

Liepāja 



Investing before specialising:

Liepāja's Path towards a Multisport Approach

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What multisport means in Liepāja



A structured approach to varied movement

Children develop skills across different sports alongside their main sport

A broad foundation supports later choices and continued participation

The policy connection

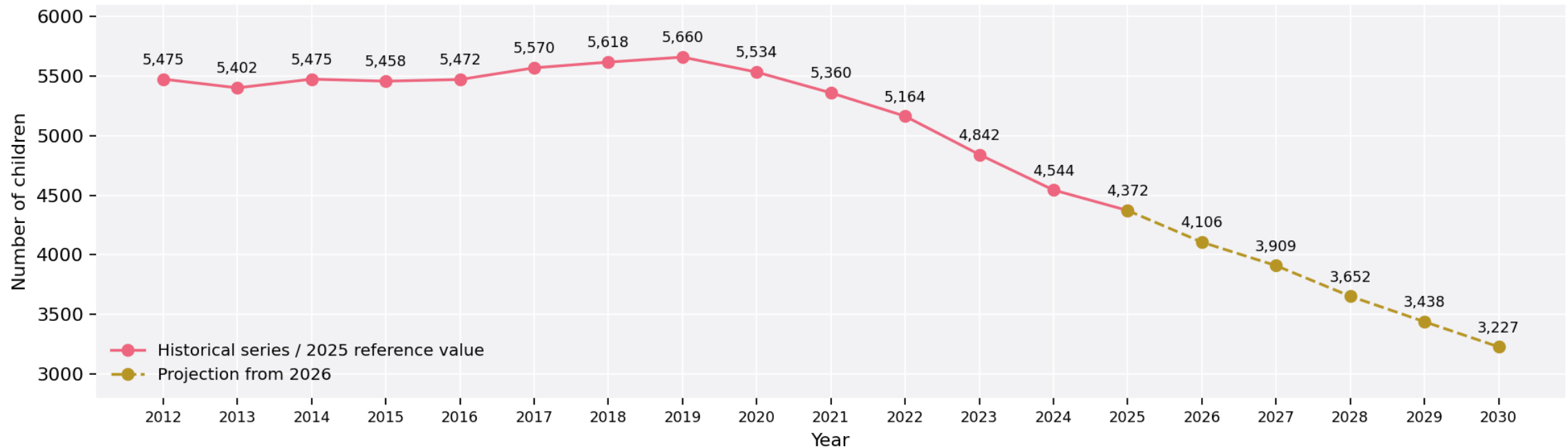
Adopted municipal goal	Liepāja's response
Development Programme 2022–2027, U6.2	Quality sports services for participation, talent and community sport
Children and youth participation	Accessible entry and a broader movement foundation
Education and public health	Age-appropriate learning, enjoyment and safe training

Draft 2027–2028 action plan: P1.3 develops multisport in initial training groups; P2.4 records withdrawal reasons

The draft action plan is a proposed implementation framework, not an adopted policy

Demographic context

Children aged 0–6 in Liepāja



Smaller child cohorts make cooperation, accessible activities and sustained participation increasingly important

The sports-school pathway in numbers

Municipal sports school	Enrolments
Sports Games School	1 274
Complex Sports School	1 130
Football School	745
Tennis Sports School	235

3 384 enrolments across four schools

The problem the approach addresses

Participation and motivation

The Development Programme identifies low motivation and participation among children and young people

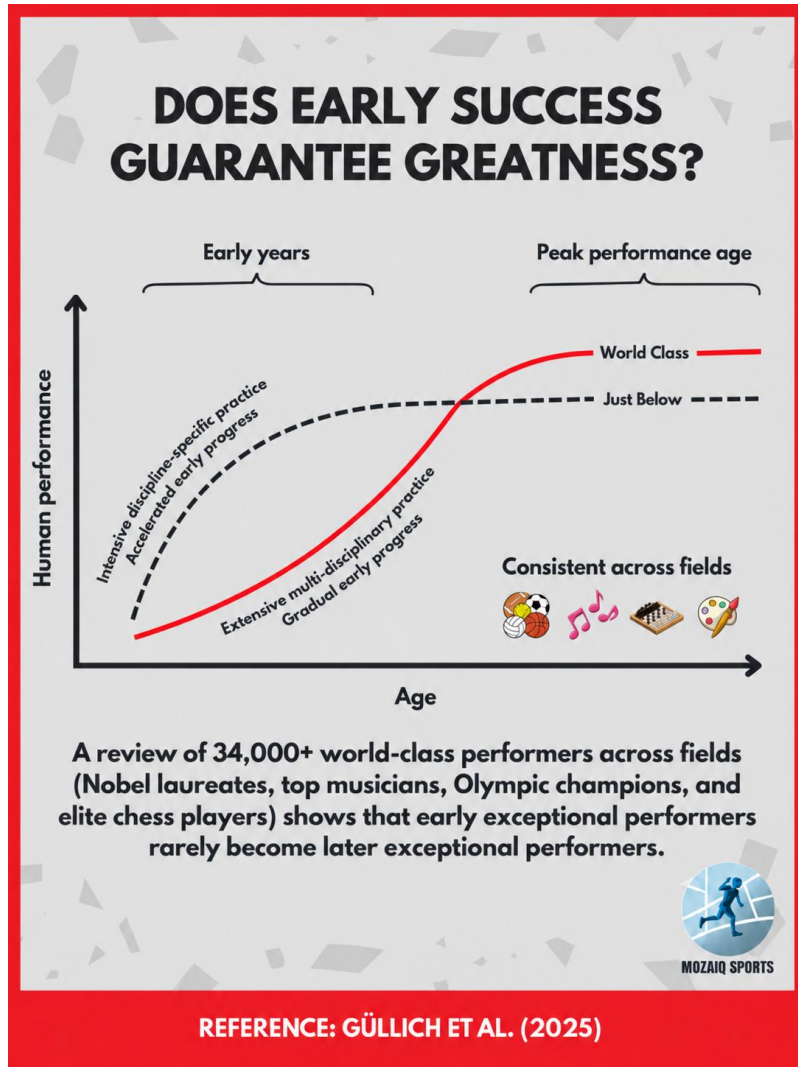
A broader foundation

The approach gives children structured experience beyond their main sport

Local evidence still needs to be assembled

Age-specific withdrawal, long-term progress and aggregated health findings should inform evaluation

What research supports



A broad foundation supports long-term development

Varied experience supports development

Teach transferable movement skills across sports

Early success does not guarantee adult excellence

Keep pathways open and allow gradual progress

Intensive early specialisation can increase risks

Monitor overuse injuries, fatigue, motivation and pressure

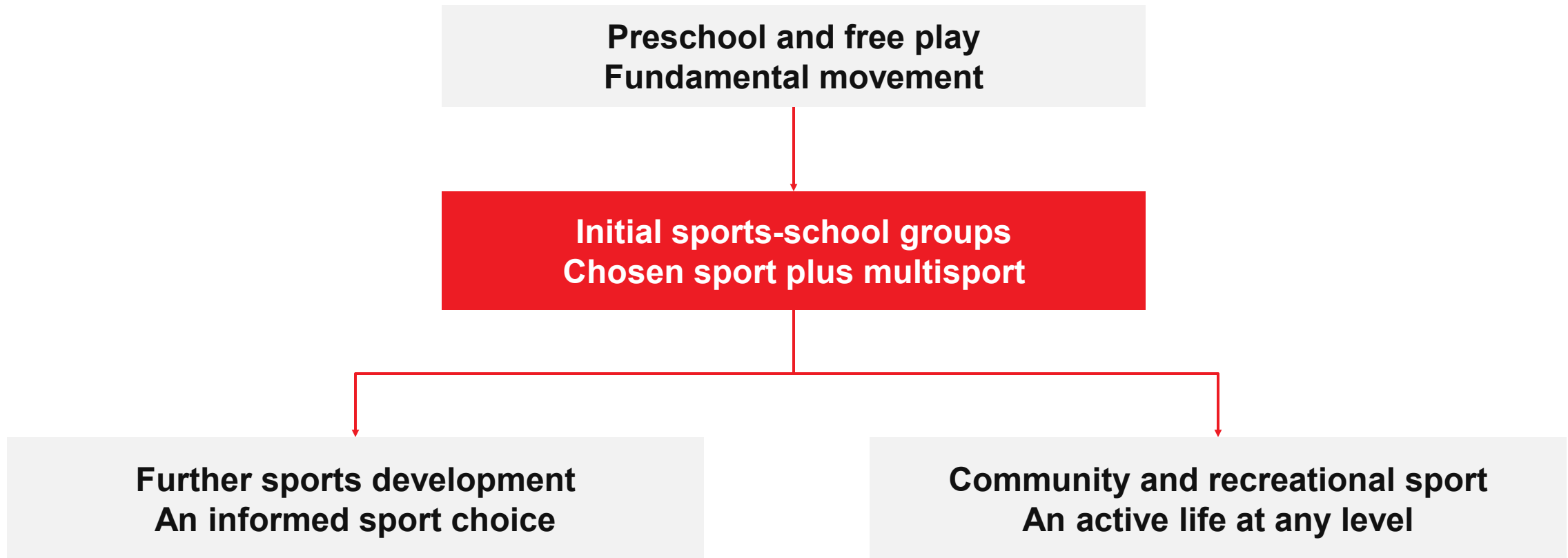
Safe training depends on the child and the sport

Adapt to maturation. Coordinate total load, recovery and sleep across clubs and activities

The best timing for specialisation varies by sport

A varied programme still needs safe, individualised training

A pathway with more than one destination



Children can continue in sport even when their interests or ambitions change

A shared city approach

Liepāja



Four municipal sports schools

The Sports Administration coordinates the approach

Schools keep their identity and main sports

Coaches need shared learning goals and workable schedules

Preparation before the first sessions

Step	Evidence and status
Define the approach and age focus	May 2026 proposal and municipal explanation
Secure school and committee support	Support publicly reported in June 2026
Choose the delivery model	2 + 1 delivery model in the October implementation briefing
Prepare learning resources and communicate	Method videos and parent communication resources
Coordinate rotation, access and assessment	Several details remain under development

Rollout and cohort progression

Milestone	Status / meaning
September 2026	New initial-training intake is the entry cohort
1 October 2026	Initial-group multisport sessions began
1 February 2027	Football School start planned
2027 · MTG-1	Intended continuation of the initial cohort
2028 · MTG-2	Intended next stage, with review and resource alignment

Who the first stage serves



New initial-training groups

The first stage focuses on the autumn 2026 intake

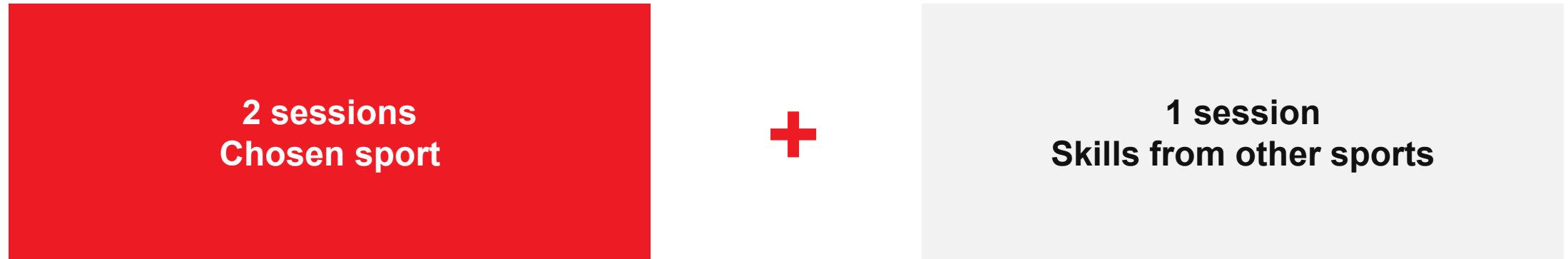
Up to around age 10–12

Content and progression should fit age and development

Existing groups

Current training arrangements continue

The 2 + 1 weekly model



Three weekly sessions in the model
One parental contribution, with broader sport experience

A child's week: an illustrative example

Day	Session	Learning focus
Monday	Chosen sport	Technique and age-appropriate play
Wednesday	Another sport / movement block	Coordination, balance and transferable skills
Friday	Chosen sport	Practice, teamwork and enjoyment

The extra sport broadens the week without adding a fourth session

Rotation and learning goals



Working rotation

Around 2–3 months or 8–12 sessions per sport

The sequence needs a purpose

Choose skills and sports that complement the child's main sport

Delivery needs to be feasible

Age, venue access and qualified coaching shape the final plan

Transferable skills across sports

Sport examples	Movement focus
Football, basketball, floorball, volleyball	Object control, reaction, spatial awareness and teamwork
Athletics	Running, jumping, throwing and movement efficiency
Gymnastics and acrobatics	Balance, body control and safe landing
Swimming	Movement in water and water confidence
Combat sports	Coordination, controlled contact and body awareness

Teaching examples. The final sport sequence depends on age, facilities and qualified staff

A basketball session with a clear purpose



Learning goal

Throwing, catching and moving into space

Structured activity

Age-appropriate tasks with varied practice and play

Visible progress

Observe control and decisions, not only points scored

Coaches have practical learning resources



A volleyball teaching example

Watch how the task develops movement, coordination and ball control

[Click the video to play](#)

Demonstrations support a shared language for teaching movement skills

Video resources for the youngest age group: running

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Skills roadmap · Health and physical activity · Stage 1

September: running



Running on the spot



Running between lines



Full resource library

Video resources for the youngest age group: jumping

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Skills roadmap · Health and physical activity · Stage 1

October: jumping



Jumping outdoors



Jumping with both feet
together



Jumping while turning
the body and feet



Full library

A clear explanation for parents

**A broader movement
foundation**

**The main sport
stays in place**

**More skills and
more future choices**

Explain the weekly schedule, the teaching purpose and practical arrangements

Invite feedback on enjoyment, fatigue and access



Parent communication

Implementation needs agreement

Issue	Practical response to agree
Parents' questions	Explain aims, timetable, costs and travel
Coaching responsibilities	Name the coach and agree age-appropriate content
Venue and timetable access	Coordinate facilities across schools
Quality and continuity	Agree standards, responsibilities and review dates
Different needs and total training load	Adapt activities and account for other sport commitments

SPURTS supports the later pathway

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SPURTS

Learning and training in one school-day pathway

Morning training before lessons
Cooperation between education and sport

88 young people
4 classes · grades 7–10

18 coaches support a partnership at Raiņa
Secondary School

68 lower-secondary and 20 upper-secondary
pupils combine learning and sport

**Multisport builds the early foundation. Later
programmes address a different stage**

Expected results and how to assess them

Expected change	Evidence to collect
Broader movement skills	Age-appropriate skills at entry and follow-up
More enjoyment and continued participation	Child feedback, attendance and 6/12-month retention
Safe and appropriate training	Training load, recovery and aggregated health findings
Better cooperation between schools	Delivery logs, coach feedback and timetable review

A practical evaluation schedule

When	What to record
At entry / as soon as possible	Participant register, movement skills and previous sport experience
During delivery	Attendance, session quality, workload and feedback
After 6 and 12 months	Retention, skills progress and children's experience
Before extending the model	Results, staffing, venue access and full costs

Assessment criteria are planned by 31 December 2026. Entry data should be captured as soon as possible

2027–2028: continuation with review

Draft action	Planned purpose
P1.2 · Coach development	Common knowledge of methodology, load, safety and communication
P1.3 · Multisport in initial groups	Agree content, collaboration, timetable and equipment
P2.4 · Withdrawal reasons	Build a baseline and offer continuation options
2028 transition	Refine the model and align with the next development period

Proposed target: 10% relative reduction in avoidable withdrawal by 2028 compared with the 2027 baseline

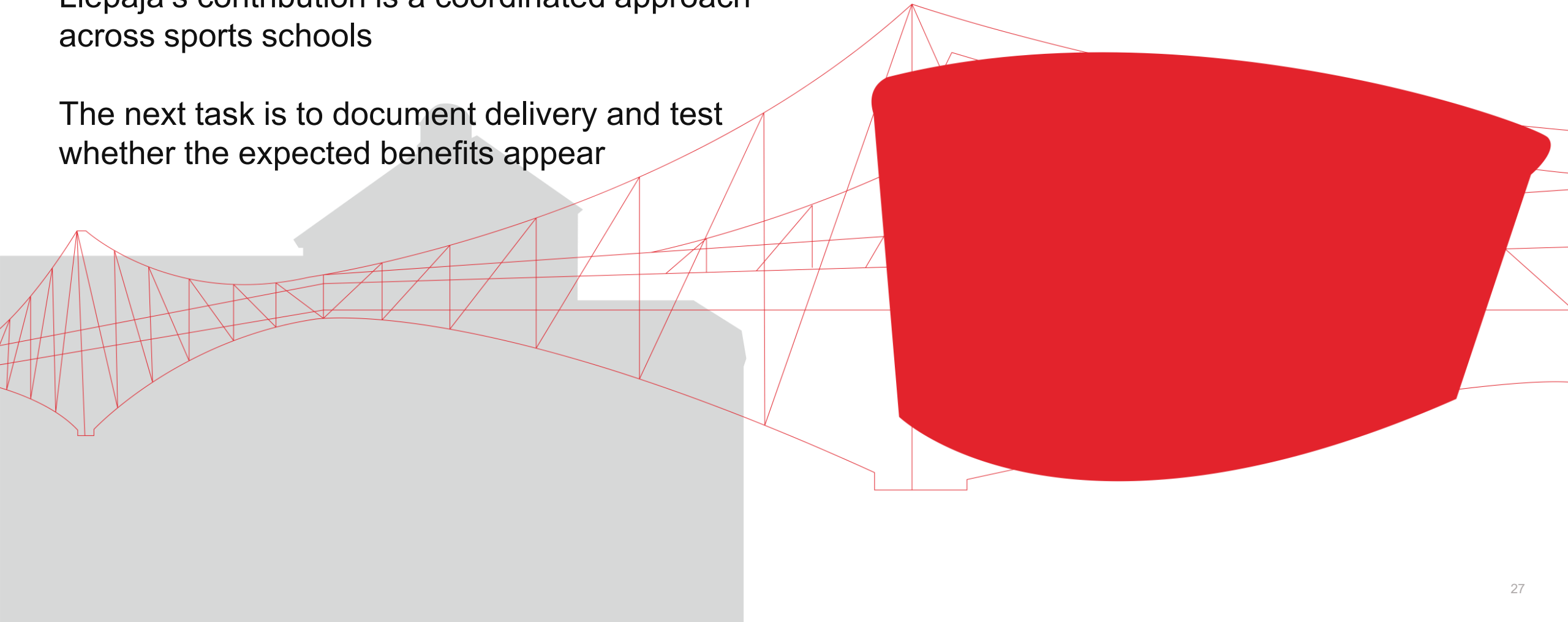
A broader foundation for a lasting place in sport

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Children should have the skills, confidence and enjoyment to keep moving

Liepāja's contribution is a coordinated approach across sports schools

The next task is to document delivery and test whether the expected benefits appear



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