to the martial idea of strengthening the race to guarantee national defense and security. Likewise, it emphasized that playing sports benefited physical and mental health, and introduced the idea of making these available to the masses could be taken advantage of as a social means of apoliticality, making this discipline available to the masses (Muñoz, 2001).

Another situation that Chilean sport experiences in this period, was the intervention of the military authority in the appointment of sports leaders. Through Decree 349, the democratic election of leaders was prohibited and the elections of these entities began to depend on the approval of the Intendancy, which then determined who was authorized to occupy the positions. This situation was upheld until 1984, when the aforementioned Decree was repealed.

Sports and Physical Activities since the return to Democracy (1990–present day).

In 1990, the lack of a medium and long term sports policy was diagnosed, as the State of Chile had not managed to implement coordinated measures in the matter. As a result of this, the formulation of a National Sports Policy was set out as urgent (DIGEDER, 1993).

In 1994, the Presidential Consulting Council for Sports and Recreation was created, with the main objective of preparing proposals to develop sport in Chile and to prepare a draft bill. In 1996, the General Secretariat of the Presidency prepared a national sports policy proposal and sent a bill, in which the presidential message indicated that sport must be conceived as an investment in the nation’s human capital, decisively influencing the
physical and mental health of people. Likewise, the project gave importance to the extension and consolidation of a sporting base that was autonomous from the State and of the role of the clubs and other sporting organizations, as well as the sporting services companies and local councils (El Mercurio, 1999). The Sports Law was finally passed in January 2001.

One of the fundamental changes achieved with this law, is that the General Direction of Sports and Recreation, DIGEDER, which reported to the Ministry of Defense, ceased to exist, and the Chilean National Sports Institute (IND) or Chiledesportes was created, as an Undersecretary within the General Secretariat of the Government. Another important aspect that the Sports Law covered was the decentralization, detailing that the National Sports Institute is a decentralized public service, spread across the land through the diverse Regional Directions, each one under the command of a Regional Director.

National Physical Activity and Sports Policy 2002

During the Government of President Ricardo Lagos Escobar, and pursuant that stated in Law 19712, Article 2 which confers faculties to the Chilean National Sports Institute to generate the conditions which make exercise, protection and development of physical and sporting activities possible, the National Sports Policy is created (2002). For this, a participative process with a group of relevant players from eight of the thirteen regions (now there are fifteen) of the country was considered. The following stood out among the fundamental aspects of this policy: The promotion of the common good; orientation of sports markets; inspection and regulation of the transfers of resources made by Chiledesportes to public or private entities; common country strategy and vision, consisting in the joint action of all the players related to physical activity and sport; and permanent modernization.

This Sports Policy is the tool which has managed the institutional work during the last fourteen years. In it, a short diagnosis stands out, which
shows the factors that are transformed into strengths and weaknesses which have an impact on the development of physical activity and sport at a national level. In addition, it sets out a group of general and specific goals and priority action lines for public policy and that today, in light of the update of the National Policy, allows making an evaluation of those advances and certain pending matters which must be urgently covered.

During the Government of President Sebastian Piñera, the public institutionality was subject to internal adjustments which led to new administrative and programmatic structures. It is in this way that a sports model was born which had the main strategic goal of the widespread practice of sport and the extension of the coverage of the public offer. At almost the end of the period, efforts were made to update the National Policy through a Sports Plan called Chile 10. This document collates the plans and programs of the Chilean National Sports Institute during the 2010–2013 period.

The Chile 10 Plan places emphasis on national health problems, covering the concepts of sedentary lifestyles, being overweight, obesity, smoking and alcohol consumption, among others. The document indicates that these proposals are based on four main core concepts: sports for everyone, high performance, infrastructure and the National Sports System. Although it covers the need of adapting the technical goals and bases for the challenges of the country's sporting development itself, it presents a methodological design with low citizen participation and few technical players at a (local and regional) territorial level. However, it is considered as a reference input to advance in a new sporting policy, one which is more in tune with the citizen demands and the demands that the implementation of a new Ministry means.

**Ministry for Sport: Law Nº 20686/2013**

The Ministry for Sport was created through Law Nº 20686/2013, with one of its main purposes being to provide this entity with the political and
social relevance that sports demand, so that there is suitable planning and coordination between the different public and private entities for policies that are enacted together and that modernize this sector to benefit the Chilean population.

The creation of the Ministry for Sport is a response to the need of having a structure which the National Sports Institute lacks, specifically: an administrative hierarchy to suitably coordinate and promote sports policies at a national level, given that the Institute is a public service that is related with the Presidency through a State portfolio that has multiple other duties and legal mandates. In the internal organization, the execution of sports development and implementation activities often end up having an impact on national sports policy proposals, impeding that mid and long term integrated sports policies are formulated that significantly have an impact on national sporting activities (BCN, 2013, pg. 5).

In this context, the Ministry for Sport has the responsibility for the design, formulation, follow-up and evaluation of the National Policy. In addition, the Law confers upon it, two fundamental roles that will facilitate its implementation: first, coordinating the actions related to sport that the Ministries and Public Services develop in their respective areas of competence, with relevance for the regions and communities in their implementation (Art.2, No3); second, studying and proposing to the President of the Republic, legal, regulatory and administrative projects that are conducive to the development of sporting activity and, in general, all other type of norms and projects that tend to improve the development of physical education and sport (Art. 2, No 6).

Finally, pursuant Article 3 of the Law, the organization of the Ministry for Sport is as follows:

The Minister for Sport.
The Undersecretary for Sport.
The Ministerial Regional Secretaries.
The Ministry will be led by the Minister for Sport, following the policies and instructions given by the President of the Republic. In the exercise of their position, the Minister for Sport will have the support of the Undersecretary for Sport, a collaborative body for the Ministry to fulfill their tasks in the sporting areas. The Undersecretary for Sport will replace the Minister in their absence, will be in charge of the internal services of the Ministry and will coordinate the Ministry’s actions with the Chilean National Sports Institute.

The Regional Ministerial Secretaries, meanwhile, are Ministry bodies located in each one of the country’s regions, with the exception of the Metropolitan Region. They are led by a Regional Ministerial Secretary, who is the representative of the Minister and who, also collaborates directly with the Intendent, reporting to the latter in everything related to the preparation, implementation and coordination of the policies, plans, programs, development projects and other matters that fall within the sphere of the Regional Government.
Regular physical activity promotes health, prevents disease, improves social connections and quality of life, provides economic benefits and contributes to environmental sustainability. Communities that support health enhancing physical activity, in a variety of ways, in different settings, and throughout life can achieve many of these benefits. This is a call for all countries, regions and communities to strive for greater political commitment and community action to achieve that physical activity is for everyone.

SECOND PART:
ASSESSMENT OF PHYSICAL ACTIVITY AND SPORT IN CHILE
CHAPTER III: Assessment of Physical Activity and Sport in Chile

Adult population

Over the last ten years, the level of physical activity and sports in Chile has risen slightly. Or so indicates the National Survey on Physical Activity and Sporting Habits for the adult population, where this has risen from 26.4% in 2006 to 31.8% in 2015. However, in spite of this sustained increase, those not practicing sports in Chile, continues to be the majority (68.1%).

GRAPH 1: PERCENTAGE OF PEOPLE WHO DO PHYSICAL ACTIVITIES AND/OR PLAY SPORTS

Source: National Survey on Physical Activity and Sporting Habits 2015
The same survey shows that those doing physical activity and/or playing sports is not related with the population's interest in said activities, as 48.7% have an interest in physical activity and/or sport, but do not do or play it. What is more critical, is that 19.4% of the population say they are not interested, therefore, neither play nor do it.

On checking the data by gender, it is mainly the women who state having an interest in physical activity and/or sport, but don't play (53.7%), significantly more than the men (42.8%).

**GRAPH 2: INTEREST IN DOING PHYSICAL EXERCISE AND/OR PLAYING SPORT, BY GENDER.**

Source: National Survey on Physical Activity and Sporting Habits 2015

**GRAPH 3: INTEREST IN DOING PHYSICAL EXERCISE AND/OR PLAYING SPORT, BY AGE GROUP**

Source: National Survey on Physical Activity and Sporting Habits 2015
Age is an important variable when relating it to doing physical activity and/or playing sport. The data shows that Young people (18-29), Adults (30-59) and Senior Citizens (60+) have increased their levels in respect to the measurement made in 2012. However, the last two sections (Adults and Senior Citizens) have both fallen in comparison to the first measurement made (2006).

**GRAPH 4: PHYSICAL EXERCISE AND/OR SPORT IN THE CHILEAN POPULATION, BY SOCIO-ECONOMIC LEVEL**

Source: National Survey on Physical Activity and Sporting Habits 2015.
Doing physical activity and/or playing sport is also related with the socio-economic levels, as the percentage of people that most play is in the highest segment (ABC1) and drop as the socio-economic level falls. This trend has remained practically the same since 2006, however, what stands out is the all the levels have seen increases in the percentage of people playing or exercising.

Among the people that exercise and/or play sport, both actions have a recreational connotation, as 36% do this for fun and 15% do it because they like it. Alongside this, improving health is also an important motivation for exercising, as 30% of those exercising give this as the reason. The National Survey on Physical Activity and Sporting Habits 2015 also shows, that the motivations differ between the genders. In the case of the men, most do it for fun (44%), while women exercise to improve their health (35%).

On the other hand, in terms of the reasons why people do not exercise and/or play sport, mainly this is due to the lack of time (50%), and health problems and age have practically the same percentage (15%).

The factors why people stop exercising and/or playing sports have similar distinctions by gender, as for the men, the fact of joining the work force (36.4%) is the most recurrent event, while for women, the birth of a child (24.6%) is the event that most affects them.
CHAPTER III: ASSESSMENT OF PHYSICAL ACTIVITY AND SPORT IN CHILE

GRAPH 5: REASONS WHY PHYSICAL ACTIVITY AND SPORT IS DONE

- For fun: 36.7%
- To improve my health: 30.4%
- Because I like doing sport: 15.7%
- To look better: 7.4%
- To relax and unwind: 5.5%
- To spend time with friends: 2.0%
- Other: 1.0%
- To know people (be with people): 0.6%
- Because I like sharing: 0.5%
- To learn new things: 0.1%

Source: National Survey on Physical Activity and Sporting Habits 2015

GRAPH 6: FACTORS THAT INFLUENCE GIVING UP SPORTS AND/OR EXERCISE, BY GENDER.

- Starting a job: 36.7%
- Health problems: 28.8%
- Child is both: 24.6%
- Other: 12.8%
- Stopping going to School: 9.7%
- Change of neighborhood, city or country: 5.1%
- Stopping attending higher education: 2.9%
- Lack of money: 2.3%
- Lack of time: 1.9%

Source: National Survey on Physical Activity and Sporting Habits 2015.
a. School-age population

Currently Physical Education class times for the school population between 6 and 14 are distributed as follows:

**TABLE 1: PHYSICAL EDUCATION PEDAGOGICAL HOURS BY LEVEL**

<table>
<thead>
<tr>
<th>LEVEL DETAIL</th>
<th>DETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 4th Grade.</td>
<td>4 pedagogical hours (45 minutes) a week. 180 minutes of obligatory physical activity per week.</td>
</tr>
<tr>
<td>5th to 12th Grade.</td>
<td>2 pedagogical hours (45 minutes) a week. 90 minutes of obligatory physical activity per week.</td>
</tr>
</tbody>
</table>

**Source:** Ministry of Education.

As we approach a general panorama of physical education for the school-aged population, the Survey on the Activities of Boys, Girls and Teenagers (hereafter BGT), between 5 and 17 (EANNA 2012) made by the Social Development Ministry showed that 59.5% of the BGT did sports or exercise in the week before the survey.

**GRAPH 7: DISTRIBUTION OF BOYS, GIRLS AND TEENAGERS FROM 5 TO 17 THAT DO SPORTS OR PHYSICAL ACTIVITY AS PER WEEKLY FREQUENCY BY AGE RANGE**

<table>
<thead>
<tr>
<th>WEEKLY FREQUENCY</th>
<th>9 TO 13</th>
<th>14 TO 17</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or more times</td>
<td>60,6%</td>
<td>58,1%</td>
<td>59,6%</td>
</tr>
<tr>
<td>Less than 3 times</td>
<td>38,3%</td>
<td>41,6%</td>
<td>39,6%</td>
</tr>
<tr>
<td>Does not know</td>
<td>1,2%</td>
<td>0,3%</td>
<td>0,8%</td>
</tr>
</tbody>
</table>

**Source:** Social Development Ministry, EANNA 2012.
Medical standards establish that the minimum physical activity required is 3 times a week. This same survey indicates that this is at least achieved by 59.6% of the Children between 9 and 17. This figure does not present significant differences between the age ranges of 9 to 13 and 14 to 17.

Men, apart from doing more physical activity and sport, do it more often than women. 64.2% of the men do sports 3 or more times a week, while this percentage for women only reaches 52.1%.

**GRAPH 8: DISTRIBUTION OF BOYS, GIRLS AND TEENAGERS FROM 5 TO 17 THAT DO SPORTS OR PHYSICAL ACTIVITY AS PER WEEKLY FREQUENCY BY GENDER**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>Does not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or more times</td>
<td>59.6%</td>
<td>52.1%</td>
<td>64.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Less than 3 times</td>
<td>47.1%</td>
<td>35.1%</td>
<td>39.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Does not know</td>
<td>0.9%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

**Source:** Social Development Ministry. ENNA 2012

The National Physical Education Study (2015) meanwhile, as a sample applied to the school population of 8th Grade (13-14) at a national level, concludes that from all the students evaluated, 55% have a normal body mass index (BMI), while 45% are overweight or obese. If the distribution is seen by gender, 51% of the women and 60% of the men have a normal BMI, while 49% and 40%, respectively, are overweight or obese.
This study also reveals that only 28% have a satisfactory level in the physical condition's functional aspects. In regards to the distribution by gender, 9% of the women and 42% of the men reach this level. In addition, it is seen that from all the students, 2% have a satisfactory level in the physical condition's structural aspects. In regards to the gender distribution, 1% of women and 3% of men reach an acceptable or outstanding level in all the tests measuring the physical condition's structural aspects.

In the same way, the National and School Assistance and Scholarship Board (JUNAEB), starting from data obtained in the Nutritional Map (2014), state that the prevalence of infant obesity reaches a 23.9% in pre-kinder, 25.2% in kinder, 25.2% in first grade and in year nine, the scope is 12.6%.
Analysis of the National Physical Activity and Sports Policy 2002–2014 and the Public Programs, as per sports category

The National Physical Activity and Sports Policy of 2002 defined four general goals:

- Increase coverage, improve the programs along with the quality of physical and sporting activities in the nation.
- Include and strengthen organized groups in the development and implementation of permanent physical activity and sporting programs.
- Position values and benefits of doing physical exercise and sport within the population.
- Develop and improve the level and position of national high-performance sport in international competitions.

Its implementation between 2002 and 2014 was characterized by a growing offer implemented by the Chilean National Sports Institute. Between 2002 and 2004, the recreational, training and competition sports events saw a considerable increase through the National Fund for the Development of Sport and Donations for Sports Purposes. Then, from 2005 onwards, the number of programs increases, adding the "Open Community Schools" and the "Sports Competition System". In 2007, the following programs were included: "Children of seasonal workers", "Municipal Sports Corporations", "Housewives" and "Soccer Schools". While, in 2008, the "Youngsters at Social Risk" was added (this was later called Youngsters on the Move).

During the period between 2009 and 2011 there was an increase in projects that encouraged the use of public spaces for physical activity; while, between 2012 and 2014, the programs which include groups and specific population sectors increased, like Activities in Penitentiaries, Senior Citizens on the Move and Water Safety in 2012; Summer Sports Meets in
2013 and Integrated Sports Schools in 2014. The last one was defined as a priority Government measure by the President. What stands out is the incorporation of a biopsychosocial approach, which has permitted an interdisciplinary work, complementary to the development of ludic motor skills activities for the second cycle of pre-school education, alongside the development of training schools and events for primary education.

The increase of programs offered to the people, has gone hand-in-hand with growing public investment, mainly between 2002 and 2014. These investments have allowed implementing the different programs that have been designed, which have evolved differently depending on their category.

The category which has seen the highest investment since 2006, has been Infrastructure. This has been mainly in the organization of the Women’s World Under-20 World Soccer Championship (2008), the South American and Pan-American Games (2014) and the Men’s Under-17 World Soccer Championship (2015). Meanwhile, in second and third place, are high performance sport and widespread participation programs9, respectively, something which has been reflected in the sustained increase of the budget between 2006 and 2012. Between 2012 and 2014, there was a drop in investment, but since 2015 this was resumed its upward trend, alongside a greater investment in infrastructure and support for high performance sport.
CHAPTER III: ASSESSMENT OF PHYSICAL ACTIVITY AND SPORT IN CHILE

GRAPH 10: BUDGET BY CATEGORIES 2006-2014 (S$10^9)

Source: Own preparation. Sports Management and Policy Division, Ministry for Sport

[Graph showing budget by categories for 2006 to 2014]
Analysis of the Public Programs as per Sports Category

The sports methods contemplated in the Sports Law (2001) have been expressed as a group of public programs and projects, supported by the private and associated sectors, which have allowed developing physical and sporting activity, in its diverse forms. Below, the main components of the programmatic offer that the Chilean National Sports Institute has developed between 2002 and 2014 are described in a very general manner.

Educational Sport

This category focuses on the development of spaces to practice varied and integrated physical activities, orientated towards boys and girls between 2 and 14, from the pre-school and school system. These spaces are differentiated and adapted depending on the age group that is benefited. The work outline considers a biopsychosocial approach in which importance is given both to the physical activity and nutritional education and the development of abilities for life, through the practicing and participation in physical and sporting activities. In addition, this method considers, with great emphasis for the human resources involved, the permanent training process and updating of knowledge in the child motor skills training area and school sports.
These are technical and pedagogical events orientated towards the development and promotion of infant physical activity and school sports, for boys and girls between 2 and 14, with an emphasis on the development of life skills, the promotion of healthy lifestyles and physical and motor skills education.

Educational participation meeting, where widespread activities are held, aiming to show the achievements and challenges of the learning-teaching process. The meets are structured based on the development of one or more activities, of different sports events or disciplines, including different public and private players, organizers and/or participants.

These are courses and activities to spread and promote technical knowledge, whose goal is to provide monitors and/or teachers with the methodological and pedagogical tools to properly implement activities orientated to the sports training of boys, girls and young people in general.

**Recreational Sport**

The strategy of this method has mainly consisted in the organization and implementation of events and workshops. The events are scheduled to facilitate access to physical activity and sports as well as encouraging that they are practiced; while the workshops look to transform sporadic playing into a systematic participation in a continuous process, looking that the population is capable of incorporating this as a habit, acquiring the tools to value it and know how and where to practice, thus becoming an agent to promote the activity among their peers and, with this, contributing to the development of a sporting culture at a national level.
OUTLINE 2: SYNTHESIS OF THE RECREATIONAL SPORT STRATEGY.

<table>
<thead>
<tr>
<th>LIFETIME</th>
<th>INTERCULTURALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops and events designed in regards to</td>
<td>Physical activity or sports events and workshops which incorporate playing</td>
</tr>
<tr>
<td>the characteristics and interests of the</td>
<td>ancestral and traditional games which help the spread these and thus preserve</td>
</tr>
<tr>
<td>population as per their age ranges. These</td>
<td>the cultural activities. These are led by people from the ethnic group in</td>
</tr>
<tr>
<td>promote the systematic practice of physical</td>
<td>question.</td>
</tr>
<tr>
<td>activity and sport.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL INCLUSION</th>
<th>PUBLIC SPACES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational workshops, events and</td>
<td>Provide physical and sporting activities by opening up existing public spaces,</td>
</tr>
<tr>
<td>competitions directed towards the population</td>
<td>to increase the opportunities to freely and spontaneously practice, making use</td>
</tr>
<tr>
<td>with disabilities, led by sports and</td>
<td>of squares, parks, beaches and other spaces.</td>
</tr>
<tr>
<td>integrator and inclusive physical activity</td>
<td></td>
</tr>
<tr>
<td>specialists. Also considers the prison</td>
<td></td>
</tr>
<tr>
<td>population, from penitentiaries administered</td>
<td></td>
</tr>
<tr>
<td>by the Prison Service up and down the</td>
<td></td>
</tr>
<tr>
<td>country.</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Integrated Social Programs Bank. Social Development Ministry.

**Competition Sport**

Competition sport has mainly been developed by means of a decentralized planning which has provided continuity to the development of strategic events with sub-national, national and international coverage, broken down into age-groups, which are grouped under the National Sports Competitions System (SNCD). This is understood as a group of large competitive sporting events, both public and private, set out by level of performance, age, discipline and type of disability, to be the setting where all sportsmen and women with exceptional conditions have the opportunity to demonstrate their qualities objectively to access the category of High Performance sports with international projection.
These products cover the target group of sportspeople, from 9 years old upward, who attend the school and higher education system, as well as those which, although they may belong to the aforementioned group, practice regularly within a club, league, association and/or federation.

**OUTLINE 3: SYNTHESIS OF THE COMPETITIVE SPORT STRATEGY.**

<table>
<thead>
<tr>
<th>SCHOOL COMPETITION</th>
<th>HIGHER EDUCATION COMPETITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on students from the Primary and Secondary educational system from the country’s 15 regions, from ages 9 to 18. Has two products: School Sports Games (9 to 18), and School South-American Games (12 to 14) and international events of the World School Sports Federation.</td>
<td>Focused on students (18 +) in the country’s Higher Education system (Technical Training Colleges, Professional Institutes, Public and Private Universities, Armed Services Schools). Has two products: Higher Education League-LDES and international, worldwide and South American competition, organized by FISU and COSUD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALL COMPETITOR COMPETITION</th>
<th>FEDERATED COMPETITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the facilitating concept of the competition system, where the best exponents of each sport participate, likewise in the paralympic sports, through the National and Paranational Games. The participation age is from 15.</td>
<td>This considers competitions that are held throughout the country, bringing together sports organizations that participate in the federated world. The SNCD’s Federated Competitions comprise 2 products: National Leagues (formerly ADO) and the Andean Integration Games.</td>
</tr>
</tbody>
</table>

*Source: Integrated Social Programs Bank, Social Development Ministry.*

This event stands out because, within its competition system, it includes the different levels of the educational system, allowing in this way, a greater coverage. Another relevant aspect, is the possibility of international projection for outstanding sportsmen and women.
TABLE 2: SUMMARY TO 2016 OF PUBLIC ACTIONS IN THE COMPETITIVE SPORTS AREA

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>PRODUCT AS PER IMPLEMENTATION AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nacional</td>
</tr>
<tr>
<td>School Competition</td>
<td>Schools Games</td>
</tr>
<tr>
<td></td>
<td>Schools Games</td>
</tr>
<tr>
<td>Higher Education Competition</td>
<td>Higher Education Sports Leagues – LDES</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>All against all Competition</td>
<td>National Games</td>
</tr>
<tr>
<td></td>
<td>Paranational Games</td>
</tr>
<tr>
<td>Federated Competition</td>
<td>National Sports Leagues</td>
</tr>
</tbody>
</table>

**IC:** Inter-grade or Inter-course  **P:** Provincial  **N:** National  **P:** Pan-American  
**C:** Communal  **R:** Regional  **S:** South American  **W:** World

**Source:** Own Preparation based on IND’s Competition Department’s database

### High Performance Sport

To analyze the development of High Performance sport in the last ten years, it is advisable to see the behavior of the budget, the sports results obtained in the mega events of the Olympic Cycle and the number of sportspersons who have made up the Chilean delegations in these, differentiating conventional sports from Paralympic sport.
**Olympic Games**

Chile’s best participation in the Olympic medal table corresponds to Athens 2004 (see Table 3), which shows the only two gold medals, specifically in Tennis, achieved by sportsmen who were having careers as professional sportsmen on the ATP circuit (Association of Tennis Professionals).

**TABLE 3: CHILE’S PARTICIPATION IN OLYMPIC GAMES.**

<table>
<thead>
<tr>
<th>AREA</th>
<th>2004 (ATENAS)</th>
<th>2008 (BEIJING)</th>
<th>2012 (LONDRES)</th>
<th>2016 (RÍO DE JANEIRO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking</td>
<td>39</td>
<td>70</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Total Medals</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Delegation</td>
<td>22</td>
<td>27</td>
<td>35</td>
<td>42</td>
</tr>
</tbody>
</table>

**Source:** Own preparation based on IND’s High Performance Department’s database.

However, analysis of the national delegations participation reflects an improvement in the sporting preparation processes, as since Athens 2004 onwards, the Chilean delegation has consistently grown, just as has the resources destined to finance them.

**Juegos Panamericanos**

At a Pan-American level, Chile has historically reached positions between 10th and 13th place; however, in Guadalajara 2011, although a greater number of silver (16) and bronze (24) medals were won, gold medals (3) dropped in comparison to Rio 2007 (6). While, in Toronto 2015 there were more golds (5), but the total number of medals dropped, falling below levels reached in Rio 2007 (see Table 4).

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1 This considers the total number of gold, silver and bronze medals won in each sporting event.
In regards to the delegation, the number of sportspersons who qualified for the Pan–American Games of Guadalajara 2011 and Toronto 2015 was higher than Santo Domingo 2003 and Rio 2007. This shows a good development of the preparation processes for sportsmen and women.

South American Games

At a South American level, Chile has been in 5th place during the past three Olympic cycles: Buenos Aires 2006, Medellin 2010 and Santiago 2014, but has dropped one place in regard to Brazil 2002 (see Table 5). However, Chile has constantly increased the number of sportspersons in their delegation, as well as the resources destined to finance the preparation processes, which means that said processes complied with the goal of increasing their performance to a level which would allow them to directly qualify for the mega event in question.
In regard to the gold medals, if the amount of gold medals Chile won in the aforementioned mega events, and even those of Rio 2002 are compared, it is possible to conclude that Chile has slightly but consistently increased this index, 24 golds in Rio 2002, 25 in Medellin 2010 and 27 in Santiago 2014. The 37 gold medals won in Buenos Aires exceeded expectations of the forecasts of the same specialists in charge of developing the preparation processes of the sportsmen and women.

**Paralympic High Performance**

**Paralympic Games**

Table 6 shows that Chile only improved in the rankings in the London 2012 Paralympic Games, as such it is not considered a variable to look at, just like the amount gold medals won. However, it is important to highlight that the delegation remained the same between Athens 2004 and Beijing 2008, but increased in London 2012.

**TABLE 6: PARTICIPATION IN PARALYMPIC GAMES**

<table>
<thead>
<tr>
<th>AREA</th>
<th>2004 (ATENAS)</th>
<th>2008 (BEIJING)</th>
<th>2012 (LONDRES)</th>
<th>2016 (RÍO DE JANEIRO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking</td>
<td>-</td>
<td>-</td>
<td>52</td>
<td>-</td>
</tr>
<tr>
<td>Total Medals</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Delegación</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: Own preparation based on IND’s High Performance Department’s database.

Getting a gold in London 2012, is related with the previous performance improvement at a Para-South-American and Para-Pan-American level. The media coverage of the achievement allowed positioning Paralympic sport in the context of public sports policies, leading to more attention, support and resources for the preparation processes of Paralympic sportsmen and
women.

**Parapan-American Games**

Chile has improved exponentially in this ranking in the last two Parapan American Games. In the last Paralympic cycle, the number of sportspersons who qualified considerably increased (see Table 7).

**TABLE 7: CHILE’S PARTICIPATION IN PARAPAN AMERICAN GAMES**

<table>
<thead>
<tr>
<th>AMBITO</th>
<th>2003 (MAR DEL PLATA)</th>
<th>2007 (RÍO DE JANEIRO)</th>
<th>2011 (GUADALAJARA)</th>
<th>2015 (TORONTO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking</td>
<td>12</td>
<td>14</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Total Medals</td>
<td>12</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Delegation</td>
<td>13</td>
<td>27</td>
<td>19</td>
<td>57</td>
</tr>
</tbody>
</table>

*Source: Own preparation based on IND’s High Performance Department’s database.*

The drop of in the number sportspeople who qualified between Rio 2007 to Guadalajara 2011 is reversed in Toronto 2015, also influenced with the public investment made for the organization of the Para-South-American Games in Santiago 2014, from which the take-off of National Paralympian Sport was projected. All of this is directly related with the growing amount of resources destined to finance Paralympian High Performance sport.

**Para-South-American Games**

The first version of this mega event was in Santiago 2014, whose organization involved an important public investment. The Chilean delegation, comprising 103 sportsmen and women, came 5th on the medal table, obtaining 10 gold medals from a total of 43.
The achievement, in terms of medals and position, was quite auspicious, considering this was the first competitive Para-South-American experience. This was reinforced in the following Para-American Games in Toronto 2015.

**National High Performance Strategy**

To 2015, the budget of the National Sports Leadership Program has M$18,806,722 which includes the financing of the ADO Chile Corporation. The current national strategy to develop the so-called "National Sport Leadership" considers the following components:

- **Support to Federations:** is the economic support to the National Sports Federations to finance strategic planning projects that comply with the technical orientations defined by the Ministry for Sport, through the Chilean National Sports Institute, promoting the development of sports at a national and international level. During 2015, a total of 153 sports projects were approved, which allowed supporting 56 sports federations, benefiting a total of 1651 sportsmen and women.

- **Olympic Plan:** Joint association strategy between the Ministry for Sport, National Sports Institute, Chilean Olympic Committee and the ADO Chile Institute, to coordinate the work of the technical teams of these institutions, with the aim of supporting decision-making related to the support to sportspersons and teams which participate in the events of Olympic and Para Olympic Cycle, Bolivarian Games, South American

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**TABLE 8: CHILE'S PARTICIPATION IN PARA-SOUTH-AMERICAN GAMES.**

<table>
<thead>
<tr>
<th>AMBITO</th>
<th>2014 (SANTIAGO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking</td>
<td>5</td>
</tr>
<tr>
<td>Total Medals</td>
<td>43</td>
</tr>
<tr>
<td>Delegation</td>
<td>103</td>
</tr>
</tbody>
</table>

Source: Own preparation based on IND's High Performance Department's database.
Games, Para-South American Games, Pan-American Games and Para-Pan-American Games, the Olympics and Paralympics). The Olympic Plan is formed by analysts and methodological consultants, whose main role is the control and follow-up of the sportspersons and federations that are prioritized in this plan.

**Special support to outstanding sportspeople:** Finances preparation and participation of high performance conventional and Paralympian sportspersons in international events (South American, Pan-American, Ibero-American Games and World Championships and World Cups), by nominating sports projects chosen by the Olympic Plan and made viable by the IND’s High Performance Department. Each project is destined to cover equipment, tickets, accommodation and travel expenses for the sportspersons and their technical team. In 2015, this plan benefited 890 sportspersons, allowing them to perform in 600 preparation or participation activities outside Chile.

**Prizes and Incentives:** Component destined to grant recognition to sportspersons for their national and international sports achievements. This is done by providing economic resources directly to those athletes who meet the requirements established in the decrees and regulations of each one of the prizes and scholarships set out for this purpose: Scholarship Programs for High Performance Sportspersons (PRODDAR), Sporting Achievement Award (Prize Article 12, Sports Law), and National Sports Prize (Prize Article 79, Sports Law).

**Insurance and Integrated Attention to the Sportspersons:** This insurance provides benefited athletes, services that allow them to have an integrated health backup as a mechanism of assuring the continuity of their sports career. In 2015, 750 insurance policies were provided and from 2016, the National Accompaniment Coordination for the Sportsperson was formed. This reports to IND and has the main role of managing the social benefits network which will support the high-performance sportsperson in matters like the conciliation with academic life, extending health coverage that they have today and during the last stage of their career, and stimulating more fluent transitions in both social and work areas.
**Sports Projection:** This is a strategy focused on sportspersons from the Regional Training Centers (CER) who, due to their physical, corporal, technical, tactical conditions and their results, are considered as potential members of national teams. In this sense, work is done in a national talent spotting system, supporting clubs and/or associations and the CER. During 2015, 3105 sportsmen and women were benefited.

**Priority Sports Mega Events and Events:** This is a component which allows the country to hold international sports competitions, positioning Chile as a host of large scale sports events. The most emblematic cases are: The South American Games and Para-South-American Games (both in Santiago and the Region of Valparaiso in 2014), the Bolivarian Beach Games (Iquique, 2016) and the South-American Junior Games (Santiago, 2017).

**Paralympic Development:** In 2015, there was a budget of M$473,800, set aside to guarantee preparation and participation in international competitions for sportsmen and women that form part of this high-performance group. During 2015, 10 projects were approved through this system.

**ADO Chile:** ADO - CHILE is a high-performance corporation formed by the National Sports Institute and the Chilean Olympic Committee, whose aim is to financially support (capturing resources from private parties) and to manage, through the presentation of projects for the development plans, the different sportsmen and women who represent Chile in the different events of the Olympic Cycle. The resources transferred to this corporation during 2015 reached M$459,279. These resources were used to finance the administrative and technical structure which supports the aforementioned sports processes.
OUTLINE 4: SYNTHESIS OF THE HIGH-PERFORMANCE SPORT’S STRATEGY.

- SUPPORT TO FEDERATIONS
- OLYMPIC PLAN
- SPECIAL SUPPORT TO OUTSTANDING SPORTS PEOPLE
- PRIZES AND INCENTIVES
- INSURANCE AND INTEGRATED ATTENTION TO THE SPORTSPERSONS
- SPORTS PROJECTION
- PRIORITY SPORTING MEGA EVENTS AND EVENTS
- PARALYMPIC DEVELOPMENT
- ADO-CHILE

Source: Own preparation based on IND’s High Performance Department’s database.

Situation of the Infrastructure and the Spaces for Physical Activity and Sport

Sporting infrastructure has been the area which has received most investment during the implementation of the 2002 National Sports Policy. In spite of this, the perception about the lack of sports facilities and the availability of spaces to practice as a cause for the people’s inactivity has not varied greatly.

From 2005 to the present date, with the Bicentenary Stadium Network Plan, later called Professional and Amateur Chilean Stadiums, together with the Chiletrains (Chilenrenal) facilities, the State (IND, Regional Governments and Local Councils) has increased their investment in major and intermediate works at a local and regional scale. In regard to these works, 18 stadiums for professional Soccer, 157 mini-stadiums or multipurpose courts and 22 sports centers have been built and/or refurbished throughout Chile. In addition, for the federated sector, the CEO Olympic Training Center (2008), the Sports Center in the National Stadium (2014),
the covered Velodrome and other sports facilities in Peñalolen Park (2014) have been built, with the idea of being able to hold large scale professional and federated sports events, like the Under-20 World Women’s Soccer Championship (2008), the South American and Para South American Games (2014), the Under-18 Men’s World Championship (2015) and the Copa America (2015).

On the other hand, the national list of sports infrastructures made in 2006 and 2013\textsuperscript{4}, in general, show an increase of premises\textsuperscript{15} and facilities\textsuperscript{16} in our country. The number of premises increased by 25%, growing from 16,476 in 2006 to 20,701 in 2013. Proportionally, the largest growth took place in the Coquimbo Region, doubling the number of sports facilities, and then, in the regions of Los Ríos and Los Lagos (counted as one).
### Table: Comparison of total n° of sports facilities by region and owner

<table>
<thead>
<tr>
<th>REGION</th>
<th>2006</th>
<th></th>
<th>2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Public</td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Arica / Tarapacá</td>
<td>651</td>
<td>495</td>
<td>156</td>
<td>698</td>
</tr>
<tr>
<td>Antofagasta</td>
<td>437</td>
<td>292</td>
<td>145</td>
<td>542</td>
</tr>
<tr>
<td>Atacama</td>
<td>532</td>
<td>325</td>
<td>207</td>
<td>491</td>
</tr>
<tr>
<td>Coquimbo</td>
<td>557</td>
<td>358</td>
<td>199</td>
<td>1.238</td>
</tr>
<tr>
<td>Valparaíso</td>
<td>1.677</td>
<td>818</td>
<td>859</td>
<td>2.402</td>
</tr>
<tr>
<td>O’Higgins</td>
<td>809</td>
<td>528</td>
<td>281</td>
<td>1.359</td>
</tr>
<tr>
<td>Maule</td>
<td>1.547</td>
<td>963</td>
<td>584</td>
<td>1.797</td>
</tr>
<tr>
<td>Biobío</td>
<td>2.478</td>
<td>1.622</td>
<td>856</td>
<td>2.481</td>
</tr>
<tr>
<td>La Araucanía</td>
<td>1.419</td>
<td>797</td>
<td>622</td>
<td>1.793</td>
</tr>
<tr>
<td>Los Ríos / Los Lagos</td>
<td>1.479</td>
<td>933</td>
<td>546</td>
<td>2.537</td>
</tr>
<tr>
<td>Aysén</td>
<td>185</td>
<td>131</td>
<td>54</td>
<td>233</td>
</tr>
<tr>
<td>Magallanes</td>
<td>173</td>
<td>122</td>
<td>51</td>
<td>234</td>
</tr>
<tr>
<td>Metropolitana</td>
<td>4.532</td>
<td>2.478</td>
<td>2.054</td>
<td>4.896</td>
</tr>
</tbody>
</table>

*Source: Own preparation based on the data of the National Statistics Institute (INE), 2013*

With this, and although the results of both lists are not comparable due to the reasons mentioned, we can state that the list of 2006, registered a total of 26,591 facilities, while in 2013, there was a total of 29,096 facilities. On the other hand, on analyzing the evolution of playing surfaces in some categories, a reduction between both lists can be seen, for example, the multi-purpose pitches (from 12,367 in 2006 to 10,973 in 2013). However, the number of soccer or 5-a-side soccer pitches increase (from 5,475 in 2006 to 7,527 in 2013), as well as gyms, swimming pools and specialized rooms.

Specifically, in regards to the 2013 list and the amount of playing surfaces...
contained in facilities, it stated that 14,491 corresponded to the public sector and 17,702 to the private sector. On the other hand, the general state of conservation of these playing surfaces in public facilities, shows that 53% were in good condition, 33% regular, and 14% in poor conditions. while in the private sector, the result indicates that 70% were in good conditions, 23% regular, and 7% in poor conditions.

Finally, it can be seen that the total amount of facilities of the National Sports Institute informed by that Institution to December 2015, were 365, a figure which corresponds to 3.4% of all the facilities of the public sector registered by INE in 2013.

The facilities operated directly by the IND were 26, while 134 are handled by third parties through current administration agreements. The latter ones, mostly to councils (95%) and in a smaller percentage, to sports organizations (5%). In total, only 44% of the National Sports Institute's facilities have some type of administration, where most correspond to emblematic facilities in the main towns, like for example, the so-called sports complexes, sports centers or CENDYR (sports and recreational center)\textsuperscript{18}. 

\textsuperscript{18}
Sports Development Tools.

Other important sources of resources which permit developing physical activity and sports at a local and regional level are the development tools of the National Sports Institute. Law Nº19712/2001 in its articles 41 through 48, Title IV, named "About the Development of Sports" establishes the regulations of the National Fund for Sports Development (FONDEPORTE) and for the donations with sporting purposes that are subject to tax.
The Law defines FONDEPORTE as a fund, that is administered by IND, with the purpose of financing, partially or completely, projects, programs, activities and development measures, as well as the implementation, practice and development of sport in its diverse categories and forms. Table N° 10 shows the resources invested by the institution through FONDEPORTE, figures which show a descending curve which is mainly because the resources have been redirected to other investment areas, reducing the competition of sporting organizations to access financing funds for their activities.

**TABLE 10: FONDEPORTE BUDGET 2002-2016.**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BUDGT. M$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>16.079.241</td>
</tr>
<tr>
<td>2003</td>
<td>16.295.093</td>
</tr>
<tr>
<td>2004</td>
<td>15.561.179</td>
</tr>
<tr>
<td>2005</td>
<td>15.912.000</td>
</tr>
<tr>
<td>2006</td>
<td>12.825.433</td>
</tr>
<tr>
<td>2007</td>
<td>9.985.598</td>
</tr>
<tr>
<td>2008</td>
<td>9.398.928</td>
</tr>
<tr>
<td>2009</td>
<td>9.937.317</td>
</tr>
<tr>
<td>2010</td>
<td>10.051.534</td>
</tr>
<tr>
<td>2011</td>
<td>4.185.284</td>
</tr>
<tr>
<td>2012</td>
<td>4.268.735</td>
</tr>
<tr>
<td>2013</td>
<td>4.386.666</td>
</tr>
<tr>
<td>2014</td>
<td>4.483.139</td>
</tr>
<tr>
<td>2015</td>
<td>4.617.634</td>
</tr>
<tr>
<td>2016</td>
<td>5.073.363</td>
</tr>
</tbody>
</table>

Source: Development Division. IND Project Evaluation Department.
GRAPH 12: DISTRIBUTION OF FONDEPORTE BUDGET 2002-2015, BY CATEGORY.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital transfers (minor infrastructure)</td>
<td>11.28 %</td>
</tr>
<tr>
<td>Development of sports organizations</td>
<td>0.91 %</td>
</tr>
<tr>
<td>Sports Science</td>
<td>1.33 %</td>
</tr>
<tr>
<td>Competition sport</td>
<td>26.06 %</td>
</tr>
<tr>
<td>Recreational sport</td>
<td>21.58 %</td>
</tr>
<tr>
<td>Sports Education</td>
<td>12.68 %</td>
</tr>
<tr>
<td>High performance positioning</td>
<td>26.16 %</td>
</tr>
</tbody>
</table>

Source: Development Division. IND Project Evaluation Department.

TABLE 11: TOTAL EFFECTIVE DONATIONS AND BENEFICIARIES 2002-2015.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MM$</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>789</td>
<td>10</td>
</tr>
<tr>
<td>2003</td>
<td>2,672</td>
<td>30</td>
</tr>
<tr>
<td>2004</td>
<td>4,561</td>
<td>33</td>
</tr>
<tr>
<td>2005</td>
<td>6,121</td>
<td>40</td>
</tr>
<tr>
<td>2006</td>
<td>6,351</td>
<td>36</td>
</tr>
<tr>
<td>2007</td>
<td>7,116</td>
<td>38</td>
</tr>
<tr>
<td>2008</td>
<td>7,558</td>
<td>34</td>
</tr>
<tr>
<td>2009</td>
<td>7,849</td>
<td>39</td>
</tr>
<tr>
<td>2010</td>
<td>12,059</td>
<td>30</td>
</tr>
<tr>
<td>2011</td>
<td>12,472</td>
<td>61</td>
</tr>
<tr>
<td>2012</td>
<td>16,187</td>
<td>69</td>
</tr>
<tr>
<td>2013</td>
<td>17,731</td>
<td>79</td>
</tr>
<tr>
<td>2014</td>
<td>18,930</td>
<td>81</td>
</tr>
<tr>
<td>2015</td>
<td>16,623</td>
<td>69</td>
</tr>
</tbody>
</table>

Source: Development Division. IND Project Evaluation Department.
In the case of donations with sporting purposes, these are defined as tax franchises which allow reducing between 50% or 35% from the total amount donated as credit to the account of the Legal Persons Tax or to the account of the Global Complementary Tax (Natural Persons). The difference between both franchises cannot be used as credit, but accounted as a necessary expense to produce the salary, without a limit. The behavior of this instrument in recent years is shown in table 11.

**Perception of the Institutionality and Associativity in Sports Entities**

Law N° 19712/2001, the Sports Law, in Title III, provides guidelines for everything related with sports entities. In its Article 32, it establishes ten types of organizations, considering these, for legal purposes, as private corporations. There are different types of sporting entities which are characterized by being formed by natural persons and, from these, arise the higher sporting entities, which are constituted by legal persons. The types of organizations are:

- Sports Club.
- Sports League.
- Local Sporting Association.
- Local Sports Council.
- Regional Sports Association.
- Sports Federation.
- Sports Confederation.
- Chilean Olympic Committee.
- Corporations and Foundations with sporting purposes
In 2001, the National Sports Organizations Registry (RNOD) was created, whose status is as follows:

**TABLE 12: STATE OF SPORTS ORGANIZATIONS**³⁹.

<table>
<thead>
<tr>
<th>SPORTS ORGANIZATION</th>
<th>NOT VALID</th>
<th>VALID</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grouping</td>
<td>114</td>
<td>22</td>
<td>136</td>
</tr>
<tr>
<td>Sports Association</td>
<td>1.176</td>
<td>401</td>
<td>1.577</td>
</tr>
<tr>
<td>Sports Club</td>
<td>15.416</td>
<td>3.667</td>
<td>19.083</td>
</tr>
<tr>
<td>School Sports Club</td>
<td>2.025</td>
<td>298</td>
<td>2.323</td>
</tr>
<tr>
<td>COCH</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Confederation</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Local Sports Council.</td>
<td>120</td>
<td>24</td>
<td>144</td>
</tr>
<tr>
<td>High Performance Corporation</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Council Sports Corporation</td>
<td>22</td>
<td>24</td>
<td>46</td>
</tr>
<tr>
<td>Sports Corporations</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Sports Federation affiliated to COCH</td>
<td>12</td>
<td>45</td>
<td>57</td>
</tr>
<tr>
<td>Sports Federation NOT affiliated to COCH</td>
<td>88</td>
<td>57</td>
<td>145</td>
</tr>
<tr>
<td>Sports Foundation</td>
<td>19</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>League</td>
<td>164</td>
<td>42</td>
<td>206</td>
</tr>
<tr>
<td>Others</td>
<td>109</td>
<td>1</td>
<td>110</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19.276</strong></td>
<td><strong>4.620</strong></td>
<td><strong>23.896</strong></td>
</tr>
</tbody>
</table>

*Source:* Department of Sports Organizations. National Sports Institute

In addition, those organizations that had obtained their legal representation through other legal bodies, such as Law N°19418/1995 for the Neighborhood Groups and other Community Organizations (SD 110/1979 from the Ministry of Justice) are registered, which adapt their bylaws to comply with what is established by the Sports Law and the corresponding Regulations of SD N°59/2001 of the General Secretariat of the Government. The organizations registry is necessary to be able to receive the resources allocated in the Sports Law (Art. 39). The summary of the registered sports organizations and their status at the cut-off date of May 31st 2006, is as follows:

³ Information recorded to May 31st 2016
The data shows that only 19.3% of the registered sports organizations are 'valid' in the National Registry, which shows that 80.7% of the Sports Organizations registered are impeded from accessing the benefits established in the Law.

**GRAPH 13: STATUS OF THE SPORTS ORGANIZATION IN THE NATIONAL REGISTRY.**

![Graph showing 19.3% valid and 80.7% not valid](image)


The number of valid sports organizations has varied since the creation of the National Registry. To begin with, a sustained increase is seen between 2001 and 2007, later dropping from 2008 and, in the years after that, showing a dissimilar behavior of rises and falls, the latter, which has happened from 2013 through 2015, on continuing, could be good news for the national sports setup.
Graph 14: Loss of validity period of the sports organizations, by year

Source: Department of Sports Organizations. National Sports Institute

The reasons behind the loss of validity in the National Registry are varied, with the Sports Organizations Department of the National Sports Institute highlighting the following:

Creation of sports organizations called "instrumental", set up with the interest of obtaining financing to projects through tender, after which the organization does not update itself.

Creation of a sports organization through procedures contained in other laws. This implies the risk that the sports organization is valid before the public entity that certifies its legal representation, but its new board has
not been informed in the National Registry.

Lack of interested parties in being the directors, which impedes holding valid election procedures.

**GRAPH 15: MEMBERSHIP OF SPORTS ORGANIZATIONS (2006–2015).**

<table>
<thead>
<tr>
<th>Year</th>
<th>Never Belonged</th>
<th>Belonged Previously</th>
<th>Belongs to a Sports Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>66.0%</td>
<td>23.5%</td>
<td>10.2%</td>
</tr>
<tr>
<td>2009</td>
<td>76.5%</td>
<td>16.8%</td>
<td>5.4%</td>
</tr>
<tr>
<td>2012</td>
<td>74.6%</td>
<td>17.9%</td>
<td>6.1%</td>
</tr>
<tr>
<td>2015</td>
<td>73.6%</td>
<td>20.2%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

*Source: National Survey on Physical Activity and Sporting Habits 2015*

In regards to the level of associativity, it can be seen that 74.6% of those surveyed do not belong to or form part of a sports organization, while 20.2% belonged at some point and only 5.9% are currently affiliated. Alongside this, considering the population who do exercise or play sport, only 19.2% stated that they do this while associated to a club, association or organization of the area, 3.4% play where they study, 2.5% in their work and 0.3% in a health service.

Another relevant aspect of the National Survey on Physical Activity...
and Sports Habits (2015) is the knowledge of the population about the institutions and organizations related to physical activity and sports, with the most recognized entities being the local councils (25.3%), followed by the Ministry for Sport (18.4%), the National Sports Institute (17.2%), the Football Associations (4.8%) and the Chilean Olympic Committee (4.4%).
CHAPTER IV: Inter-sectoriality in Public Policy for Physical Activity and Sport 2002–2015

Extending opportunities to access do physical activity and play sports demands State strategies that reorientate public policy towards coordinated planning between the different sectors and Government decision levels, so that this is centered on equality and the population’s right to health and well-being. At the same time, it is necessary to face problems of common interest in an integrated and multi-dimensional manner, encouraging strategies that are informative, provide investment, cooperation, coordination and multi-sectorial integration.

The inter-sectorial relationship of recent years indicates an important presence of the Ministry of Education and of the Ministry of Health, which have implemented different programs that mainly aim towards developing physical activity in the school and community setting, with a training based approach, focusing actions on educational establishments, councils and local organizations, with the purpose of promoting an active life which contributes to creating healthy lifestyles.

The relationship with the Health sector

The 2011–2020 National Health Strategy includes within its strategic goals, the reduction of risk factors associated to the burden of illnesses, by means of developing healthy habits, especially increasing physical activity among youngsters between 15 and 24. Different projects have
been implemented by the Ministry of Health, together with other institutions, with the purpose of reducing the problem of sedentary life and its associated effects. The following stand out among the measures implemented:

Health Communities and Districts, Municipalities Strategy (MCCS in Spanish): Strategy whose purpose is strengthening the role of the municipality as a strategic player in improving the populations quality of life and health results, along with the community and intersector. This is a citizenry exercise process in which the rights of the people who live in a district are recognized by those who are responsible for implementing the targeted public policies. The aspects these include are: healthy surrounding, sustainability, quality of life, equality in health, territorial management and citizen participation. The idea is generating health public policy for the population with territorial and cultural pertinence, aiming to build healthy surroundings where the people live, work, create networks, set up ties with other people and the environment.

In this context, the following strategies are included: Health Promotion Educational Facilities (from pre-school through to secondary school). Health Promotion Higher Education Institutions and Health Promotion Work Places, which are based on a working model in health promotion, with an intersectorial and participative base, to integrate and give order to the programs related to quality of life and to encourage the creation of healthy surroundings, mainly in the areas of healthy eating and physical activity.

Healthy Life Program: This program looks to reinforce the strategies developed throughout the life cycle, focusing on prevention and promotion to prevent non-transmittable diseases. It has a community interdisciplinary focus, with activities in the educational area and in other entities outside the health center, generating strategic alliances with different public and private institutions which play an important role in healthy habits, strengthening the identity with daily-life spaces which favor modifying behavior. The intervention looks to provide strategies to modify habits and
improve health conditions.

More Self-reliant Elderly Program: This program is related to a promotional and preventative health intervention, looking to improve the individual and community capacity to face the aging process, maintaining and improving the self-reliance of the elderly and encouraging self-care of the elderly in the social organizations. It contemplates the participation of elderly in health and self-care education group activities, stimulation of motor functions and the prevention of falls, stimulation of cognitive functions and the development of a local participative diagnosis process looking to train community leaders in self-care and functional stimulation.

Women’s Health Program – Chile Grows with you: Prenatal workshops in birth and child-raising preparation which are focused on pregnant women from the public health system and which allows their partners to accompany them. It considers activities to strengthen the abdominal muscles and the perineum for birth, and on acquiring greater flexibility of the lumbosacral and pelvic joints, preventing poor posture and relieving pain.

The relationship with the Education sector

In 2014, the development of the Public Education Development Plan (FEP) was an explicit effort to improve the quality of the education in the context of transition towards the new public education, promoting the creation of an Inter-Ministerial coordination to provide integrated support to improve public schools, in the framework of the communities and territories these are found. In this context, relationships with other ministries are strengthened, including the Ministry for Sport, with the purpose of dealing with the existing barriers and thus consolidating greater opportunities for school children to access physical activity and sport.

In this way, work has started to be done in a group of projects which have the purpose of supporting the implementation of the Physical
Education curriculum, and to promote the incorporation of active breaks and games for the home in the routines of schools, so that the students exercise outside the times set aside for the respective subject. The physical education development projects have been set out in the Schools Physical Activity and Sports Plan, which considers actions that form part of the Public Education Development Agenda. Among these, the following stand out:

1. **Actions of the Schools Physical Activity and Sports Plan**

   Provision of sports equipment and technical support for the proper use of pedagogical resources.
   Development of workshops in the framework of the Full School Day (JEC). Corporality and Movement Program, orientated towards children from Pre-Kinder to Second Grade, which looks to improve the psychological and physical conditions of the boys and girls along with their learning capacities.
   Development of educational material to support curriculum.
   Teacher training: This is ongoing in Physical Education in the post-graduate area in three regions of the country, focusing on teachers from the Primary Education area who teach the subject between First and Fourth Grade.
   Informing and sensitizing in respect to school exercise through seminars, training days and workshops, and the creation of a School Physical Activity Educational Website to inform about the benefits of physical activity.

2. **National School Physical Activity Policy**

   During 2015, with the purpose of designing an integrated and multi-sectorial School Physical Activity Policy, the Ministry of Education held 27 participative discussions in different cities of Chile with the school community.
The main problems identified were the following:

Undervaluing Physical Education in respect to subjects like language and math.
There are few hours of Physical Education in regards to its relevance.
Low evaluation of the way the classes are implemented.
Low participation in extra-curricular workshops, due to the students' lack of motivation.
School physical activity is associated to competition, which limits participation.
Offer provided by the institution is designed without the participation of the students.
The workshops offered are not necessarily prepared by specialist teachers.
The infrastructure and equipment are limited, which negatively affects the offer.

3. Programmatic order coordinated with MINEDUC

The coordination between both the Ministries of Education and Sport is expressed in the programmatic offer that the National Sports Institute (IND) implements:

Integrated Sports Schools (EDI), in Pre-School through Active Nursery program and in the first and second parts of Primary level through the sports schools and training meets.
National Sports Competitions System, implemented in the primary, secondary and higher education areas with the purpose of establishing a guideline for high performance, specifically in the School Games, South American Good, School Pan-American Games and Higher Education Sports Leagues.
The relationship with the Housing and Urbanism Sector

Among the specific goals of the Ministry for Housing and Urbanism, are reducing the habitational deficit, recovering neighborhoods to improve their insertion in the city, guaranteeing the development of cities to encourage social integration and watching over citizen participation, the quality of the services and a better quality of life for their inhabitants. This implies involving public and private players, as such the variables that are addressed involve different sectors of the State, the citizenry and civil society.

In this context, and in regard to the population's quality of life, physical activity and sport are strategic areas for the tasks for the Ministry for Housing and Urbanism. Beyond the coordination of the programmatic area that both ministries do today, expressed in the focalization of sports workshops in the neighborhoods of the I Love my Neighborhood Program, the challenge is to begin to work in cities where physical activity and sport are minimal. In this sense, investments in infrastructure that MINVU implements on the different scales of urban life have their focus on improving the quality of life of those who inhabit the city, inasmuch that within their investment lines it is possible to consider some specific elements that contribute to the population playing sport and doing physical activity more. The following stand out among these elements:

The preparation of design and construction standards for 190 km of high standard cycle paths, born from the need created by the increased use of bicycles as means of transportation in the country's different cities and the lack of quality, safe and comfortable infrastructure for their non-recreational use.

The construction, conservation and activation of urban parks, with the goal of offering open spaces that allow performing a great variety of physical activities. In these it is possible to play, walk, walk dogs, jog, cycle and do different physical and sport-related activities.
The I Love my Neighborhood Program looks to contribute towards improving the quality of life of the inhabitants of neighborhoods where the public spaces have deteriorated, where there is social segregation and vulnerability, through a participative, integrated and sustainable urban regeneration process. Concretely, the program develops projects, where one can find multi-purpose pitches, sports centers, squares with exercise machines, cyclepaths, among other public space and equipment projects. Specifically, the I Love my Neighborhood program can invest in green areas for recreational or sports purposes and in sports equipment.

In the subsidy line for improving the family’s property, there is an alternative of "community equipment and/or improvement of the surroundings", which has the objective of complementing the living conditions, the area itself and the production surroundings of a specific sector or area. This subsidy can be used when the habitational area as a whole has a sports equipment or green area deficit (multi-purpose pitches, children’s games and sports or recreational games).

MINVU proposes considering the suitable urban infrastructure and sports equipment offer to develop physical activity in territorial planning and the design of territorial intervention plans of cities and neighborhoods. Nowadays, two concrete actions are developed which are related with the Ministry for Sports, through the National Sports Institute.

Since 2015, the I Love my Neighborhood Program and MINDEP have implemented a collaborative work agreement, which looks to build the guidelines for a intersectorial work strategy focused on the neighborhoods. This agreement has three main work dimensions:

Implementation of a pilot coordination, where the territorial programmatic offer of MINDEP is integrally implemented in neighborhoods where the I Love my Neighborhood Program is being done, establishing in these neighborhoods, a joint management plan.
Focalization of the Integrated Sports Schools Programs in the neighborhoods where the I Love my Neighborhood Program is being implemented, in line with the distribution and definition of each region, following what is defined under common agreement.

Create, jointly, a community sports equipment administration model and set up training for leaders for their suitable implementation.

The Small Towns Program, orientated to cities with up to 20,000 inhabitants, will consider in the development plans set out for each town, the deficit in terms of suitable equipment and urban infrastructure for physical activity in public spaces.

**MINEDUC-MINSAL-MINDEP Inter-sectorial Round-table**

In 2015, the Ministries of Health, Education and Sport signed an agreement to work together in the promotion of physical activity for people's entire lifetime. Standout professionals with a recognized background and experience in the physical activity field were called upon in order to generate recommendations for physical activity during the lives of the Chilean population. This was with the goal of generating a group of proposals for the population, including infants, adolescents, pregnant women, adults and senior citizens.

The recommendations from the round-table of experts look to have an impact on decision-making in regards to the design and implementation of public policies, promoting and favoring healthy lifestyles and surroundings. The experts identified barriers in terms of infrastructure, public spaces, human resources, associativity and work regulations²¹.
International Relations

International Relations, starting from Law N°20686/2013 which set up the Ministry for Sport (MINDEP), are created as an institutional support unit. Following the recommendations of the Foreign Ministry, ties with the Americas region in general are prioritized, with emphasis on Latin America. In this context, since November 2014 and up until November 2016, Chile has presided over the South American Sports Council (CONSUDE), an entity which brings together the public sports bodies of South America. At the same time, since February 2015 and up until the beginning of 2017, Chile holds the Vice-Presidential positions of the American Sports Council (CADE) and the Ibero-American Sports Council (CID), bodies comprising the public sports bodies of America and Iberoamerica, respectively.

Also as a constant part of the international ties of the Ministry for Sport is the relationship with the World Anti-Doping Agency (WADA), a relationship that has been strengthened since Chile corroborated her commitment in the fight against doping in sport by signing the agreements that both UNESCO and WADA require.
OUTLINE 5: MAIN PARTICIPATION OF CHILE IN INTERNATIONAL COUNCILS.

Source: International Relations Unit, MINDEP Sports Management and Policy Division.

To date, Chile has international sporting relationships with 24 countries and other international bodies like UNESCO, the Pacific Alliance, the International University Sports Federation (FISU) and the International School Sport Federation (ISF), as well as agreements between countries with Argentina, Brazil, Colombia, Cuba, Ecuador, Honduras, Peru, Uruguay, Spain, Poland, Kenya and China.

From the group of existing actions and agreements, the most active ones are being developed with Spain, Colombia, Poland and the World Anti-Doping Agency. In general terms, the main objectives of the agreements are to achieve exchange programs and the attention of sportspersons and human resources that support the development process of the athletes, the exchange of technical and scientific knowledge in matters related with physical activity and sport, and in the case of doping, the control of local and foreign sportspersons in the country.
CHAPTER V: Citizen's Assessment of Physical Activity and Sport in Chile

Participative methodology in the design and creation of the National Policy 2016–2025

The National Physical Activity and Sports Policy 2016–2015 has been set up through a broadly participative process, incorporating relevant players who represent all Chile. This implied the holding of citizen dialogs where the strategic and transversal core concepts to develop healthy lifestyles and diverse sporting habits were discussed. Alongside this, the preparation of regional and community programmatic proposals were fostered, which allowed incorporating a territorial vision to the National Policy, aspiring towards institutional strengthening and inter-sectorial work.

Finally, the main goal of this citizen based process was to achieve greater consensus and identification of the citizens with the development of public policies in physical activity and sports, thus achieving a relationship of joint-liability with the population and the organizations, which play a fundamental role in the implementation and evaluation of the actions this national policy contains.
Components of the formulation model

To achieve that the design of the National Physical Activity and Sports Policy is participative and incorporates the opinions and knowledge of the society's players, a model comprising different entities which represent the different territorial levels along with processes that involve all the citizenry have been implemented. The components of this model are explained below.

**National Technical Committee (CTN):** defined as a technical and operational working body, comprising counterparts who represent the ministries, public services and institutions that the Ministry for Sport defined as strategic in the national policy's preparation and implementation phase.

The National Technical Committee was set up at the beginning of 2015, in a communicational milestone that contributed to the positioning of the new policy in the inter-sectorial work agenda. The constitution informed about the citizen process developed, its main findings and the challenges associated at a territorial and inter-sectorial level. CTN's management was structured based on the following goals:

- Generating consensus and validation of the participative process of the new National Physical Activity and Sports Policy in its respective sectors.
- Supporting the tasks of promoting, informing and calling together in all the implementation and design phases of the National Policy.
- Strengthening the collection of assessment information, providing data that give grounds to the multisectorial nature of the new policy.
- Preparing public policy sectorial proposals, taking as reference the contributions of the citizens in the participative discussions.
- Generating the technical conditions in their respective sector for the joint implementation of strategic courses of action that reveal the cross-sectional nature of the new Regional Policy.
**National and Regional Operational Committees (CON–COR):** in charge of positioning the Policy’s construction process in the national and regional agenda, as well as putting into operation the guidelines provided from a central level in logistical, communicational and methodological terms. The following are included in the roles of the CON–COR:

- Implementing the methodological design, coordinating the participative mechanisms and systematizing the contents proposed for the preparation of the National Physical Activity and Sports Policy
- Starting up the logistical aspects of the process, coordinating the operational supplies needed to implement the citizen participation mechanisms and other technical and political events.
- Positioning the construction of the National Physical Activity and Sports Policy in the national and regional media, through a communicational strategy defined territorially and that is coherent with the ministerial guidelines.
- Acting as a technical counterpart, both for the Political team of the central level and as the entities which provide consultancy to the service in the policies’ and plans’ preparation tasks.

**Citizen Participation Mechanisms**

The implementation of a participative process to design the new National Physical Activity and Sports Policy implied an in-depth project to collate information from the citizenry and the main strategic players for the sector, who are directly or indirectly involved in the development of physical activity and sport at a local, regional and national level. The main mechanism to implement this process was the Participative Dialogs[^22], defined as spaces for links between the citizens and State authorities in regards to topics of
public interest as well as providing the opportunity to channel queries and proposals in specific matters for public policies of the citizenry.

The participative dialogs began with the accreditation and handing over of information about the matters being debated, continued with an introductory presentation, to then distribute the work in group workshops. Finally, the citizenry was the protagonist of an evaluation and proposal based plenary session led by speakers chosen in each one of the groups. The process considered three types of participative citizen dialogs:

**Broad Dialogs:** these were full-day working sessions with social and sporting players at a regional level, grouped into round-table discussions following three areas: Infant Physical Activity and Sport, Social Participation Sport and Performance Sport. The participants could express their problems and proposals.

**Territorial Dialogs:** were held after the wide-ranging dialogs and their objective was to go to the smaller locations to meet representatives of social organizations to consider the assessments and collect the proposals generated directly from the people giving a greater territorial pertinence.

**Technical Dialogs:** complementary participative mechanism which considered collaborative work with players who, due to their experience, are relevant in certain strategic and transversal areas for the construction of a new National Physical Activity and Sports Policy. Workers from the National Sports Institute and from the Undersecretary for Sport participated in these dialogs along with professionals, academics, researchers, technical experts, representatives of higher education institutions, study centers and specialized civil society organizations or ones with experience in policies, plans and development programs for physical activity and sport. Their goal was to prepare technical proposals at a national and regional level in areas of relevance. The following stood out from the technical dialogs:
Dialogs with workers from the National Sports Institute in each one of the country's regions.
Dialog with high performance Sportsmen and women who reside in the High-Performance Center (CAR).
Dialog with players from the Paralympic sports area and people with disabilities.
Dialog with Sports Federations.
Meeting with the National Academic Council for School Physical Education.
Dialog with the National Sports Council

**Online Citizen Consultation**

As a complementary measure, a web page was set up which allowed the population to make their proposals using a digital platform.

**Outline 6: Participative Process Model for the Design of the National Physical Activity and Sports Policy**

- Online Citizen Consultation (transversal process)
- Setting Up of the National Operational Committees.
- Setting Up of the National Technical Committee.
- Territorial Citizen Dialogs.
- Technical Dialogs.
- Results Presentation Dialogs.
- Preparation of the National Policy.
- Processing and analysis of the information.

**Source:** Own preparation. Sports Management and Policy Division. Ministry for Sport
Representivity and territorial coverage in the design and preparation of the National Policy

The information collection process achieved an effective participation of 12,918 people in the 231 citizen, broad and territorial dialogs held nationally in the 15 regions of the country. Of which, 7,610 (59%) were men and 5,308 (41%) were women.

**TABLE 13:** CITIZENS WHO PARTICIPATED PER REGION, BY GENDER.

<table>
<thead>
<tr>
<th>REGION</th>
<th>PARTICIPANTS PER REGION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ladies</td>
</tr>
<tr>
<td>I</td>
<td>245</td>
</tr>
<tr>
<td>II</td>
<td>241</td>
</tr>
<tr>
<td>III</td>
<td>411</td>
</tr>
<tr>
<td>IV</td>
<td>334</td>
</tr>
<tr>
<td>V</td>
<td>389</td>
</tr>
<tr>
<td>VI</td>
<td>343</td>
</tr>
<tr>
<td>VII</td>
<td>420</td>
</tr>
<tr>
<td>VIII</td>
<td>417</td>
</tr>
<tr>
<td>IX</td>
<td>581</td>
</tr>
<tr>
<td>X</td>
<td>292</td>
</tr>
<tr>
<td>XI</td>
<td>37</td>
</tr>
<tr>
<td>XII</td>
<td>81</td>
</tr>
<tr>
<td>RM</td>
<td>982</td>
</tr>
<tr>
<td>XIV</td>
<td>267</td>
</tr>
<tr>
<td>XV</td>
<td>268</td>
</tr>
<tr>
<td>Total</td>
<td>5,308</td>
</tr>
</tbody>
</table>

*Source:* Final report of the result of the citizen dialogs DIPRES. Sports Management and Policy Division - MINDEP.

Adding together the participation of the workers from the National Sports Institute, experts and the school community which were called by the Ministry of Education, the total participation was 14,908 people.
The territorial coverage reached 208 districts, the equivalent of 60.1% of all Chile’s districts.

**TABLE 14: TOTAL PARTICIPANTS; BY DIALOG TYPE.**

<table>
<thead>
<tr>
<th>DIALOG TYPE</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen, Broad and Territorial Dialogs</td>
<td>12,918</td>
</tr>
<tr>
<td>Technical Dialogs with Workers and Experts</td>
<td>380</td>
</tr>
<tr>
<td>Dialogs with MINEDUC School Communities</td>
<td>1,236</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,534</strong></td>
</tr>
</tbody>
</table>

*Source:* Final report of the result of the citizen dialogs Sports Management and Policy Division - MINDEP.

**TABLE 15: SCHEDULED PERCENTAGE OF DISTRICTS COVERED BY CITIZEN DIALOGS BY REGION**

<table>
<thead>
<tr>
<th>REGION</th>
<th>Nº of existing districts</th>
<th>Nº of districts covered</th>
<th>% of districts covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>7</td>
<td>5</td>
<td>71,4 %</td>
</tr>
<tr>
<td>II</td>
<td>9</td>
<td>7</td>
<td>77,8 %</td>
</tr>
<tr>
<td>III</td>
<td>9</td>
<td>9</td>
<td>100,0 %</td>
</tr>
<tr>
<td>IV</td>
<td>15</td>
<td>15</td>
<td>100,0 %</td>
</tr>
<tr>
<td>V</td>
<td>38</td>
<td>21</td>
<td>55,3 %</td>
</tr>
<tr>
<td>VI</td>
<td>33</td>
<td>18</td>
<td>54,5 %</td>
</tr>
<tr>
<td>VII</td>
<td>30</td>
<td>16</td>
<td>53,3 %</td>
</tr>
<tr>
<td>VIII</td>
<td>54</td>
<td>23</td>
<td>42,6 %</td>
</tr>
<tr>
<td>IX</td>
<td>32</td>
<td>20</td>
<td>62,5 %</td>
</tr>
<tr>
<td>X</td>
<td>30</td>
<td>15</td>
<td>50,0 %</td>
</tr>
<tr>
<td>XI</td>
<td>10</td>
<td>5</td>
<td>50,0 %</td>
</tr>
<tr>
<td>XII</td>
<td>11</td>
<td>10</td>
<td>90,9 %</td>
</tr>
<tr>
<td>RM</td>
<td>52</td>
<td>28</td>
<td>53,8 %</td>
</tr>
<tr>
<td>XIV</td>
<td>12</td>
<td>12</td>
<td>100,0 %</td>
</tr>
<tr>
<td>XV</td>
<td>4</td>
<td>4</td>
<td>100,0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>346</td>
<td><strong>208</strong></td>
<td><strong>60,1 %</strong></td>
</tr>
</tbody>
</table>

*Source:* Final report of the result of the citizen dialogs DIPRES. MINDEP Sports Management and Policy Division.
In terms of the short-term nature, the citizen dialogs began being held in April 2015 and were finished in December the same year.

**TABLE 16:** LEVEL OF COMPARATIVE PARTICIPATION IN THE PREPARATION OF PUBLIC POLICIES 2002-2016.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>2002 NATIONAL POLICY</th>
<th>2016 NATIONAL POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen activities</td>
<td>11</td>
<td>231</td>
</tr>
<tr>
<td>Regional coverage</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>District coverage</td>
<td>8</td>
<td>208</td>
</tr>
<tr>
<td>Participating population</td>
<td>881</td>
<td>14,534</td>
</tr>
<tr>
<td>Short-term nature</td>
<td>6 months</td>
<td>36 months</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products</th>
<th>1 National Policy</th>
<th>13 Regional Policies</th>
</tr>
</thead>
</table>

Together with the coverage and citizen representivity, one of the most relevant aspects of the methodological design in the preparation of the National Physical Activity and Sports Policy is the impact of the territorial relationship of their strategic products, through the definition of work stages between 2015 and 2017 which cover the national, regional and local aspects.

**View of the citizens from the Participative Dialogs**

During 2015, the participative dialogs for the construction of the new National Physical Activity and Sports Policy allowed collating the opinions, demands and proposals of the citizenry and of the technical players in regards to the development of physical activity and sport in Chile from diverse dimensions of analysis and in strategic topics for the sector’s work. Starting from a group of discussion topics which considered sports training, infant physical activity, social and recreational participation and sports performance, citizens set out problems and improvement proposals which form part of the goals and courses of action of this National Policy.

«The families also have a role to fill, if the parents do not value sport, they cannot transmit its importance to the children».

*Broad Citizen Dialog, Antofagasta Region, August 8th 2015.*

An important aspect which arose during the citizen consultation period was the development of physical activity and sport in the infant population. In
this regard, one of the recurring matters for the citizens participating in the dialogs, was the sedentary habits of the pre-school and school aged population, whose main causes were the lack of trained professionals to educate the boys and girls in body movement, along with the excessive use of technology.

Those who participated in the citizen dialogs considered that the lack of motivation the infant population has to play sports or exercise is due to two aspects: first, the limited variety of activities, which is reduced mainly to the widespread most popular sports, leaving out games for learning and non-traditional sports, along with the lack of infrastructure and trained professionals in educational establishments. The second aspect, refers to the number and use of practical hours of physical education in curriculums, which are insufficient to build sporting habits.

An especially relevant point for the citizens, related to the practice of sport and physical activity in educational establishments, refers to the prejudices and school violence that boys and girls who have less physical condition are subjected to, as well as the lack of opportunities within the school setting for boys and girls with disabilities.
CHAPTER V: PARTICIPATIVE ASSESSMENT OF PHYSICAL ACTIVITY AND SPORT IN CHILE

Training Sport citizen demands

- Greater accessibility for boys and girls with disabilities
- More security for boys and girls
- More competitions
- Trained human resources
- More equipment
- Greater school offer of physical activities, games and sports
- More information.
- Greater and more inter-sectorial work
- Optimize use of school infrastructure
- Greater school offer of physical activities, games and sports


In terms of social participation physical activity and sport, most people who took part in the dialogs indicated that the recreational sport and physical activities on offer were unattractive, and they were neither systematic nor permanent. The population also felt that there was a lack of public and community spaces which encourages and provided optimal conditions for playing sports.

«The workshops should be held regularly through the year so that they really have an impact on the people».

Territorial Dialog. Huara, Region of Tarapaca, August 26th 2015.
Social participation physical activity and sport has also been seen as having decreased due to the lack of information about the activities that are held from the different public bodies and due to the non-existence of programs that publicly promote exercising or playing sports regularly and systematically during one’s entire lifetime.

**Outline 8: Citizen Demand Tree for Social Participation Physical Activity and Sport**

- Optimize use of community infrastructure and public spaces
- Greater diversity of sports on offer
- Promote sporting culture and habits
- Improve information channels
- Optimize inter-sectorial work
- Human resources trained at community level
- More participation of the organizations
- Greater inclusion of unfavored sectors

**Source:** Own preparation. Sports Management and Policy Division. Ministry for Sport

Performance sport was the third topic covered in the citizen dialogs. In this regard, the participants stated that there is a difficulty to detect and promote sporting talent, especially in the regions, where a lack of specialist professionals, scientific knowledge and suitable methodologies is perceived, as they continue using basic mechanisms like watching and the partial results of isolated tests with little or no continuity. This shows that in Chile there is neither a talent detection system or coordinated and continuous strategy of public and private competitions.
«Sportsmen and women have to be valued in the districts and regions that they represent and their achievements acknowledged and informed about».

Territorial Dialog, Vallenar,
Region of Atacama, November 11th 2015

After the sportsperson detection stage, the citizenry sees a group of weaknesses in the performance area, among which the following are most recurrent: lack of a national policy for the sector above and beyond isolated measures; the lack of an effective priority sports outline; the lack of specialized professionals, minimal interdisciplinary work; meager scientific work to detect, maintain and improve the sportspersons; few facilities so that the sportspersons study and are not left abandoned when leaving active life; lack of social security and health for sportspersons in all the regions and lack of continuous regional competitions, as well as the lack of some facilities to hold specific sports, and the lack of continuous regional competitions and premises for specific sports. A great part of these problems is related with the little management and administration of resources by the federations, associations and sports clubs.
Finally, the citizens perceive that the lack of information and promotion of sports, especially those that are not mainstream or traditional, means that the population is not very well informed about what happens with Performance Sport in Chile and the achievements that have been reached, weakening the possibilities of social recognition of the sportspersons and the disciplines they perform in.
Through public policies we understand the setting of strategies by which the public sector looks to resolve a group of problems, which are considered of social importance. These comprise courses of action and information flow, whose public goal is defined democratically. They are projects implemented by the public sector, but that have active participation of the community and the private sector. They comprise activities of human life that it is felt require government and social attention, or at least the adoption of common measures.
THIRD PART:
NATIONAL SPORTS AND PHYSICAL ACTIVITY POLICY 2016-2025
Luis Sepúlveda and Gonzalo Miranda obtaining bronze medal at the Panamerican Track-Cycling Championship, Santiago, 2015.
CHAPTER VI: Approaches and Principles of the National Physical Activity and Sports Policy 2016–2025

The National Physical Activity and Sports Policy 2016–2025 is prepared and coordinated by the Ministry for Sport based on the responsibilities conferred by Article 2 of Law 20686/2013 and falls within the confines of the Sports Law (2001). This sets out that the new National Policy must:

Acknowledge and development the people’s right to organize, learn, practice, attend and report about physical and sporting activities. Likewise, it will consider coordinated actions of the State Administration and of intermediary groups of the society set up to encourage, facilitate, support and develop said physical activities and sports within inhabitants in the country, in urban and rural communities, as well as promote an appropriate use of the public and private places that are especially set up for these purposes (Art. 3).

This national policy requires the approaches and principles which guide the laws, policies, regulations and work with different related institutions, both public and private, as well as requiring guiding their goals, strategic core concepts, plans and programs, including the training methods, recreational modal and competitions of both...
performance and international projection, which give direction to its roles.

The National Physical Activity and Sports Policy 2016-2025 is based on five approaches and ten principles, which are presented below, aiming towards the recognition of sport and physical activity as a human right and looking to guarantee that all the population has access to these.

**Approaches of the National Physical Activity and Sports Policy**

**1. Legal Approach**

The National Physical Activity and Sports Policy recognizes the game, the sport and recreation as a human right, covered by what is stated in the different international documents, such as the International Physical Education and Sports Charter, the European Sport Chamber and the Olympic Charter, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and the different resolutions of the United Nations General Assembly. Starting from all this, this policy highlights the following within its Legal Approach:

The practicing of physical activity and sport is a right for all the population, as it is part of the integrated education of the individual and of the society in general, with the State being responsible for encouraging this and guaranteeing that it is done.

Physical activity and sports are key elements to fight against all forms of discrimination, as it puts to the test and promotes diversity, respect and tolerance among citizens.
2. Human Development Approach

The UNDP (United Nations Development Program) defines the concept of human development as “people's expression of freedom to live a long, healthy and creative life; to pursue goals that they feel are valuable and to actively participate in the sustained and balanced development of the planet that they share” (UNDP, no date). This concept recognizes that human development depends on the people, both individually and collectively, recognizing three dimensions in which this is synthetized: health, education and income.

From this definition, and in accordance with the legal approach, this policy emphasizes the importance of physical activity and sport as strategic elements for the development of individuals, communities and the country.

The human development approach recognizes the importance of physical activity and sport in the well-being and improvement of the physical and health conditions of the population, thus allowing maintaining and improving the country's work force and, as a result, increasing the potential economic production from a home level to a national level.

The formative and recreational role of physical activity and sport positively affects the development of individual's social and human capital, giving them transversal tools for life.

This approach recognizes the need of focusing efforts, resources and strategies of the plans and programs in a differentiated manner following the needs and particular aspects of the specific population groups, in order to balance freedoms and capacities, thus strengthening the balanced development of the country.

3. Lifetime Approach

The lifetime approach identifies the risk and protection factors through the different stages of the life, factors that are related to and have a direct impact on the health conditions of individuals, communities and
families (Blanco, 2011; Mitchell, 2014). This approach considers family, social, economic, environmental and cultural contexts, allowing the generation of strategies which meet these conditions, obtaining the maximum impact in the improvement of the population's health.

The lifetime approach recognizes that the investment in encouraging healthy behaviors in current generations, does not only have an effect on these, but that also has an impact on future generations.

It emphasizes the specific nature and characteristics that represent the paths of life or roles that the individuals are taking on, as well as the interrelations with others, the family and the society, as a challenge and an opportunity for the creation of strategies that develop the benefits of sport and physical activity as much as possible.

It considers the physical activity and sporting practices that need to accompany all the course of life of the individuals, strengthening the motor, psychological and social development of these in their different stages, from birth to old age.

4. Intercultural Approach

The National Physical Activity and Sports Policy recognizes and values the different cultures that form part of the country, inasmuch they develop, value and rescue the culturally different practices. Starting from this approach, the Policy proposes:

Recognizing sport and physical activity as an element of social and democratizing development, which promotes the social integration of all the population without discrimination.

Recovering, preserving and promoting traditional sporting practices, mainly those belonging to the indigenous peoples.

Promoting the inclusion of all the population, with an emphasis on the most vulnerable groups, in all levels and settings of the practicing of physical activity and sport, including all its dimensions, like the organization, administration and practice itself.
5. Gender Approach

The State of Chile is a signatory of the Convention on the elimination of all forms of discrimination against women (CEDAW)\textsuperscript{25}, background that has served as the basis to support and go into greater depth in the incorporation of the gender approach in all the actions, plans and programs that are undertaken. For the physical activity and sports setting, this approach demands identifying the gaps that exist between men and women, to implement the public policy measures that best face the causes behind these differences.

The practicing itself of physical activity and sports has important effects on the reduction of the gender gap, as when the appropriate conditions are provided, this can:

- Optimize women’s health, providing them with more opportunities for interaction and empowerment in the society.
- Promote improvement in women’s self-esteem and self-care and increase the sensation of control of their own bodies.
- Facilitate access to positions of leadership and experience, as well as promote changes in cultural gender norms which create safer environments which greater control over their own lives (The Sport for Development and Peace International Working Group, 2008).
Principles of the National Physical Activity and Sports Policy

With the goal of developing the way to develop social and individual benefits that physical and sporting activity have, the Ministry for Sport has established in this national policy, ten cross-sectional principles to meet the goals that have been set out and that have to guide the programmatic offer implemented by this Ministry and the different institutions that promote physical activity and sport.

1. Quality of life and social well-being through the regular and systematic practice of physical activity and sport

Physical activity and sport have a central role in the development of well-being and a better quality of life, both for the individuals and the society in general, as such, their practice becomes relevant in the different stages of the life cycle. Alongside this, the expansion of physical activity and sport vitalizes the use of public space, contributing to creating new forms for the community production of human well-being.

2. Inclusion, equal access and diversity of practices

The State must guarantee equal, inclusive and non-discriminatory access to all their public policies, plans and programs. For this, the National Policy encourages the development of physical activity and sport starting from the recognition of the diversity of their beneficiaries and players, i.e., boys, girls, young people, adults and senior citizens, men and women, people who are disabled and indigenous peoples, considering their cultural, socio-economic and territorial aspects. Thus, the State must broaden their programmatic offer, safeguarding that its heterogeneity has expression at a local, regional and national level.
3. Education, associativity and sporting culture

The practice of physical activity and sport produces a sporting culture where the State and its institutions have the responsibility of promoting access for the citizens to their programmatic offer, informing and educating the benefits and values, as applies, and making sure that the sporting culture is exercised actively and in accordance with the principle of social participation.

Alongside this, physical activity and sports are opportunities where citizens learn to share ideals and interests through associativity, intercultural expressions and by respecting diversity. Sports and recreational associativity vitalize the organization of the territories and the appropriation of public spaces, setting up collective opportunities for social participation, which channel values like solidarity, respect, comradeship and teamwork.

4. Decentralization and territorial management

The State, through the management and administration of the national policy must acknowledge the different decision-making and implementation levels of its programmatic offer at a central, regional and local level. The decision-making processes, therefore, must be distributed in these different levels, strengthening with this, the recognition of the territorial and cultural differences. This means recognizing the geographical, social and cultural aspects of the regions and districts, making sure that the decision-making processes are participative in nature and pertinent to the diversity of their physical and sporting practices.

The National Policy must include these differences in its general guidelines. This implies that the decision-making processes and the implementation of a decentralized programmatic offer are coordinated from the central level to thus make sure that in each region and district, there are the human and
technical resources necessary for the appropriate implementation of the National Policy

5. Citizen participation

The State must encourage the participation of social players in the design and implementation of the programmatic offer in regard to physical activity and sport. For this, they must encourage opportunities for permanent dialog with people and communities and, mainly, social base organizations, sports clubs, local government and sportsmen and women. This participation must be a relevant input in all stages of the public policy cycle, from its design to the evaluation. Likewise, the State must make sure that its programmatic offer is capable of mobilizing and grouping the people around the physical activities and sport.

6. National and international public and private inter-sectorial coordination

The State must manage procedures and resources from the internal coordination of the sectors that are directly and indirectly related with the National Physical Activity and Sport Policy. This implies identifying and linking converging inter-sectorial goals, as well as the type of technical and economic resources which define the functions and contributions of each sector. Inter-sectorial coordination must be provided at two levels: first, between the central level units which can collaborate in the implementation of physical activity and sport programs, integrating goals associated to the quality of life and development of people and communities. Second, between the central, regional and local levels with the goal of developing programs and projects that cover the central goals of the National Policy, as well as the particular needs of each territory. Likewise, the State must develop sporting diplomacy by strengthening the international links with countries and entities that promote the development
of the sector.

7. Sports history

The State must promote actions that contribute to acknowledging the figures and sporting events for the country and making sure that physical activity and sport represent the values and principles of who we are and what we look for as a society. Through sporting history, a people knows about its past, is the protagonist in its present and dreams about its future.

8. Recognition and social contribution of sport and sportspeople

The State must promote and encourage the practice of physical activity and sport in the population, through the positioning and acknowledgement of sports events and outstanding sportspersons at a local, regional and national level as models for learning, involving sports figures in creating a connection with the community to develop a culture of sports and physical activity, incorporating this regularly in the people’s lives. This includes making sure that their life stories, motivations and habits are valued, allowing the population to identify with them, advancing towards individual and collective motivational plans of responsibility between the institutions, sportspersons and the community.

9. Sustainability of facilities, spaces and infrastructure

The State must watch over the development of socially, financially and technically sustainable investment projects for facilities, spaces and infrastructure which consider the opinions of local citizens in regards to the architectonic program, the activities and the impact of these decisions.
on the population and the surroundings, with authorities and sponsoring entities which define the sources of financing and management plan which is agreed to support the operation and maintenance during their lifetime, which must be submitted to evaluation and validation pursuant the objectives of the institutional planning and with management models which consider the inputs for the administration and scheduling of activities, which allow generating designs and works with a sense of political, social and technical responsibility, the use of clean and renewable energies, universal accessibility and watching over the technical standards and current norms, in order to generate best practices and institutional knowledge.

10. Incentives and Regulation of the Sports Industry

The sports industry is defined as the group of all the companies (bidders), which provide goods and/or services which will allow sportspersons and the population in general (petitioners) to do physical activity and sport. In this sense, the State must establish operation mechanisms of the different markets so that the offers and the demands are coherent with the determined products, minimizing the distortions in the operation of the sport, physical activity and recreation industry. The State must provide suitable instruments, both regulatory and for incentives, to develop all the physical activity and sports markets.
CHAPTER VII: Vision, Goal and Purposes of the National Physical Activity and Sport Policy

Vision

The National Physical Activity and Sports Policy 2016–2025 considers a ten-year time scale. Its creation brings together and organizes the citizen’s demands, the vision of strategic public and private players, the recommendations of technical experts, the experience of the private and public workers of the sector, and the roles of the executives and sports-persons.

The National Policy looks to be a management document to prepare public, private and mixed plans, programs and players, which develop social integration through physical activity and sport. The National Policy understands that, on strengthening the social links through regular and systematic practice, it will generate greater opportunities for well-being and will promote an associative culture, as well as stimulating inter-sectorial coordination and the participation of the private sector.
The National Physical Activity and Sport Policy aspires to:

- Promote and position the benefits and values of physical activity and sport in the national population.
- Put together the development of the National Physical Activity and Sports System at a district, regional and national level, connecting the different actions of the group of public and private players in the short, medium and long term, strategically projecting the inter-ministerial, inter-sectorial and inter-institutional work.
- Orientate and strengthen territorial work, through the preparation of Strategic Regional Physical Activity and Sports Plans and Policies, guaranteeing a direct link of the Regional Sports Ministerial Secretaries and Regional Executions of the IND with the Regional Governments and their management tools.
- Make sure that the country's districts have Physical Activity and Sports District Plans which show their history, traditions and cultural context, to more legitimately collate the interests of the territory, looking for greater coherence with the objectives and courses of action of the National and Regional Policy in the short, medium and long term.
- Measure the results and the impact of their proposals and courses of action through a Strategic National Plan with a ten-year timeframe, which allows permanently evaluating the priorities of the public policy.

In summary, the National Physical Activity and Sports Policy is a fundamental contribution to producing and promoting an inclusive society which aspires to a better human well-being, in individual and collective terms. This will define the framework on which the public action in the promotion of physical activity and sport will be developed, therefore, the broadcasting and sharing of this National Policy, implies the active participation of the community.
Goal of the National Physical Activity and Sports Policy

Promoting the integrated, social and individual development of the population through the systematic practice of physical activity and sport, in its diverse methods and forms, during one’s whole life, from a legal approach which safeguards gender equality, interculturality and social inclusion in its broadest sense.

Purposes of the National Physical Activity and Sports Policy

The purposes comprise the fundamental pillars of this National Policy and manifest the intention of what we have as goals for the development of physical activity and sport in our country. These are core concepts which are sought, that can be broken down into a set of work and action line that will allow reaching them.

**Purpose 1:** Broaden participation of the population at a local, regional and national level in the systematic practice of physical activity and sport during their entire life.

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>GOAL</th>
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</thead>
<tbody>
<tr>
<td>Participation of boys, girls and young people</td>
<td>Strengthen education of boys, girls and young people in systematic practice of games, recreation, physical activity and sport, respecting the biological, social, emotional, cultural, psychological processes, motor and cognitive skills of each age group.</td>
</tr>
<tr>
<td>Participation of adults and senior citizens</td>
<td>Promote systematic and permanent practice of physical activity and sport orientated to games, recreation, integrated development and improvement of quality of life for the adult population.</td>
</tr>
</tbody>
</table>

(Continues on next page)
Purpose 2: Promote the opportunities, benefits and values of practicing physical activity and sport.

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>GOAL</th>
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</thead>
<tbody>
<tr>
<td>Studies, research and science</td>
<td>Develop and foster scientific knowledge in practice of physical activity and sport during entire lifetime.</td>
</tr>
<tr>
<td>Communication and broadcasting</td>
<td>Inform values and benefits associated to practice of physical activity and sport along with ethics, fair play and the fight against doping.</td>
</tr>
<tr>
<td>Citizen participation</td>
<td>Implement formal citizen participation mechanisms for the design, follow-up and evaluation of plans and programs jointly with the population.</td>
</tr>
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</table>

Purpose 3: Put together a National Physical Activity and Sports System which involves all the public and private players in its development.

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>GOAL</th>
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<tbody>
<tr>
<td>Associativity</td>
<td>Strengthen capacities, competences and executive and organizational leadership to promote associativity and best practices in the management of sports organizations.</td>
</tr>
<tr>
<td>Development</td>
<td>Acknowledge, coordinate and improve sources of financing for sport and physical activity through actions which bring together development instruments at a national, regional, local and sectorial level.</td>
</tr>
</tbody>
</table>
### Institutionality
Modernize sports institutionality to develop collective and specific work in the development of physical activity and sport at a local, regional, national and international level.

### Inter-sectoriality
Link work between public and private, national and international bodies at a local, regional and central level which strengthen joint strategies in the area of physical activity and sport.

### Normative Framework
Develop a legal and normative framework which facilitates access for people and exercising the right to practice physical activities and sports, individually and/or collectively.

**Purpose 4:** Position Chile in the highest international competition, through the training and perfecting of the practice of conventional and Paralympic performance sport.

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>GOAL</th>
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</thead>
<tbody>
<tr>
<td>Sports training and detection</td>
<td>Develop a sporting base through the training and detection of sporting talent for conventional and Paralympic high performance sports.</td>
</tr>
<tr>
<td>Competition systems</td>
<td>Promote organization of sports competitions in national and international educational, federated and non-federated area, guaranteeing regular and systematic participation of the sports-persons.</td>
</tr>
<tr>
<td>Preparation and participation</td>
<td>Watch over that performance sportspersons suitably implement their preparation and participation processes in national and international sporting events, supported technically by multidisciplinary teams from the sports science area.</td>
</tr>
<tr>
<td>Integrated Assistance for the Sportspersons</td>
<td>Improve incentives, social security and compatibility of studies of the performance sportspersons that allows them to remain on the sports circuit and allows their insertion in the working world after their sports career.</td>
</tr>
</tbody>
</table>
Cristian Valenzuela in the II National and Paranational Games, Santiago, 2015.
CHAPTER VIII: Courses of Action of the National Physical Activity and Sports Policy

Purpose 1: Broaden participation of the population at a local, regional and national level in the systematic practice of physical activity and sport during their entire life.

DIMENSION 1.1: PARTICIPATION OF BOYS, GIRLS AND YOUNG PEOPLE

COURSES OF ACTION:

<table>
<thead>
<tr>
<th>1.1.1.</th>
<th>Design and implement special programs for the development of psychomotority at the nursery educational level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.2.</td>
<td>Create and implement a National Plan which fosters and increases the effective systematic practice of physical activity, games, recreation and sport in the school system.</td>
</tr>
<tr>
<td>1.1.3.</td>
<td>Design and implement physical activity and sports programs which foster playing and recreation for motor skill development at pre-school, school and higher education levels.</td>
</tr>
<tr>
<td>1.1.4.</td>
<td>Promote practice of physical activity and sport as an integrated form of training in pre-school, primary, secondary and higher education levels.</td>
</tr>
<tr>
<td>1.1.5.</td>
<td>Design and implement innovative and inclusive strategies in gender, disability and indigenous peoples at a pre-school, school and higher education level.</td>
</tr>
</tbody>
</table>
### DIMENSION 1.2: PARTICIPATION OF ADULTS AND SENIOR CITIZENS

#### COURSES OF ACTION

1.2.1. Develop opportunities for the practice of physical activity and sport orientated to specific groups, considering physiological, cultural, socioeconomic, gender interests and particular aspects, among others.

1.2.2. Design and implement programs that tend to improve access to systematic and permanent practice of physical activity and sports in public spaces.

1.2.3. Promote physical activity and sports in the workplace and in organizations.

1.2.4. Foster practice of traditional physical activities and sports of indigenous peoples from our country.

### DIMENSION 1.3: HUMAN RESOURCES DEVELOPMENT

#### COURSES OF ACTION

1.3.1. Prepare, implement and administer a national registry of executives, coaches and professionals certified in physical activity and sport.

1.3.2. Foster creation of a network of higher education institutions which brings together processes of training, teaching, reevaluation and certification of coaches and professionals from the area.

1.3.3. Foster generation of training programs for human resources which belong to the base sporting organizations.

1.3.4. Implement actions that are needed to permanently train human resources involved in high performance development.

1.3.5. Set up training programs in the management and administration of sports facilities.

1.3.6. Encourage that the training of physical activity and sports coaches and professionals is representative of the needs, interests and demands associated to the area.
## DIMENSION 1.4: INFRASTRUCTURE AND SPACES

### COURSES OF ACTION

<table>
<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>1.4.1</td>
<td>Promote that, in all investment projects in sporting infrastructure and facilities, the sponsoring entity defines sources of financing and management plan which commit to sustaining the operation and maintenance of the projects.</td>
</tr>
<tr>
<td>1.4.2</td>
<td>Evaluate and validate all investment projects and their management plan destined to generate new facilities and infrastructure, submitting these beforehand to the design stage, to the institutional strategic planning parameters and goals.</td>
</tr>
<tr>
<td>1.4.3</td>
<td>Reactivate or optimize existing public infrastructure and facilities that have operational sustainability problems, by studying and developing suitable management plans that will be applied for each case.</td>
</tr>
<tr>
<td>1.4.4</td>
<td>Promote and encourage that resources' investments and expenses benefit the facilities and infrastructure which meet suitable territorial, universal accessibility and connectivity standards.</td>
</tr>
<tr>
<td>1.4.5</td>
<td>Develop an evaluation and certification system for institutional facilities which reports their suitability for the development of sustainable infrastructure, or their situation of heritage.</td>
</tr>
<tr>
<td>1.4.6</td>
<td>Promote decentralization of investments, in benefit of priority development of distant and vulnerable regions.</td>
</tr>
<tr>
<td>1.4.7</td>
<td>Promote that the investment projects in public facilities and infrastructure consider the use and saving of clean, renewable and recyclable energies.</td>
</tr>
<tr>
<td>1.4.8</td>
<td>Propose technical standards for the urbanistic and architectonic planning of the facilities, along with the technical design and construction norms of sporting infrastructure which complement the current norm.</td>
</tr>
<tr>
<td>1.4.9</td>
<td>Generate and maintain a national list of public and private sector sports facilities which allow planning investment in the sector.</td>
</tr>
</tbody>
</table>
**Purpose 2:** Promote the opportunities, benefits and values of practicing physical activity and sport.

### DIMENSION 2.1: STUDIES, RESEARCH AND SCIENCE

<table>
<thead>
<tr>
<th>COURSES OF ACTION</th>
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<tbody>
<tr>
<td><strong>2.1.1.</strong> Permanently evaluate impact and contribution of public projects in physical activity and sports during their lifetime.</td>
</tr>
<tr>
<td><strong>2.1.2.</strong> Encourage development of measurement and baseline information tools in regard to the population's practice, habits and interests in physical activity and sport, with a lifetime approach and in the people's different areas of development.</td>
</tr>
<tr>
<td><strong>2.1.3.</strong> Characterize management and administration structures of the council's sports, education and sports organization services.</td>
</tr>
<tr>
<td><strong>2.1.4.</strong> Promote studies and research in physical activity and sport in co-ordination with the higher education establishments.</td>
</tr>
<tr>
<td><strong>2.1.5.</strong> Promote the development of knowledge about physical activity and sports together with higher education establishments and the National Scientific and Technology Research Commission.</td>
</tr>
<tr>
<td><strong>2.1.6.</strong> Create a national system of information about physical activity and sport and kept it updated, with emphasis on the public programs and their beneficiaries.</td>
</tr>
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### DIMENSION 2.2: COMMUNICATION AND DISSEMINATION

<table>
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<tr>
<th>COURSES OF ACTION</th>
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<tbody>
<tr>
<td><strong>2.2.1.</strong> Promote opportunities for acknowledging organizations or sportsmen and women who stand out and inform about the values of practicing physical activity and sport.</td>
</tr>
<tr>
<td><strong>2.2.2.</strong> Strengthen national and international cooperation actions for doping, through the education, prevention and control of the consumption and sale of illegal substances, when seeking sports performance.</td>
</tr>
<tr>
<td><strong>2.2.3.</strong> Develop an information and promotion system for the national population in their different age groups about the benefits and opportunities that doing regular physical activity and sport have.</td>
</tr>
<tr>
<td><strong>2.2.4.</strong> Develop a standardized information system at a local, regional and national level about the opportunities that exist for physical activity and sport.</td>
</tr>
</tbody>
</table>
### DIMENSION 2.3: CITIZEN PARTICIPATION

#### COURSES OF ACTION

| 2.3.1. | Encourage community participation in the design, follow-up, implementation, and evaluation processes of public management in physical activity and sports matters. |
| 2.3.2. | Educate and inform the population of the rights and responsibilities involved in the practice of physical activity and sport. |
| 2.3.3. | Encourage physical activity and sport as a citizen practice, through the opportunities developed by public and private projects. |

**Purpose 3:** Put together a National Physical Activity and Sports System which involves all the public and private players in its development.

### DIMENSION 3.1: ASSOCIATIVITY

#### COURSES OF ACTION

| 3.1.1. | Encourage adaptation and standardization of sports organizations in the National Sports Organizations Registry, linking them with the council records. |
| 3.1.2. | Develop and expand upon best practices in sports management and associativity among the organizations that promote physical activity and sport at a local level. |
| 3.1.3. | Develop recovery and incentive strategies for organizations registered in the National Sports Organizations Registry (RNOD in Spanish). |
| 3.1.4. | Encourage strategies which allow regularly technically guiding the tasks of the sports organizations for their continuous improvement. |
| 3.1.5. | Generate follow-up and evaluation mechanisms to transfer information and knowledge through training and consultancy with executives and organizations. |
| 3.1.6. | Create an incentive system for administrative and sporting management of the national, regional and local federated sector, with duties and rights, with the purpose of modernizing their development processes. |
| 3.1.7. | Promote training and strengthening of Sports Federations in their organizations administrative, sporting and management bases. |
### DIMENSION 3.2: DEVELOPMENT

**COURSES OF ACTION**

| 3.2.1. | Prepare National Fund for Sports Development (FONDEPORTE), improving competition, application offer in its categories and easier access for sports organizations. |
| 3.2.2. | Improve and simplify application document for tax incentives of donations for sporting purposes and spread the benefits of its use. |
| 3.2.3. | Support application, implementation and release processes of projects financed by funds that are open to bidding. |
| 3.2.4. | Propose tie in strategies with (public and private) inter-sectorial development documents, as well as at a regional and local level. |
| 3.2.5. | Develop corporate social responsibility applied to the development and encouragement of playing sports and doing physical activity. |

### DIMENSION 3.3: INSTITUTIONALITY

**COURSES OF ACTION**

| 3.3.1. | Foster and strengthen structures in charge of developing physical activity and sport at a council, school and higher education level, along with entities which run public interest programs. |
| 3.3.2. | Promote and technically guide the design, preparation, implementation, follow-up and evaluation of Community Physical Activity and Sports Plans. |
| 3.3.3. | Technically guide the design, preparation, implementation, follow-up and evaluation of regional Physical Activity and Sport Plans in coordination with the Regional Governments. |
| 3.3.4. | Link Regional Physical Activity and Sports Plans and Policies with the diverse regional (Regional Development Strategy, Territorial Ordering Plan and National Regional Development Fund) and district (District Development Plans) management tools. |
| 3.3.5. | Support creation and strengthening of an institutionality which allows developing the organics of school, higher education and federated sport (both conventional and Paralympic), both at a national and international level. |
| 3.3.6. | Encourage institutional consolidation of international entities which the Chilean State is a member of. |
### DIMENSION 3.4: INTER-SECTORIALITY

#### COURSES OF ACTION

| 3.4.1. | Create a formal opportunity for the inter-sectorial coordination of national and regional public and private actors, permitting an efficient preparation of actions to implement this policy. |
| 3.4.2. | Foster inter-sectorial strategies for the creation, setup and recovery of public use properties and other state facilities, for the practice of physical activity and sport for all the community. |
| 3.4.3. | Promote and foster public and private strategic alliances to look after, administer and operate the facilities, infrastructure and public spaces for physical activity and sport. |
| 3.4.4. | Encourage linking up regional and national organizations of the federated and non-federated sector, as well as with international sports-related organizations. |
| 3.4.5. | Develop sporting diplomacy as an element of cooperation between States and international political and sporting entities to support the development of doing physical activity and sport in all their forms. |
### COURSES OF ACTION

| 3.5.1. | Improve the current spread of legal regulatory norms of the sports by means of promoting a systematized sports legislation, set up to aid its comprehension and use by the citizenry. |
| 3.5.2. | Encourage and promote the legal and institutional establishment of the National Physical Activity and Sport System in all its territorial levels, together with the private and public players involved in this. |
| 3.5.3. | Improve the institutionality and the general sports regulatory framework to adapt it to the population's new realities and aspirations. |
| 3.5.4. | Generate a regulatory framework that encourages the development of high performance sport, providing a suitable social protection for the sports-men and women under this category. |
| 3.5.5. | Encourage the perfecting of the legal and regulatory framework of the sports development instruments, in order to qualitatively and quantitatively improve the development and financing of physical activity and sports. |
| 3.5.6. | Promote the generation of a legal framework which makes a greater decentralization and participation of the regional and district levels possible in the preparation and implementation of the sports and physical activity promotion and development actions. |
| 3.5.7. | Encourage the perfecting of the sporting organization's legal and regulatory guidelines, promoting the generation of new ones which are required so that they are coherent with the Policy's proposals. |
| 3.5.8. | Encourage, jointly with the players involved, the generation of the legal guidelines which make it possible for the councils to suitable fulfill the role allocated in the National Sports and Physical Activity System. |
| 3.5.9. | Generate regulatory changes which regulate professional sports and violence in sports events. |
**Purpose 4:** Position Chile in the highest international competition, through the training and perfecting of the practice of conventional and Paralympic performance sport.

**DIMENSION 4.1: SPORTS TRAINING AND DETECTION**

<table>
<thead>
<tr>
<th>COURSES OF ACTION</th>
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<tbody>
<tr>
<td>4.1.1. Create and coordinate programs which contribute to the training of potential sports talents.</td>
</tr>
<tr>
<td>4.1.2. Develop a national talent detection system that involves the different sports area players in its management.</td>
</tr>
<tr>
<td>4.1.3. Propose methodological tools which support the management of training and the detection of talents in the Sports Federations, their associations and clubs.</td>
</tr>
<tr>
<td>4.1.4. Strengthen development and management of Regional Training Centers, thus permitting the decentralization in the detection and training of local sportsmen and women.</td>
</tr>
</tbody>
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**DIMENSION 4.2: COMPETITION SYSTEM**

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<thead>
<tr>
<th>COURSES OF ACTION</th>
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<tbody>
<tr>
<td>4.2.1. Develop continuous competition programs with public and private participation at a primary, secondary and higher education level.</td>
</tr>
<tr>
<td>4.2.2. Support, foster and set out federated and non-federated sports competitions at a local, regional, national and international level.</td>
</tr>
<tr>
<td>4.2.3. Strengthen local, regional, national and international single and multi-sport event organization processes.</td>
</tr>
<tr>
<td>4.2.4. Promote technical relationship of sports federations with the educational competitions of the public and private sector.</td>
</tr>
</tbody>
</table>
## DIMENSION 4.3: PREPARATION AND PARTICIPATION

### COURSES OF ACTION

<table>
<thead>
<tr>
<th>Course of Action</th>
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<tbody>
<tr>
<td><strong>4.3.1.</strong> Set up a recovery, correction, adaptation, repair and/or implementation plan of facilities in the Regional Training Centers (CER).</td>
</tr>
<tr>
<td><strong>4.3.2.</strong> Link Regional Training Centers to other international centers to favor the transfer of techniques and knowledge about training and perfecting high performance sportsmen and women.</td>
</tr>
<tr>
<td><strong>4.3.3.</strong> Design a regional scholarship and incentive system which allows permanently supporting outstanding sportsmen and women in each one of the country's territories.</td>
</tr>
<tr>
<td><strong>4.3.4.</strong> Encourage creation of public and/or private programs which stimulate the development and practice of sports sciences, orientated to high performance.</td>
</tr>
<tr>
<td><strong>4.3.5.</strong> Permanently review national prizes and incentives categories, based on the new demands of sports, as well as the country's sporting goals.</td>
</tr>
<tr>
<td><strong>4.3.6.</strong> Set up training strategies for the proper use of ergogenic aids and doping control.</td>
</tr>
<tr>
<td><strong>4.3.7.</strong> Set up a priority system for strategic sports to be strengthened to obtain international level achievements.</td>
</tr>
<tr>
<td><strong>4.3.8.</strong> Encourage the federated entities to have a technical development line which is applied to their sport at a local, regional and national level.</td>
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## DIMENSION 4.4: INTEGRATED ASSISTANCE FOR THE SPORTSPERSONS

### COURSES OF ACTION

<table>
<thead>
<tr>
<th>Course of Action</th>
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<tbody>
<tr>
<td><strong>4.4.1.</strong> Modernize public support and financing programs for the activities and resources required by performance sportsmen and women.</td>
</tr>
<tr>
<td><strong>4.4.2.</strong> Foster the compatibility of the high-performance sportspersons' studies, in coordination with the Ministry of Education and the educational, school and higher education institutions.</td>
</tr>
<tr>
<td><strong>4.4.3.</strong> Support the development of social security for the performance sportsmen and women.</td>
</tr>
<tr>
<td><strong>4.4.4.</strong> Provide tools for life that contribute to the social, educational and work insertion of the sportspersons after their sports career.</td>
</tr>
<tr>
<td><strong>4.4.5.</strong> Establish entry and exit itineraries for high performance, with the corresponding supports.</td>
</tr>
</tbody>
</table>
Follow-up and Assessment of the National Physical Activity and Sport Policy

To watch over the fulfillment of each one of the purposes and courses of action of the National Physical Activity and Sports Policy, the Ministry for Sport has to lead the preparation and implementation of a Follow-up and Evaluation System which considers annual indicators and goals, which allow monitoring how each one of the scheduled commitments is fulfilled in the short, medium and long term.

The evaluation of the National Physical Activity and Sports Policy 2016-2025 will be done every five years through the National Technical Committee set up at the beginning of the process, which reinforces the intersectorial nature of this policy, both in the design and in the follow-up and evaluation of its impact. This evaluation will consider social, political, sporting or natural factors, which could eventually alter the context in which it is implemented, refocusing its priorities considering the potential new scenarios.

This reinforces the inter-sectorial nature of this National Policy, both in the design and in the follow-up and evaluation of its impact.

The following are among the actions that will be done:

- National and Regional Strategic Plans which show the specific actions, responsible parties, timeframes and compliance indicators and means verification thereof, with a temporary ten-year outline.
- Evaluations and studies which allow making adjustments and permanently redesigning this National Policy.
- An Observation entity for Physical Activity and Sports which monitors and evaluates the compliance of national and international commitments established in the Strategic Plans.
- IT systems integrated with other ministries and public services, in order to permanently analyze the result and impact of the focus of implemented
programs.
Implement the formal citizen participation modalities in the public management process, as established in Law Nº 20500/2011 to follow-up on and evaluate the public policy.
CHAPTER IX:
Development Model: Core Concepts of the National Physical Activity and Sports Policy

The National Physical Activity and Sports Policy 2016–2025 proposes a development model which sets out its main proposals and courses of action and that will orientate the design, preparation, follow-up and evaluation of social plans and programs, integrating them so they can provoke, in the population, greater adherence to the systematic and regular practice, helping the personal and social well-being that the community requires.

This sports development model collects, acknowledges and adapts international experiences in physical activity and sports development, promoted by the State and by civilian organizations that are related with the public, to improve the quality of life of the people with a lifetime approach, and guiding the community, regional and national levels (Canadian Sport for Life, 2015) to facilitate access and participation, in the starting up, training, development and practice of the population, in order to contribute to the integrated development of boys, girls, young people and senior citizens (COLDEPORTES, s. f.), while looking at sporting performance, for the involvement of the private and associative sector, with emphasis on those closest to the grassroots, including clubs, associations and federations.
which look to promote the practice of one or more sports categories (Upper Sports Council, no date).

**Strategic Core Concepts**

The National Physical Activity and Sports Policy 2016-2025 will consider the formation of the sports categories that the Sports Law states and which in its programmatic expression must have a relationship with each other, as strategic core concepts for its roles and the link with the public and private actors of the National Physical Education and Sports System, looking for a greater impact and coherence as a public policy.

1. **Physical Activity and Sports Education**

This concept is linked to the development of physical activity and sports in pre-school and school levels, as well as for people with disabilities. It intends on providing support, incorporating social, psychological, biological, cognitive, motor and affective points of view. These will be adjusted to the realities that the different groups from the aforementioned levels have. Sports activity at pre-school and school levels must meet the working strategies which promote the ludic aspect, the development and strengthening of the motor aspects, the sense of integration, empathy, values and knowledge of the sport.

2. **Social Participation Sport and Physical Activity**

This concept is orientated towards physical activity and sport in different dimensions and levels: district, work, educational and organizational. Social participation sport and physical activity is the continuous and systematic practice of physical activity and recreational sport in the community, designed based on their needs and interests, through accessible
opportunities which, in addition, incorporate the public spaces to broaden the population’s possibilities and opportunities. In this way, this concept contemplates the development of a group of programs directed towards different age groups such as boys, girls, young people, adults and senior citizens, with special attention paid to the most vulnerable sectors, as well as to the disabled, indigenous peoples and the penal population, among others, expressing the sense of physical activity with the Legal approach.

3. Performance Sports

This concept covers, interrelates and is focused on the competition and high performance system; it is also orientated towards strengthening Paralympic sport. It is understood as the activity which involves a systematic and highly demanding practice in the respective sporting specialty. This stage is reached after a sequential process which contemplates the phases of: starting up, development, perfecting and retirement. The goal of this concept is to achieve the maximum possible sporting achievements to position Chile in the highest competitions at an international level, through a talent development process that is coherent with each one of their educational stages.

Transversal Core Concepts

The National Physical Activity and Sports Policy 2016–2025 identifies transversal and complementary elements for the development of physical activity and sport in its diverse categories and forms, as factors that make a greater social impact possible under a perspective of quality.
1. Human Resources

This concept identifies the training of sporting human capital as a determining factor for the future development of physical activity and sport. For this, the sporting institutionality, together with the public and private sectors through strategic alliances, will focus on strengthening the human capital training programs in physical activity and sports areas, as well as strengthening the insertion of trained human resources into each one of the country's regions. These actions will contribute to improving the population's educational processes throughout their lives, extending the coverage of social participation sport, fostering the development of performance sport in regions, and strengthening the national and regional sports competitions.

2. Physical Activity and Sports Science and Research

The goal of this core concept is to propose lines of investigation which give basis to the public sports policies of the sector, through the generation of the necessary conditions to encourage Higher Education Institutions and other public and private entities to provide studies in subjects related to the development of physical activity and sport, which allow especially orientating and providing theory and method for the development of plans and programs, with special emphasis on the sports performance sciences.

3. Associativity

Associativity constitutes one of the main resources of social organizations and can be incorporated and understood as a potentiality from the public role that they exercise. Likewise, it is also understood as an organizational action resource that is expressed in the common activities and goals of a collective, with a greater or lesser degree of formalization (structure and roles) and in which there is a manifested willingness to associate to perform
a determined activity, which individually could not be done.

In this sense, the associativity of the sporting organizations is inserted in a formative, social-recreational, competitive and representative setting, producing formal and informal, citizen based participation and meetings. The development of associativity implies advancing in strengthening the public-private relationship of all the players that are directly or indirectly connected in the development of physical activity and sport, as well as in the continuous training of the members of the sporting bodies. In this same aspect, modernizing the regulations and registries of sports organizations will allow building a better relationship between the State and the organizations which have roles of a public interest, looking at not only gaining greater benefits, but also generating greater joint responsibility.

4. Infrastructure and Sporting Spaces

This transversal core concept implies generating the actions needed to provide the country with infrastructure and accessible spaces, which meet the needs of the community to practice physical activity and play sport. These projects must contribute to the population of all ages doing sport, with the goal of building healthy habits, social integration and the country's multi-culturality, with the incorporation of adapted sports disciplines and indigenous games.

This dimension implies not only the construction of new infrastructure, but also as a priority, setting up or improving existing spaces along with the preparation of other facilities to be used optimally, incorporating management models that assure the continuity in the long term in their operation, maintenance and conservation.

The maintenance and development of diverse spaces and infrastructure for physical activity and sport, is due to the citizen and technical demands identified during the citizen dialog process. These spaces and infrastructure
in general, apart from being essential for the different physical activities and sports, must fit local and regional requirements, including the citizen’s demands, the technical support and the territorial pertinence of the projects.

Because of this, the National Policy does not just focus on the construction and fitting out of new spaces, but also looks to recover sporting infrastructure in local communities to with this, revitalize the social neighborhood bonds and develop physical activity and sports as forms of integration.

5. Financing and Development Tools

The National Policy will be focused on extending and improving the sources of financing for sport and physical activity through coordination with other public and private entities which safeguards resources destined to the promotion and development of physical activity and sport. Focusing and making the public budget in this sector more efficient means considering the following options as strategic allies: FONDEPORTE, donations with sporting ends and regional sources like the Regional Governments’ National Regional Development Fund, among others.

6. Institutional and Regulatory Framework

This concept proposes developing a legal and regulatory framework that aides the practicing of physical exercise and sport throughout a lifetime, strengthening the development and preparation of the new national policy along with its regional policies. Said framework will involve, in an organized and coordinated manner, all the relevant players of the sport sector, both in the public and private area.
under the leadership and coordination of the Ministry for Sports. The new policy’s impact on the regulatory and legal aspects must be translated into a joint set of measures, both new ones and adaptations, which aspire towards the development of physical activity and sports at a work, school, higher education and performance sport level, among others.

7. Promotion

This core concept proposes a series of actions which encourage the practice of physical activity and sport both individually and collectively, through the development of information strategies (communication campaigns, material, educational talks and audiovisual products); the recognition of best practices and innovative models which strengthen the participation at an organizational and community level, and the handling of knowledge in the physical activity and sport area.

8. Sports equipment

This concept refers to the series of actions orientated towards assessing the amount, status and condition of the equipment available in the facilities where sport takes place throughout the country, with the objective of supplying and/or renewing these constantly, guaranteeing the existence of the conditions needed to develop and encourage the practice of physical activity and sport at all levels, especially in both conventional and Paralympic performance sport, visualizing the opportunity to set up strategic alliances with the private sector that produces these and that form part of the sports industry.
OUTLINE 10: PHYSICAL ACTIVITY AND SPORT DEVELOPMENT MODEL

Maria José Moya winning bronze at the XVII Panamerican Games in Toronto, 2015.
With the public powers playing a fundamentally complementary role in the sports movements, close ties are essential with the non-governmental sports organizations to achieve the goals, as well as, where appropriate, implementing mechanisms to develop and coordinate sports at all levels.

"European Sports Charter"
FOURTH PART:
NATIONAL PHYSICAL EDUCATION AND SPORTS SYSTEM
Barbara Riveros winning Gold at the XVII Panamerican Games in Toronto, 2015.
CHAPTER X: National Physical Activity and Sports System

With the idea of obtaining an effective social and territorial scope of the development of the practice and progress of physical activity and sport in the national population, the Ministry for Sport will be responsible for preparing the development of the "National Physical Activity and Sport System". This will necessarily imply acting in coordination with a broad group of both public and private actors, which will permit combining efforts and setting up communication channels, defining roles and agreeing upon strategies that make the materialization of joint tasks orientated towards strengthening the action of each one of these and the system as a whole, possible. This, with the sense of giving direction and coherence to the different actions to achieve common goals in the short, medium and long term.

In general terms, the constituent and different parts of the national physical activity and sports system (Blanco et al, 2014) are:

The legal organization of sport: this being the regulatory framework which binds it and confers a certain order to it.

The sports structure: comprising an associative, national and
international public and private sector, as well as a private sector orientated towards the sports industry. 

Sporting infrastructure: comprising the necessary equipment, which is given by the actors involved in the system. 

Economic resources: these are diverse and the subsidizing and sponsorship of the players involved in the system stand out, as well as the contribution of the participants themselves. 

Human resources: this considers the sportsmen and women, executives, trainers, administrative staff and auxiliary and voluntary personnel.

System's Territorial Levels

1. National Level of the Physical Activity and Sports System

The National Physical Activity and Sports System represents and makes possible the development of sport within a certain territory and is defined as a group of all those elements related with each other and which contribute to the development of sport in all its forms. The Sporting System as a whole, comprises a complex structure which is interrelated with its different elements which are constantly changing. This is why its main characteristic is its dynamic nature (Blanco et al, 2014).

The setting up of the National Physical Activity and Sports System will require starting up a preparation plan of the private and public players and the generation of a harmonic set of standards that allow giving a structured character to the development of the inter-ministerial, inter-sectorial and inter-institutional work in the different territorial levels, in order to achieve their strategic projection, legal stability and institutionalization.

This system is the instrument of greatest relevance for the National Policy and has the purpose of ordering, organizing, coordinating and strengthening the action of all the players involved in the development
process of the country's physical activity and sport, harmonizing and optimizing the efficient use of the resources involved. Likewise, this system will make the harmonious integration of the potentialities, efforts and interests of the diverse sporting agents in the country possible in their respective territorial scales.

At the national level, the System will combine and prepare both the public entities and the sporting organizations, whose area of competence or of representation is extended to the entire country, such as Ministries, Public Services, the Chilean Olympic Committee or Sports Federations.

2. Regional Level of the Physical Activity and Sports System

In each one of the country's regions, a Regional Physical Activity and Sports System will be set up and prepared to confer a true meaning and scope to the territorial decentralization in the development of physical activity and sport, and to provide real possibilities of development to the specific potentialities of each region. These regionally based systems must act in tune with the directives of the National System, but with a strategic view focused on the respective needs, particular requirements, strengths and weaknesses of each region, as well as their human, economic and institutional resources.

The Regional Physical Activity and Sports System will be set up and prepared under the leadership of the Sport Ministry's Regional Secretary and will involve the regional governments, local ministerial authorities that are involved in the national system and their respective public services, relevant sports organizations in the region, higher education institutions, local government, local municipalities (councils) and important companies of the region.

The goal of the Regional Physical Activity and Sport System is to coordinate the efforts and resources of the different sporting players in each
region to, in this way, achieve a greater coherence in the implementation of the actions defined in the regional policy and thus stimulate the greatest development possible of the specific potential of the region, along with the integrated sporting development of the country.

3. Local Level of the Physical Activity and Sports System

This is the level in which the system must achieve that the direct contact with the people is really tangible, making the channeling of their needs, interests, demands and aspirations possible and that also promotes and encourages the effective integration and participation of all citizens in the improvement and development of physical and sporting activity in their surrounding area. For this, the district level represents the most decentralized and direct expression of the system, since it has the possibility of materializing actions with a higher impact and benefit for the people.

The generation of a District Physical Activity and Sports System, fundamentally implies that in the local area, those organizational structures or opportunities for sports development are achieved, permitting that the interaction with the community in this aspect is done in an institutionalized, systematic and permanent manner, so that, at the same time, the support from the system's national and regional level can be given fluently, coherently and in a coordinated manner.

The role of the council (municipality) is transcendental in the District System. First, because of its capacity as a binding entity of the local sporting agents and also for its management capacity through its areas that are in charge of sport. Therefore, it is of fundamental interest for the effectiveness of the district system, that the municipality's internal sports development structures are set up, institutionalized and strengthened so that these are more or less uniform throughout the country. As a result of this, the National Policy will encourage the generation of the legal
instruments needed to achieve said goal.

These are the grass roots social organizations that must nourish and give vitality to the District System, as from their strength and effectiveness will depend greatly on their active participation and involvement. Sports Clubs, Neighborhood Groups, Parents and Guardians' Centers, among others will rise as the protagonists in the development of physical activity and sport in their district. Along with these groups, the district's educational establishments and local companies, form a diverse but coherent group of public and private district players, as part of a system which is led by the municipality and duly supported by the national and regional level so that it can face the task of developing and promoting the development of physical activity and sport at a more decentralized level and in direct contact with the community. This with the goal that the needs and aspirations of physical activity and sport in the local population are concretely and specifically achieved.

The District System must act following the directives of the higher Systems, as well as in coherence with the Regional Physical Activity and Sports Policies and the District Physical Activity and Sports Plans. Therefore, the Regional Ministerial Sports Secretaries and the municipalities have a proactive role in this process.

### OUTLINE 11: TERRITORIAL LEVELS AND ROLES OF THE NATIONAL SYSTEM

| MINISTRY FOR SPORT  
(Leadership and development of the National System) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTIONALIZED COORDINATION</td>
</tr>
<tr>
<td>PUBLIC SYSTEM PLAYERS</td>
</tr>
<tr>
<td>NIVEL TERRITORIAL NAIONAL</td>
</tr>
</tbody>
</table>

Players of the National Physical Activity and Sports System

The Public sector

This comprises a group of public entities whose roles and competences are directly and indirectly linked with the goals of this National Physical Activity and Sports Policy, both at a National and Regional level. Among the most important public actors are:

**Ministry for Sport:** its institutional role of leading the sport sector is essential for the preparation of a group of players that the System will comprise and for the implementation of this at a national level and in the regional and district levels through the Regional Ministerial Secretaries. In addition, the Ministry has the National Sports Council, whose role as a consulting body, is fundamental to meet the institutional goals.

**National Sports Institute (IND):** its importance for the system derives from its institutional role as the implementing entity for the policies, plans and programs defined by the Ministry for Sport both in the central plane, and in the regional plane by means of their Regional Directions.

**Ministry of Health (MINSAL):** this Ministry has a standout role in the system, which is determined by the unbreakable ties between sport and physical activity and the health and quality of life of the population. The convergence of interests and objectives of MINSAL with those established in this national policy, make the communication, coordination and collaboration of this Ministry with the other systems involved in the System, a priority. The magnitude of the health, physical activity and sport synergy mean that a strategic alliance between both Ministries is of great importance for the country and for the benefit of the population as a whole, for which the integration of the Health sector to the System is a priority.
Ministry of Education (MINEDUC): leads a key sector for the consolidation of the education/sport relationship, which also constitutes one of the fundamental principles of the National Policy. Its institutional mission is to guarantee an equal, quality educational system which contributes to the integrated and permanent education of the people and for the development of the country, through the preparation and implementation of policies, standards and sectorial regulation. It is directly related with the goals the system sets out at all levels. The multiplicity of areas which link the education sector with the sport sector make the coordination and preparation of joint strategies imperative. The incorporation of MINEDUC to the system is essential for strengthening the benefits of physical education and of the practice of sport at all levels of the, with special emphasis in the development of early motor stimulation, perfecting the educational equality measurement system, establishing uniform criteria of the sport scholarship system in higher education and, advancing in all those actions which make possible the materialization of compatibility of the academic system with the practice of sport in the institutions of this area.

Housing and Urbanism Ministry (MINVU): its integration to the system is enormously important in regards to the development of public spaces, neighborhoods and urban planning related to the population being able to access physical activity and sport.

Social Development Ministry (MIDESO): its participation is important, as this ministry brings together the public services whose purpose is to improve the quality of life of diverse sectors of the population, which directly connects the purposes and objectives of the system. The institutional missions of the Services, like the National Youth Institute, National Disabled Service, National Indigenous Development Corporation, National Senior Citizens Service and others is of direct interest for the system.

Work and Social Security Ministry: the participation of this sector in the system is essential to incorporate the Chilean workforce into the practice of physical activity and sports, by means of implementing encouragement and
promotion policies that facilitate this in the working environment.

**Regional Governments (GORE):** their role is a determining factor in the effective decentralization process of the National Policy and for the design, implementation and development of the system in the regional plan, as in its position as the administrative entity responsible for the region, it contributes to the sports facility investment plan.

**Municipalities:** in our country, municipalities are a public institution that has a more direct and concrete link with the local communities and the people, which is why their role in the development of the local system, is irreplaceable when preparing a programmatic offer of physical activity and sport in tune with the real needs and aspirations of the local population, constituting at the same time, the most relevant player in setting and expressing with the communities, those directives and actions that come from the system’s national and regional levels.

**The Private Sporting Sector**

The private sporting sector is formed by a diverse group of players that make up the associative grass roots of sports’ social fabric. Its importance is vital within the system and the strength of the system as a whole and in each one of its territorial levels, depends greatly on the levels of participation, integration, organization, growth and modernization of the management. In practice, the private sporting sector is comprised by three large areas:

**Non-profit making sports organizations:** within this first group are the Chilean Olympic Committee, the Chilean Paralympic Committee, the National Olympic and Non-Olympic Sports Federations, and the grass roots sports organizations, both associations and clubs, which constitute the essential associative fabric in which organized sports participation is channeled, both at a national and international level.
Private sports companies: these currently have an important role in the development of professional sport through professional sport joint-liability companies and will have a role of growing importance, not only so the workers do physical activity or play sport, but also as a source of financing for the system.

Higher Education Institutions: these constitute a broad heterogeneous group of entities, whose role in physical activity and sport is transcendental for the different levels of the system, whether these are public and private universities, Professional Institutes, Technical Training Centers or Armed Forces Schools. These educational institutions bring together a significant part of the country’s total population, as students. Students who require as citizens, a real access to physical activity and sport.

The higher education institutions must become a continuity bridge between sport that is played during childhood and sport played during adult life. Likewise, they must be a path that allows talented sportspersons to move onto high performance without interrupting their projections due to the obligation of having to choose between academia and sport, if the mechanisms do not exist to combine both options. In this way, the higher education institutions are called to perform an essential role for the integrated development of physical activity and sport for the population as a whole, as well as a very significant contribution in the educational process of human resources related to the activity and the development of research in the field of physical activity and sports sciences. In regards to this area, the importance of organizations like the National Physical Education Academic Council (CANEF). This is a standout entity in this area in the country. Their mission is to cultivate the sciences of physical activity, sport and human motricity through academic activity.
# Table 17: Actors of the National Physical Activity and Sports System

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>GOAL</th>
</tr>
</thead>
</table>
| Public    | • Ministry for Sport.  
• Regional Ministerial Secretaries.  
• Chilean National Sports Institute.  
• IND Regional Directions.  
• National Sports Council.  
• Ministry of Health.  
• Ministry of Education.  
• Housing and Urbanism Ministry.  
• Social Development Ministry.  
• Other Ministries and Public Services.  
• Regional Governments.  
• Municipalities.  
• Educational Institutions |
| Private   | • Chilean Olympic Committee.  
• National, Olympic and Non-Olympic Sports Federations.  
• Chilean Paralympic Committee.  
• Sports Clubs.  
• Sports Leagues and Associations.  
• Local Sports Councils.  
• Municipal Sports Corporations.  
• Educational Institutions.  
• Pre-school, Primary and Secondary Education Institutions.  
• Higher Education Institutions.  
• Sports organizations for disabled.  
• Organizations that promote Physical Activity and Sports Sciences.  
• National Academic Council for School Physical Education.  
• Organizations of elite sportsmen and women  
• Social organizations with sporting bases or goals (Youngsters, senior citizens, etc.)  
• Private Company. |

**Outline 12: Outline of Acts of the National Physical Education and Sport System in Chile**

<table>
<thead>
<tr>
<th>CIVIL SOCIETY</th>
<th>NATIONAL</th>
<th>REGIONAL</th>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUBLIC SECTOR</strong></td>
<td>MINISTRY FOR SPORT</td>
<td>REGIONAL GOVERNMENTS</td>
<td>MUNICIPALITIES</td>
</tr>
<tr>
<td>Ministeries of Health</td>
<td>Ministerial Regional Secretaries Sport</td>
<td>Ministerial Regional Secretaries Sport</td>
<td>Municipal Sports Departments and Offices</td>
</tr>
<tr>
<td>Education Ministry</td>
<td>Regional Directions of National Sports Institute</td>
<td>Other Ministries and Regional Public Services</td>
<td></td>
</tr>
<tr>
<td>Housing and Urbanism Ministry</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social Development Ministry</td>
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<tr>
<td>Social Care and Work Ministry</td>
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<td></td>
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<tr>
<td>Other Ministries and Public Services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Educational Institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRIVATE SECTOR</strong></td>
<td>Chilean Olympic Committee</td>
<td>Sport Associations</td>
<td>Municipal Sports Corporations</td>
</tr>
<tr>
<td>National Olympic and Non-Olympic Federations</td>
<td></td>
<td>Local Sports Councils</td>
<td></td>
</tr>
<tr>
<td>Performance Sportsmen and Women Grouping</td>
<td></td>
<td>Sports Clubs</td>
<td></td>
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<tr>
<td>Chile Paralympic Committee</td>
<td></td>
<td>Sports Leagues</td>
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<td></td>
<td></td>
<td>Practice of Individual Physical Activity and Sports</td>
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<td></td>
<td></td>
<td>Collective and Community Participation</td>
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<tr>
<td>Educational Institutions</td>
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<tr>
<td>Private Company</td>
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</tbody>
</table>

**Source:** Own preparation based on proposal of Cornejo and Matus (2009)²⁶
Preparation of the Physical Activity and Sports System

The National Policy will encourage writing a plan to jointly integrate the actions to concrete the effective organization of the National Physical Activity and Sports System, seeking coordination from the public sector and private organizations, with the purpose of strengthening the compliance of the goals in all their areas and territorial levels. In the System preparation process, the following levels are considered.

Inter-sectorial Level: the Policy defines the sectors where there is a priority interest in establishing communication, coordination and cooperation channels. With each one, work and integration strategies and mechanisms will be agreed upon and implemented. The participation of the Health, Education, Housing, Social Development sectors and the private sector, along with the Olympic, non-Olympic and Paralympic sectors and higher education is relevant and a priority to start the system.

Inter-institutional Level: this considers a clearly defined group of institutions both from the public and private area, through which the materialization of strategic alliances and commitments about goals, working methods and reciprocal support is a priority.

Territorial Level: This level of the System has the goal of establishing the coordination and joint work mechanisms of the relevant sporting actors in the country’s different territorial levels.
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### Main strategic alliances of the National Sports Institute 2002–2014

**TABLE 18. MAIN STRATEGIC ALLIANCES OF THE NATIONAL SPORTS INSTITUTE 2002-2014**

<table>
<thead>
<tr>
<th>AREA</th>
<th>PROGRAMS</th>
<th>ALLIANCES</th>
<th>CONTRIBUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPORTS SCHOOLS</td>
<td></td>
<td>Ministry of Justice (National Juvenile Service)</td>
<td>Implementation of the program in their facilities.</td>
</tr>
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<td>National Nursery School Board</td>
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<td>Local Councils (Municipalities)</td>
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<tr>
<td>INFANT</td>
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<td>National Young Persons</td>
<td>Implementation of the program in their facilities.</td>
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<td>Ministry of Justice (National Juvenile Service)</td>
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<td>National Drugs and Alcohol Service</td>
<td>Training in prevention, the call and promotion of the program.</td>
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<td>Local Councils (Municipalities)</td>
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<td>WATER SAFETY</td>
<td></td>
<td>Maritime Authority.</td>
<td>Permits, contribution of lifeguards, premises</td>
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<td>Local Councils (Municipalities)</td>
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<td>SOCCER SCHOOLS</td>
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<td>Ministry of Justice (National Juvenile Service)</td>
<td>Implementation of the program in their facilities.</td>
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<td>Educational Establishments</td>
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<table>
<thead>
<tr>
<th>INSTITUCIONES</th>
<th>FACILIDADES</th>
<th>ORGANIZACIONES</th>
<th>IMPLEMENTACION</th>
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<td>INFANT</td>
<td>OUR FACILITIES</td>
<td>Local Councils</td>
<td>Implementation of the program in their facilities.</td>
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<tr>
<td>MILITARY FACILITIES</td>
<td>National Defense Sports Federation</td>
<td></td>
<td>Facilities and professional trained in specific sports</td>
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<tr>
<td>ADULT</td>
<td>WOMEN AND SPORTS</td>
<td>Ministry of Health</td>
<td>Implementación del Programa en sus instalaciones, capacitación en prevención, la llamada y promoción del programa.</td>
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<td>National Women's Service</td>
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<td>SENIOR CITIZENS</td>
<td>National Senior Citizens Service</td>
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<td>Implementación del Programa en sus instalaciones, capacitación en prevención, la llamada y promoción del programa.</td>
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<td>Senior Citizens Community</td>
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<td>Sports clubs.</td>
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<td>PENITENCIARY FACILITIES</td>
<td>Chilean Prison Service</td>
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<td>Premises, call and implementation of the program</td>
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<td>PUBLIC PARKS</td>
<td>Metropolitan Park</td>
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<td>Parks and authorizations.</td>
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<td>Local Councils</td>
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<td>SUMMER SCHOOL MEETS</td>
<td>Local Councils</td>
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<td>Authorizations</td>
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<td>Maritime Authority</td>
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<td>SPORTS IN YOUR STREET</td>
<td>Local Councils</td>
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<td>Authorizations.</td>
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<td>HIKING</td>
<td>National Forestry Corporation</td>
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<td>Convocatoria y permisos.</td>
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<td>National Disabled Persons Service</td>
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Source: Inter-sectoriality Unit, Ministry for Sport, based on data from the IND
Institutional assessment of the National Policy 2002–2014

Causes of the results of the implementation of public sports policies between 2002–2014.

**TABLE 19: INSTITUTIONAL ANALYSIS OF THE 2002 NATIONAL POLICY.**

<table>
<thead>
<tr>
<th>DIMENSION OF ANALYSIS</th>
<th>MAIN PROBLEMS</th>
</tr>
</thead>
</table>
| Transversal problems at a regional level in the sports categories | • Deficient specific infrastructure.  
• Insufficient resources available to meet the challenges.  
• Territories with very different characteristics.  
• Lack of promotion for a sporting culture.  
• Low training level of the human resources and the physical education classes at a curriculum level.  
• Weak communication and information strategies.  
• Lack of technical supervision of the activities.  
• Unreliable sports organizations registry. |
| At an institutionality level. | • Physical activity and sport have not managed to obtain political relevance.  
• Insufficient human resources at a regional level.  
• Internal continuity which does not allow linking the programs. |
| At a design and content level of the political policies | • Excessive centralism of the public policy.  
• Lack of continuity in the policy. |
| At an action design level | • Weak focus of products and activities.  
• Lack of consideration of the particular aspects of the regions.  
• Excessive relevance of the traditional sports.  
• Lack of knowledge about the institutional plans, goals and indicators. |
| At an activity promotion level. | • Insufficient promotion campaigns.  
• Promotion of the benefits and values of practicing physical education and doing sport was not done.  
• The program offer is limited. |
| At an instrument development level | • FONDEPORTE and other financing methods are bureaucratic and exclude community organizations. |
| At a citizen participation level. | • Lack of new executives in sports organizations.  
• Lack of validity of the organizations included in the Registry. |

(Continued on following page)
At a coordination level with other entities

- Coordination difficulties with municipalities.

At a territorial management level

- Difficulties in achieving coordination with municipalities and mayors as strategic allies.
- The fight against centralism and the need to provide regional sports policies with territorial pertinence.
- Set up of development poles.

At an associativity level

- Opportunities of "multilateral" meetings.
- Inter-sectoriality and institutional protagonism.

At a citizen evaluation and social valuation level

- Programs directed to specific groups in general.
- The weight of the Chiledeporres brand.
- Weak incorporation of new practices and emerging activities.
- Lack of promotion of self-management in the organizations.

Source: Ministry for Sport (2015)

Sports Regulatory Framework in Chile

The regulation currently comprises ten laws and six decrees:

**The Sports Law, 19712/2001**, from January 30th

**Law 20686/2013**, from August 19th, which creates the Ministry for Sport.

**Law 20019/2005**, from May 7th, which regulates Professional Sports Joint-Liability Companies.


**Law 20178/2007**, from April 25th, which regulates the working relationship of the professional sportsmen and women and workers who perform related activities.

**Law 19327/1994**, from August 31st, about the rights and duties in professional football events.

**Law 20887/2016**, from January 8th, which facilitates sports infrastructure.
and equipment of the Armed and Public Security Forces to sports organizations, educational establishments and non-profit making legal entities.

**Law 18356/1984**, from November 19th, which establishes norms about the control of martial arts.

**Law 20777/2014**, from October 4th, which recognizes rayuela as a national sport.

**Law 18678/1988**, from December 28th, article 90, about the financing of sports gambling, complementary financial administration norms, related with budgets and personnel.

**Decree 59/2001**, from September 10th, which establishes the Sports Organizations Regulation.

**Decree 46/2001**, from September 10th, which approves the Regulation of the National Fund for Sports Development and Donations with Sports Purposes that are subject to Taxation.

**Decree 41/2012**, from January 12th, which passes the International Convention against Doping in Sport.

**Decree 1/2015**, from August 4th, Regulation which establishes complementary procedural norms before the National Sports Arbitration Committee, destined to guarantee the principles of publicity, orality and due processing.

**Decree 4/2015**, from November 11th, which approves new Regulation of the Scholarship Program for High Performance Sportpersons.

**Decree 5/2015**, from December 24th which approves Regulation of Grounded Recognition of a Physical Activity as a Category or Sporting Specialty.

Expert Panel: Main Recommendations for Physical Activity for the Population

<table>
<thead>
<tr>
<th>GRUP</th>
<th>0-3 YEARS</th>
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</thead>
</table>
| Goal | Contribute to increasing physical activity of our 0-3 year old population with the purpose of favoring their integrated development.
Contribute to increasing physical activity of our 0-3 year old population with the purpose of favoring their integrated development. |
| Type of Physical Activity | Autonomous games and exploration activities of their body and the environment. Physical activities with a focus in the motor, vestibular and proprioceptive sensory development: global, gradual and diverse. |
| Time and Frequency | 35 to 40 minutes every day. |

**GRUP 0-3 YEARS**

**Goal**
Contribute to increasing physical activity of our 0-3 year old population with the purpose of favoring their integrated development.

**Type of Physical Activity**
Autonomous games and exploration activities of their body and the environment. Physical activities with a focus in the motor, vestibular and proprioceptive sensory development: global, gradual and diverse.

**Time and Frequency**
35 to 40 minutes every day.

**Infrastructure and Human Resources**
Safe spaces, set up with different elements that meet the development needs of boys and girls in their different stages (0 to 3 years old). These must facilitate and motivate motor sensory exploration, movements, handling objects, the different types of balance, relations with their own body and that of others. The human resource recommended for this group, is nursery school teachers who, trained and with specialization in psychomotor activity, coordinate and lead the programs. Added to these are other professionals from the Physical Education or Physical Activity area, specialized in early development and child motor skill education. Other responsible parties: the family, adults involved in the educational spaces and the community in general.

---

**GRUP 4-6 YEARS**

**Goal**
Contribute to increasing physical activity of our 3-6 year old population with the purpose of favoring their integrated development.

**Type of Physical Activity**
Autonomous games and exploration activities of their body and the environment. Physical activities with a focus in the motor, vestibular and proprioceptive sensory development: global, gradual and diverse. Physical activities and games held in open spaces which favor contact and proprioceptive sensory development: global, gradual and diverse.

**Time and Frequency**
60 to 90 minutes, every day, spread over two daily sessions of between 30 and 45 minutes each. The frequency can be achieved by accumulated shorter daily physical activity sessions totaling together between 30 and 45 minutes each. The frequency can be achieved by accumulated shorter daily physical activity sessions totaling together between 30 and 45 minutes each. The frequency can be achieved by the scheduled activities, spontaneous games and daily movements.

(Continued on following page)
Safe spaces, set up with different elements that meet the development needs of boys and girls in their different stages. These must facilitate and motivate motor sensory exploration, movements, handling objects, the different types of balance, relations with their own body and that of others.

Those responsible for implementing these recommendations for boys and girls between 3 and 6 must be nursery school teachers, training or specialized in psychomotricity and will coordinate and lead the programs. Added to these are other professionals from the Physical Education or Physical Activity area, specialized in early development and child motor skill education. Other responsible parties: the family, adults involved in the educational spaces and the community in general.

<table>
<thead>
<tr>
<th>Infrastructure and Human Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Safe spaces, set up with different elements that meet the development needs of boys and girls in their different stages. These must facilitate and motivate motor sensory exploration, movements, handling objects, the different types of balance, relations with their own body and that of others.</strong></td>
</tr>
</tbody>
</table>

| **Those responsible for implementing these recommendations for boys and girls between 3 and 6 must be nursery school teachers, training or specialized in psychomotricity and will coordinate and lead the programs. Added to these are other professionals from the Physical Education or Physical Activity area, specialized in early development and child motor skill education. Other responsible parties: the family, adults involved in the educational spaces and the community in general.** |

<table>
<thead>
<tr>
<th><strong>INFRASTRUCTURE AND HUMAN RESOURCES</strong></th>
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<tbody>
<tr>
<td><strong>Goal</strong></td>
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<tr>
<td><strong>Contribute to increasing physical activity of our 6-9 year old population with the purpose of favoring their integrated development.</strong></td>
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<thead>
<tr>
<th><strong>Type of Physical Activity</strong></th>
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<tr>
<td>Physical activities and games held in open and closed spaces which favor broadening the motor repertoire. Physical activities and games held in open and closed spaces which favor the physical condition. Physical activities and games held in open and closed spaces which favor the development of corporal awareness. Physical activities and games held in open spaces which favor contact with nature.</td>
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<thead>
<tr>
<th><strong>Time and Frequency</strong></th>
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<tbody>
<tr>
<td>At least 60 minutes every day. The physical must include physical activities, at least twice a week, that improve bone health, muscular strength and flexibility. The frequency can be achieved by accumulated shorter daily physical activity sessions; adding together the scheduled activities, spontaneous games and daily movements.</td>
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<thead>
<tr>
<th><strong>Infrastructure and Human Resources</strong></th>
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<tbody>
<tr>
<td><strong>Safe spaces, set up with different elements that meet the development needs of boys and girls in their different stages. These must facilitate and motivate motor sensory exploration, movements, handling objects, the different types of balance, relations with their own body and that of others, the development of basic physical abilities and the development of physical abilities for work in contact with nature.</strong></td>
</tr>
</tbody>
</table>

| **Those responsible for implementing these recommendations for boys and girls between 6 and 9 must be, first of all, the group of physical education teachers, who, trained in the area of infant motricity, coordinate and lead the school physical activity programs. Apart from these, other adults must be involved who are responsible for accompanying the development of boys and girls: the family, adults involved in the educational spaces, the community in general, pediatricians, sports monitors and physiotherapists.** |
### GRUP 10-17 YEARS

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th>Contribute to increasing physical activity of our 10 to 18 year old population with the purpose of favoring the health, well-being, integrated development, academic, work and social areas in all their lifetime.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Physical Activity</strong></td>
<td>Systematic structured activities: sports, physical education and health classes and physical activity programs. Unstructured activities: games and urban corporal events.</td>
</tr>
<tr>
<td><strong>Time and Frequency</strong></td>
<td>60 minutes of moderate to vigorous daily physical activity, suitable for the reality of each zone of the country. They must manage to stimulate the organic systems which allow perceiving the activity done on a perception scale margin between 5 and 7.</td>
</tr>
<tr>
<td><strong>Infrastructure and Human Resources</strong></td>
<td>Provide regulation for those providing the physical activity and sports. Make federated sport professional (with a professional degree). Regulate those offering physical activity services (with degrees). Regulate educational sporting development not only with a competitive approach, but with professionals who have graduated with a degree.</td>
</tr>
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</table>

### GRUP 18-64 YEARS

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th>Contribute to increasing physical activity of our population with the purpose of favoring the health, well-being, integrated development, academic, work and social areas in all their lifetime.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Physical Activity</strong></td>
<td>Aerobic exercises and activities either continuous or with intervals. Muscle strengthening exercises and activities for the large muscle groups, which are those required over and above their normal use.</td>
</tr>
<tr>
<td><strong>Time and Frequency</strong></td>
<td>150 to 300 minutes a week of moderate physical activity or 75 minutes of vigorous activity or a balance of moderate and vigorous activity. To get even greater benefits for the health, the practice of moderate physical activity can be increased to 300 minutes per week, or up to 150 minutes a week of vigorous physical activities, or a balanced combination of moderate and vigorous activity. Every 30 minutes perform an activity sit down, stand up and then restart the task.</td>
</tr>
</tbody>
</table>
Infrastructure and Human Resources

Public and private spaces like parks, squares, cycle paths, sports clubs, gymnasiums, multi-purpose pitches that are universally accessible for people in case of special needs.

Coordinated work between ministries is recommended to guarantee the necessary infrastructure and public spaces in the community. Promote active transport, like cycle paths, special verges, considering the determining factors for their use, like safety, aesthetics and suitable design.

Open meeting areas for physical activity are protected from the entry of vehicles (cars, motorcycles, etc.), and these are excellent elements to encourage physical activity. Closing off of streets, parks and hills have been shown to be effective in the promotion of physical activity.

It is recommended to training in areas of "Physical Activity and Health" all the professionals that participate in the evaluation of physical activity, like PE Teachers, those graduates in Sports Sciences, trainers, physiotherapists, doctors, midwives, nurses and sports monitors.

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<table>
<thead>
<tr>
<th>GRUP</th>
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<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Contribute to increasing physical activity of our population with the purpose of favoring the health, well-being, integrated development, academic, work and social areas in all their lifetime.</td>
</tr>
<tr>
<td><strong>Type of Physical Activity</strong></td>
<td>Aerobic exercises and activities either continuous or with intervals. Muscle strengthening exercises and activities for the large muscle groups, which are those required over and above their normal use. Balance and Agility determined by the difficulty of the exercise. Flexibility.</td>
</tr>
<tr>
<td><strong>Time and Frequency</strong></td>
<td>150 to 300 minutes a week of moderate physical activity or 75 minutes of vigorous activity or a balance of moderate and vigorous activity. To get even greater benefits for the health, the practice of moderate physical activity can be increased to 300 minutes per week, or up to 150 minutes a week of vigorous physical activities, or a balanced combination of moderate and vigorous activity. Every 30 minutes perform an activity sat down, stand up and then restart the task. In terms of balance and agility, do exercises of 10 to 20 minutes, three times a week. For flexibility, do exercises of 10 to 30 seconds at least two days a week.</td>
</tr>
</tbody>
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(Continued on following page)
Public and private spaces like parks, squares, cycle paths, sports clubs, gymnasiums, multi-purpose pitches that are universally accessible for people in case of special needs.

Coordinated work between ministries is recommended to guarantee the necessary infrastructure and public spaces. Promote active transportation, like cycle paths and special verges. Consider determining factors of use, safety, aesthetics and appropriate design.

Practice of safe physical activity in terms of the environment (exposure to cold, heat, UV radiation), suitable hydration before and during physical activity.

Open meeting areas for physical activity are protected from the entry of vehicles (cars, motorcycles, etc.), and these are excellent elements to encourage physical activity. Examples like closing off streets, parks and hills at weekends and on holidays have been shown to be effective in promoting physical activity.

It is recommended to training in areas of "Physical Activity and Health" all the professionals that participate in the evaluation of physical activity, like PE Teachers, those graduates in Sports Sciences, trainers, physiotherapists, doctors, midwives, nurses and sports monitors.
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- Municipality of General Lagos
- Municipality of Putre
- Universidad de Tarapacá

Region of Tarapaca
- Alto Hospicio Cultural Museum
- Colegio Inglés, Iquique
- Regional Direction of Senadis
- Tamarugal Provincial Government
- Tarapaca Regional Government
- Municipality of Alto Hospicio
- Municipality of Huara
- Municipality of Pica
- National Sports Institute, Tarapaca Regional Direction
- Local Social Development Authority
- Local Government Authority
- Universidad Santo Tomas - Iquique Branch

Region of Antofagasta
- Escuela Maria Angélica Elizondo, Tocopilla
- Escuela Pablo Neruda, Tocopilla
- Municipality of Mejillones
- Municipality of San Pedro de Atacama
- Municipality of Tocopilla
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- Universidad de Antofagasta

Region of Atacama
- Escuela Alejandro Noemí, Freirina
- Escuela Aliro Lamas, Diego de Almagro
- Escuela Luis Uribe, Tierra Amarilla
- Escuela Manuel Orella, Caldera
- Municipality of Alto del Carmen
- Municipality of Caldera Municipality of Chañaral
- Municipality of Copiapó
- Municipality of Diego de Almagro
- Municipality of Freirina
- Municipality of Huasco
- Municipality of Vallenar
- Municipality of Tierra Amarilla
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Municipality of Combarbala
Municipality of Illapel
Municipality of La Higuera
Municipality of Los Vilos
Municipality of Paihuanu
Municipality of Salamanca
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Senior Citizens Community Meeting, Combarbala

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Municipality of Casablanca.
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Municipality of Easter Island.
Municipality of La Calera.
Municipality of La Ligua.
Municipality of Limache.
Municipality of Llay-Llay.
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Municipality of Santa María.
Municipality of Villa Alemana.
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Los Andes Provincial Government
Marga-Marga Provincial Government
Petroca Provincial Government
Quillota Provincial Government
San Felipe Provincial Government
Valparaíso Provincial Government
Liceo Eduardo de la Barra, Valparaíso
Liceo Comercial Alejandro Lubet A-38, Quilpué
Universidad de Playa Ancha

Metropolitan Region
Municipal Public Library, Conchali
La Cisterna Cultural Museum
Cultural Museum, Pedro Aguirre Cerda
El Bosque Cultural Civic Center
Joaquin Blayer Event Center,
Curacavi.
La Pintana Educational Center
Colegio Manuel Plaza Reyes, Lampa
Colegio Yangtsé, La Reina
Plaza Mexico Sports Complex, Quinta Normal
Juanita Fernández Solar Educational Complex, Recoleta
Escuela Efraín Maldonado Torres, Isla de Maipo
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Municipality of Buín
Municipality of Cerro Navia
Municipality of Conchalí
Municipality of Curacavi
Municipality of El Bosque
Municipality of Estación Central
Municipality of Isla de
Maipo.
Municipality of La Cisterna
Municipality of La Granja
Municipality of La Pintana
Municipality of La Reina
Municipality of Lo Espejo
Municipality of Lo Prado
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Municipality of Pedro Aguirre Cerda.
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Municipality of Quinta Normal.
Municipality of Recoleta.
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National Sports Institute.
Metropolitan Regional Direction
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Liceo Antonio Herminda Fabres, Peñalolén.
Liceo de Aplicación, Santiago
Liceo de Peñalolén.
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Salón Blanco del Auditorio del Profesor, Melipilla.

Region of Biobío
Municipal Public Library, Chiguayante
CMPC Cultural Museum, Nacimiento
Mulchen Cultural Museum
San Carlos de Itihue Cultural Center
Escuela Diego Portales, Santa Juana
Ñuble Provincial Government
Padre Remigio Gubar Indigenous Home, Santa Bárbara
Municipality of Arauco
Municipality of Chiguayante
Municipality of Mulchen

Region of La Araucanía
Municipality of San Carlos
Municipality of Santa Barbara
Municipality of Santa Juana
Municipality of Tome
National Sports Institute, Biobío
Regional Direction
UC Santísima Concepción
Technological Institute, Talcahuano Branch
Internado Municipal Bellavista, Tomé.
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Universidad Santo Tomas - Concepcion Branch

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- San Pablo Sports Department
- Futaleufú Community Development Direction
- Maullín Community Development Direction
- Escuela Básica Entre Lagos, Puyehue
- Escuela Educadora Eulogia Borquez Perez, Quellón
- Escuela Leonila Folch López, Osorno
- Municipality of Ancud
- Municipality of Castro
- Municipality of Fresa
- Municipality of Frutillar
- Municipality of Futaleufú
- Municipality of Maullín
- Municipality of Osorno
- Municipality of Puerto Varas
- Municipality of Purranque
- Municipality of Puyehue
- Municipality of Quellón
- Municipality of Quinchao
- Municipality of San Juan de la Costa
- Municipality of San Pablo
- National Sports Institute, Los Lagos Regional Direction
- Regional Intendency of Los Lagos
- Liceo Bicentenario, Ancud

Region of Los Ríos
- Escuela José Manuel Balmaceda, Futrono
- Escuela Nº 2 de Niñas, District of La Unión
- Escuela Nueva España, District of Los Lagos
- Escuela Rancagua Nº45, Corral
- Municipality of Corral
- Municipality of Futrono
- Municipality of Lanco
- Municipality of La Union
- Municipality of Los Lagos
- Municipality of Mafíl
- Municipality of Pailíaco
- Municipality of Rio Bueno

National Sports Institute, Los Ríos Regional Direction
- Internado Gabriela Mistral, Mafíl
- Liceo Camilo Henríquez, Lanco
- Liceo Rodolfo Amando Philippi, Pailíaco
- Liceo Técnico Profesional, Rio Bueno

Municipality of Curacautín
Municipality of Curarrehue
Municipality of Lautaro
Municipality of Loncoche
Municipality of Lonquimay
Municipality of Nueva Imperial
Municipality of Padre Las Casas
Municipality of Perquencó
Municipality of Pitrufquen
Municipality of Pucon
Municipality of Puerto Saavedra
Municipality of Puren
Municipality of Tolten
Municipality of Traiguen
Municipality of Victoria
Municipality of Villarrica
National Sports Institute, La Araucanía Regional Direction
Liceo Bicentenario, Villarrica
Liceo Claudio Arrau, Carahue
Liceo Reino de Suecia, Puerto Saavedra
Universidad Mayor, Temuco Branch
Liceo Carlos Ibáñez del Campo, Fresia
Liceo Galvarino Riveros Cárdenas, Castro
Liceo Pedro Aguirre Cerda, Puerto Varas
Liceo Tomás Burgos, Puerto Montt Branch.
Municipality of Torres del Paine
National Sports Institute, Magallanes Regional Direction
Liceo Donald McIntyre Griffiths, Puerto Williams
Liceo Luis Alberto Barrera, Punta Arenas
Liceo Polivalente Hernando de Magallanes, Porvenir

Region of Aysen
General Carrera Provincial Government
Capitan Prat Provincial Government
Aysen Provincial Government
Municipality of Cisnes
Municipality of Cochrane
Liceo San Felipe Benico, Coyhaique
Liceo Municipal Josefina Aguirre Montenegro, Coyhaique
National Sports Institute, Aysen Regional Direction

Region of Magallanes
Municipal Public Library, Torres del Paine
Cabo de Hornos Public Library
Escuela Bernardo O’Higgins, Puerto Natales
Escuela Ignacio Carrera Pinto, Timaukel
Ultima Esperanza Provincial Government
Municipality of Cabo de Hornos
Municipality of Porvenir
Municipality of Primavera Cerro Sombrero Neighborhood Office
Municipality of Puerto Natales
Municipality of Punta Arenas
Municipality of Timaukel

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National Direction, Chilean National Sports Institute
- Sports and Physical Activity Division, IND.
- Sports Training Department
- Sports Department for Everyone.
- Competition Sports Department
- High-Performance Sports Department
- Studies and Follow-up Unit.
- Development Division, IND.
- Sports and Recreational Premises Management Department.
- Project Control and Evaluation Department.
- Sports Organizations Department.

Ministry for Sports
Technical Team:

National Sports Council
Chilean Olympic Committee
Chilean Paralympic Committee
Sports Federation
DAR Chile Group
National Technical Committee
National Physical Education
Academic Council (CANEF)
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NATIONAL PHYSICAL ACTIVITY AND SPORTS POLICY 2016–2025

This policy is the result of the collaborative and coordinated work between different ministries and public services for the development of physical activity and sport in our country, expressing the intersectorial nature of this new challenge.

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