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Physical Education

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ICSSPE



CIEPSS

Pre-Olympic
Congresses
and the
Olympics



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Contents

Foreword

- 3 Editorial - English
 - 4 Editorial - French
 - 5 President's Message - English
 - 6 President's Message - French
 - 7. Welcome - New members
-

ICSSPE News

- 8 2004 Spined Interim Report
 - 11 V World Sport and Environment Conference
Tamara Devine, ICSSPE, Germany
 - 13 International Forum on Sport and Development
-

Feature

- 15 2004 Pre-Olympic Congress
 - 16 Evolving concepts in ethics and professionalization of Sport and Exercise Psychology
 - 17 Life-stage Transitions and Physical Activity in Australian Women
 - 18 Acute and chronic changes of the transcription of the muscle genome as a consequence of exercise training
 - 19 Career Planning and Development in Disability Sport
 - 20 Ethics in Sport and Global Ethics
 - 21 Physical Education and Sport as an intervention to prevent crime and moral degradation among young adults
 - 22 Relationships between perceived motivational climate, parental support/pressure and enjoyment
 - 23 Sport Science and the Olympics: An Historical Perspective
G. King, Cologne, Germany
 - 24 Teaching Olympism in Schools: Olympic Education as a Focus on Values Education
Dr Deanna L. Binder, Canada
 - 30 The Pedagogical Foundations of Olympic Sport
Prof. Dr. Dr. h. c. O. Grupe, Germany
Edited by Prof. Dr. Denise Jones
-

Current Issues

- 32 Women taking the lead
Sabine Radtke, Freie Universität, Berlin
 - 34 Paralympic Games Participation Statistics
-

Partners and Events

- 35 Upcoming Events
 - 39 Press Release World Health Organisation
 - 40 Right To Play
Kathleen Doheny, Canada
 - 41 2005 International Year of Sport and Physical Education
-

Member's News

- 42 International Sociology of Sport Association
Steve Jackson, General Secretary ISSA, New Zealand
 - 43 Special Olympics - Adapting to New Ideas
Martha Jo Braycich, Director of Communications and Media Relations, Special Olympics Europe/Eurasia
 - 45 National Alliance For Youth Sports
 - 47 Sports Library in Nepal
Diwakar Lal Amatya, National Association for Sports, Health & Fitness, Nepal
 - 48 European Association for Sports Management
 - 51 International Luge Federation - Newsletter in German and English
 - 63 IAAF Regional Development Centre – Beijing
 - 64 Bundesinstitut für Sportwissenschaft – in German
Klaus Klein, Germany
 - 65 Master in Sport Administration and Technology
Dr. Claude Stricker, AISTS, Switzerland
 - 66 International Association of Computer Science in Sport
Prof. Jürgen Perl, President and Prof. Arnold Baca, General Secretary
 - 68 streetfootballworld.org Relaunched
 - 70 Press Release – International Paralympic Committee
 - 71 International Association for Sports Information
Gretchen Ghent, IASI Publications Officer, Canada
 - 73 The Sport Association of Arab Woman
Prof. Dr. Nabilah Ahmed Abdulrahman, Egypt
-

Resources

- 75 Book Review – Olympic Saga: Olympionics
Dr Uladzimir Lukievic, Russia
 - 78 Research Highlights - Hong Kong Sports Development Board
 - 79 Book Review – Gender and Competition: How men and women approach work and play differently
Tameka Daniel, Scherwanda Boston, and Darlene A. Kluka, Grambling State University of Louisiana, USA
 - 80 Book Review – Governance and policy in sport organizations
Kim C. Young and Darlene A. Kluka, Grambling State University of Louisiana, USA
 - 81 Book Review-Amsterdam growth and health longitudinal study
Darlene A. Kluka and Yvonne Calvin, Grambling State University of Louisiana, USA
 - 82 Brazilian Bulletin of Physical Education
 - 83 Supercourse: A Network of Preventionists linked through Telepreventive Medicine
Ronald E LaPorte & Sunita Dodani, United States of America
-

Contact

- 85 Addresses

Foreword

Editorial

Welcome to issue number 41 of the ICSSPE Bulletin, where we provide a timely feature on Pre-Olympic Congresses and the Olympics. An historical viewpoint from Gerard King is complemented by examples of what delegates can expect to see at the 2004 Pre-Olympic Congress in Thessaloniki. In addition, Ommo Grupe explores Pedagogical Foundations of Olympic Sport while Deanna Binder prompts us to consider Olympic values education and how this may be achieved. Also keep up to date with news from Members, the ICSSPE Executive Office and our Partners in the regular sections of the Bulletin, and find out about new resources available in the Resource section.

The ICSSPE Website continues to be expanded and improved. Visitors now have the option of ordering and paying for publications online, while members can also make payment of membership fees using credit cards. Further expansion will see complete reprogramming of the site so that more information is visible as well as greater addition of content. A current project due to be online this year is Sharing Good Practice, where examples of projects, resources, policies and research from around the world are documented in specific topic areas. The first to go online will be Women, Sport and Physical Activity, which will be edited by ICSSPE Editorial Board Member and Treasurer, Prof. Dr Darlene Kluka. Other topics to follow include Sport and Development and Physical Education Programs. Website visitors will be able to submit projects online that will then be evaluated by the relevant topic editor. Contact tdevine@icsspe.org if you have any comments or suggestions.

The ICSSPE Editorial Board had their annual meeting recently in New Orleans, and made some important decisions regarding the direction of the ICSSPE Publication Program. I would like to acknowledge the support of the Board, who assist us in continuing to produce quality resources. One of the decisions made was to create a mission statement for the Bulletin, to ensure the readership are fully aware of the intention of the publication. This mission states: 'The Bulletin of the International Council of Sport Science and Physical Education (ICSSPE) is a tri-ennial publication, produced to provide a forum for ICSSPE members and other invited contributors to share news, promote research and events, raise issues for discussion and develop internal and external links. No formal peer review of content exists, to allow for free and unbiased dissemination of information.'

The content contained in the ICSSPE Bulletin is monitored by the Executive Office and Editorial Board, with the aim of preventing discriminatory or inappropriate comments. The views expressed within the publication are not necessarily those held by the ICSSPE Executive Office, unless otherwise stated.'

The ICSSPE team is busy preparing for the 2004 Pre-Olympic Congress in Thessaloniki and we look forward to seeing many of you there. Please visit us in the Trade Display, where you will be able to purchase publications, pass on your ideas or simply have a chat and meet the team members. Until then, kind regards,

Tamie Devine

Publications and Scientific Affairs Manager

Editorial

Je vous souhaite la bienvenue dans cette 41ème édition du Bulletin du CIEPSS, qui contient un dossier spécial chronologique sur les Congrès Pré-Olympiques et les Jeux Olympiques. Un point de vue historique de Gerard King y est complété par des exemples de ce que les délégués peuvent escompter du Congrès Pré-olympique de Thessaloniki. En complément, Ommo Grupe explore les fondations pédagogiques et éthiques du Sport Olympique, tandis que Deanna Binder nous invite à réfléchir à l'enseignement des valeurs olympiques, et aux moyens nécessaires pour y parvenir. Vous pourrez également consulter l'actualité de nos membres, du bureau exécutif du CIEPSS et de nos partenaires dans les sections habituelles du Bulletin et trouverez des renseignements sur de nouvelles ressources dans la section "Resources".

Le site Internet du CIEPSS est en perpétuelle expansion et amélioration. Nos visiteurs ont désormais la possibilité de commander et de payer les publications en ligne, tandis que les membres peuvent régler leur cotisation par carte de crédit. Dans un futur proche, le site sera complètement reprogrammé pour rendre l'information plus visible et pour en enrichir le contenu. Un autre projet d'actualité, bientôt présent sur notre site Internet est le projet "Sharing Good Practice", où nous documenterons dans des dossiers spéciaux, des exemples de projets, de moyens, de techniques et de recherches provenant du monde entier. Le premier d'entre eux que nous mettrons en ligne s'intitule "Women, Sport and Physical Activity". Il sera édité par notre trésorière et membre du comité éditorial, Prof. Dr. Darlene Kluka. Dans les dossiers spéciaux à venir, vous en trouverez également un consacré au thème: "Sport and Development and Physical Education Programms". Les visiteurs de notre site pourront à l'avenir soumettre des projets en ligne qui seront examinés par notre rédacteur chargé des dossiers spéciaux. Contactez tdevine@icsspe.org pour tous commentaires ou suggestions.

La réunion annuelle du comité éditorial du CIEPSS s'est tenue récemment à la Nouvelle-Orléans et d'importantes décisions ont été prises concernant la direction des programmes de publication du CIEPSS. Je souhaite saluer le soutien du comité exécutif, qui nous encourage à continuer de livrer des produits de qualité. Une des décisions que nous avons prises est la création d'une charte de mission pour le Bulletin, pour que l'intention de notre publication soit pleinement comprise des lecteurs.. Cette charte déclare : " Le Bulletin du Conseil International pour l'Education Physique et la Science du Sport (CIEPSS) est une publication trimestrielle, créée pour offrir un forum aux membres du CIEPSS et aux autres contributeurs invités, afin d'échanger des informations, de promouvoir la recherche, de faire connaître des événements, d'ouvrir des débats et de développer des liens internes et externes. Il n'existe pas de contrôle formel sur le contenu. Le contenu des propos tenus dans les Bulletins du CIEPSS est contrôlé par le Bureau Exécutif et le Comité Editorial, dans le but de prévenir les commentaires discriminatoires ou inappropriés. Les points de vue exprimés dans le Bulletin ne sont pas ceux du CIEPSS, sauf expressément mentionné."

Le team du CIEPSS est en pleine préparation du Congrès Pré-Olympique de 2004 de Thessaloniki et nous nous réjouissons de retrouver nombre d'entre vous à cette occasion. Retrouvez-nous au stand du CIEPSS au Congrès, où vous retrouverez nos publications et où vous pourrez partager vos idées ou tout simplement discuter et rencontrer les membres de notre team. D'ici là, mes amitiés.

Tamara Devine

Responsable des Relations Publiques et Scientifiques



Message of the President



As I write this message, I, and the entire ICSSPE team are busily preparing for the major events on our calendar for 2004: the Pre-Olympic Congress in Thessaloniki from August 6th to 11th; and the Olympic Games from August 13th to 29th & Paralympic Games from September 17th to 28th in Athens.

When we return from these exciting events, we will continue with our involvement in the preparation of the "International Year for Sport and Physical Education 2005", which was proclaimed by the General Assembly of the United Nations – this was announced in the last issue of the Bulletin. We would like to encourage all national and international organisations and institutions of sport, sport science and physical education to use this remarkable opportunity via innovative actions and initiatives. ICSSPE invites all member organisations and institutions to share their ideas and plans, so that we all know about the events in 2005 and beyond. Never in history has such a year been proclaimed by the United Nations so we should not miss this opportunity!

During the past years, we have witnessed a tremendous increase in the number of member organisations and institutions. We warmly welcome all of them and hope that all members will play an active role in the upcoming General Assembly and elections. As some of our current board members will not remain on the Executive, I would like to take this opportunity to thank those who are leaving for their commitment and contribution to ICSSPE's successful development.

ICSSPE is currently involved in several international projects - some of them in cooperation with the IOC, UNESCO and WHO – and it is with great anticipation that we wait for the presentation and distribution of results and recommendations. Special thanks are extended to all colleagues who are part of these projects, including ICSSPE's Editorial Board who, under the leadership of Prof. Dr. Jan Borms, has – over the past years – made a tremendous contribution to increasing the knowledge base in sport science and physical education on an international level.

ICSSPE's Executive Office has moved from next door to the German Olympic Institute to new facilities in the vicinity of the Olympic Stadium in Berlin. We are most thankful for the continued support which ICSSPE receives from the Senate of Berlin and the Federal Government in Germany. While there are many positive developments with regard to ICSSPE's role as a global player, we need to identify new financial resources to build a solid basis for the future of ICSSPE.

I look forward to meeting with many of you in Thessaloniki in August. Until then,

Prof. Dr. Gudrun Doll-Teppe
President, ICSSPE

Message de la Présidente



Alors que j'écris ce message, l'équipe entière du CIEPSS et moi-même sommes plongées dans la préparation des événements principaux de notre calendrier 2004 : le Congrès Pré-Olympique de Thessaloniki du 6 au 11 juin, les Jeux Olympiques du 13 au 29 août et les Jeux Paralympiques du 17 au 29 septembre à Athènes..

Passés ces événements importants, nous nous investissons dans la préparation de l' »Année Internationale du Sport et de l'Education Physique 2005 « qui a été proclamée par l'Assemblée Générale des Nations Unies – ainsi que nous l'annonçons dans le dernier Bulletin. Nous encourageons toutes les organisations nationales et internationales et toutes les institutions du sport, de la science du sport et de l'éducation physique à profiter de cette opportunité unique au travers d'initiatives et d'actions novatrices. Le CIEPSS invite toutes les organisations membres et les institutions à partager leurs idées et projets, de façon à ce que nous soyons au fait des événements de 2005 et au-delà. Jamais auparavant les Nations Unies avaient proclamé une année du sport, c'est donc une première historique et une opportunité à ne pas manquer !

Nous avons assisté ces dernières années à un accroissement impressionnant du nombre d'organisations et institutions membres. Nous accueillons chacune d'entre elles chaleureusement et nous espérons que tous les membres joueront un rôle actif dans l'Assemblée Générale et les élections à venir. Quelques-uns des membres du comité exécutif n'en feront plus partie bientôt, j'en profite donc pour remercier ceux qui nous quittent pour leur engagement et leur contribution au développement du CIEPSS.

Je profite également de cette occasion pour féliciter les Dr. Jacques Rogge et Dr. Claudine Sherrill. Le titre de Docteur 'Honoris Causa' a récemment été conféré au Dr Jacques Rogge par la Jozef Pilsudski Academy of Physical Education de Varsovie, Pologne, et le Dr. Sherrill a également reçu un Doctorat 'Honoris Causa' de l'Université de Jyväskylä en Finlande.

Le CIEPSS est actuellement impliqué dans de nombreux projets internationaux – dont certains en collaboration avec le CIO, l'UNESCO et l'OMS – et c'est avec une grande impatience que nous attendons la présentation et la distribution des résultats et des recommandations. Un grand merci à tous nos collègues qui prennent part à ces projets, y compris le comité éditorial qui, sous la direction du Prof. Dr. Jan Borms, a grandement contribué ces dernières années à accroître le savoir de base dans la science du sport et de l'éducation physique à un niveau international.

Le bureau exécutif du CIEPSS a quitté le voisinage de l'Institut Olympique Allemand pour aménager dans de nouveaux locaux proches du Stade Olympique de Berlin. Nous remercions avant tout le Sénat de Berlin et le Gouvernement fédéral d'Allemagne pour leur soutien ininterrompu. Alors que le rôle du CIEPSS en tant qu'institution de référence a connu de nombreux développements positifs, nous sommes à la recherche de nouvelles ressources financières pour construire une fondation stable pour le futur du CIEPSS.

Je me réjouis de retrouver nombre d'entre vous à Thessaloniki en août. Bien à vous,.

Prof. Dr. Gudrun Doll-Teppe
Présidente, ICSSPE

Welcome New Members

Since January 2004, ICSSPE has received the following new membership applications for ratification at the 65th Executive Board Meeting in Thessaloniki, Greece, August 2004

A068-1

National Sports Council

BARBADOS

B160-3

International Association of Computer Science in Sport

AUSTRIA

B150-8

Special Olympics Inc.

BELGIUM

D156-12

Bath Spa University College

UK

D119-1

Bangladesh Institute of Sports Science

BANGLADESH

D57-24

Manhattan College

USA

D126-2

Peking University, Dept. of Physical Education

CHINA

D90-6

Associacao Brasileira de Ensina (ABEU)

BRAZIL

D130-2

Kyunghee University – Dept. of Physical Education

KOREA

D133-1

National Kaohsiung University of Applied Sciences – Dept. of Physical Education

TAIWAN

D045-2

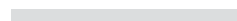
School of Biokinetics, Recreation & Sport Science, North West University

SOUTH AFRICA

C115-1

Oman Olympic Committee

SULTANAT OF OMAN



The Role of Physical Education and Sport in Education 2004 Spined Interim Report

The SpinEd project has progressed considerably over the past eight months. Many colleagues have contributed and continue to contribute to every aspect of these developments. We look forward to the Pre-Olympic Congress in August, when the final report will be presented. This document reports upon the progress to date. It addresses the main elements of the project, namely the work of the case study teams, the questionnaire design and administration and the SpinEd website. It also discusses the issue of language and the somewhat confusing definitions assigned to the term Physical Education and school sport.

The main elements of the project are the case studies. A number of colleagues in, Africa, Asia, Europe, North America, Oceania and South America were contacted and invited to participate in the project as members of the fieldwork team for that area. When the six teams were in place, letters were sent to explain the nature of the project, their role and to invite them to decide upon a case study which would identify an example of quality Physical Education and sport in their area, in relation to at least one domain. The five domains identified were physical, intellectual, social and moral, organisational/institutional and sport and lifestyle. Together the case studies include a wide variety of examples of good practice. For instance, the case study being carried out in Columbia focuses on the role of Physical Education as an instrument to develop positive attitudes in the violent and poor communities of the Bogota commune. Two reports for each of the case studies are expected to be submitted by April 2004, one of which will be a formal report aimed at an academic audience and the other a shorter report aimed at a non-academic audience.

Most recently, we were delighted to accept another case study proposal, which will be financed through Canterbury Christ Church University College funds. The case study, which will be directed by Patricia Maude MBE at the University of Cambridge, will examine the implications of enhancing movement observation and analysis skills in order to make a difference to the motor development of children aged 3-7 years. This brings the total number of case studies to seven. The seven case studies are aiming to investigate:

Physical Education and sport as an intervention to prevent crime and moral degradation among young adults (Africa)

The effects of sumo lessons as part of the Physical Education programme in a primary school and school sports club in a secondary school (Asia)

Physical Education and the identification of talent (Europe)

Implications of enhanced movement observation and analysis skills on motor development of children aged 3-7 years (Europe)

The experiences of young girls who take up ice-hockey (North America)

Extending 'at risk' students' participation in school life: a case study within a Specialist Sports School (Oceania)

Physical Education and a new way to live for children in Bogota commune (South America)

From the very beginning, this project has involved as many people from outside the immediate team as possible, especially from other countries. Colleagues from around the world have been asked to comment upon many different aspects of the project, including the questionnaire, the construction of the framework, to suggest relevant source of information from their own country and to offer informal advice as necessary. This has been an invaluable process, and one of the ways that helps make this project unique. More than 40 respondents have offered their support, by advising on different matters and drawing attention to a great number of sources, providing information that would otherwise have been difficult to locate. Together, the sources will form an international annotated bibliography, to be made available around the world.

In order to collect data regarding pupils' perceptions of the outcomes of Physical Education and sport, a questionnaire was designed, to be administered by each of the case study countries. For the purpose of analysis, the questionnaire had to be the same for each country and for each of the age ranges, 7-10, 11-14 and 15+. The questionnaire was piloted both in England and in Japan and a total of 1066 questionnaires were analysed. Three different questionnaires with the same meaning were designed for the three age groups of Japanese children, because of the way that Japanese is taught in that country. Both England and Japan are planning to publish the results of this pilot study in the near future. Draft questionnaires were also sent to respondents, and valuable feedback was gathered. Following the piloting and necessary amendments, the questionnaire was sent to every continent together with instructions for sampling. The sampling strategy for

this questionnaire was chosen in order to ensure that they were completed by a minimum of 300 children per age range and 1000 children per area. For instance, in England this questionnaire is being distributed to 24 schools in 4 different sites, reflecting a wide socio-economic spread. This questionnaire is expected to be completed and analysis started by the end of January 2004.

An additional development of the project was the SpinEd website (<http://spined.cant.ac.uk/>) that was launched in September. This interactive tool, funded by Canterbury Christ Church University College, was initially set up to act as a point of contact for the fieldwork teams, respondents, schools and children participating in the project. The site reports upon the project itself and each of the case studies, as well as up-to-date news. It hosts a page of links which enable the user to immediately access any other international sites to do with Physical Education and sport. By March, a page containing the academic references will be added to the site and act as an international annotated bibliography. An extra initiative was added in the form of an online guestbook for children around the world, which invites them to comment upon Physical Education in their school and to read what others have written. It is hoped that this will encourage young people to share their experiences of Physical Education in different countries.

More recently, the Yokohama City University has also launched a Japanese version of the website (<http://www-user.yokohama-cu.ac.jp/~spined>) which displays the same information and will include various extra features.

A project such as this revolves around the sharing of knowledge through constant interaction and communication. A trip to Pretoria for the ICSSPE meeting was made by Professor Bailey in late September, where he presented on the SpinEd project and also made contact with colleagues willing to act as respondents. A further trip was made to Japan in November in order to discuss more about the project with the case study team at Yokohama City University, whilst Professor Bailey presented a lecture on the development of talent in Physical Education. As important as it is to be able to present our work to others in person, there is no doubt that technology in the form of the internet and email systems have served to make a project like this much quicker and easier to organise. Indeed, the postal problems such as the ones that we have been experiencing here in the UK have meant that its success has relied almost totally upon the email system.

As part of the project, a meta-analyse of Physical Education and school sport is currently being produced to attempt to address the confusion that has arisen due to conflicting definitions. This will consist of definitions according to policies, frameworks and individual studies from around the world and will serve to clarify the issue of definitions for the main and final report.

The academic review of literature will be informed by the increasing number of international references we have collected, on a range of topics that relate to the domains. To date, we hold around 500 papers and continue to search for more by applying the cascade approach.

To conclude, there is still much to be done over the next few months, but a great deal has already been achieved, all of which will ensure that the final report will be a valuable and well grounded piece of evidence. Most importantly, it will provide the base-line evidence to demonstrate the value of Physical Education and sport to the education system, which can then be fed back to the policy makers and decision-makers around the world.

Report Summary

To date, the SpinEd team has succeeded in completing the following tasks:

Arranged for a number of colleagues from around the world to act as respondents and others from all six continents to be members of fieldwork teams, listed below.

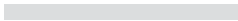
- R. BAILEY (Canterbury Christ Church University College, UK)
- D. MORLEY (Leeds Metropolitan University, UK)
- P. MAUDE (University of Cambridge, UK)
- F. TANISHIMA (Yokohama City University)
- T. IZAKI (Canterbury Christ Church University College)
- F. ONISHI (Yokohama City University)
- D. PENNEY (Edith Cowan University, Western Australia)
- A. TAGGART (Edith Cowan University, Western Australia)
- K. ALEXANDER (Edith Cowan University, Western Australia)
- C. ANAYA (Bogota University, Columbia)
- H. KNUDSON (Bogota University, Columbia)
- D. SOLOMONS (Western Cape Education Department, South Africa)
- J. SITZER (Western Cape Education Department, South Africa)

C.HIGGS (University of Newfoundland, Canada)

- Obtained feedback from respondents on the questionnaire, the questionnaire sampling sheet and the framework for evaluating the role of Physical Education and sport in the education system;
- Identified around 500 sources from which we can develop the academic review and annotated bibliography;
- Set up seven case study teams (two from Europe) and accepted seven case study proposals;
- Launched the SpinEd website and Yokohama City University SpinEd website, which displays an on-line children's guestbook, the case study details and will shortly include the full annotated bibliography;
- Completed trips to South Africa and Japan to give lectures on the project, work with case study teams and solicit respondents.

The next steps will be to:

- Carry out analysis on the completed questionnaires and complete by the end of February 2004;
- Complete the full annotated bibliography and publish on the website by March 2004;
- Collect by April 2004 the individual case study reports;
- Begin the writing of the final report to be presented by August at the Pre-Olympic congress.



V World Sport and Environment Conference

Tamara Devine, ICSSPE, Germany

From December 1st to 3rd, 2003, the V World Sport and Environment Conference was held in Turin, Italy. This event was hosted by the International Olympic Committee (IOC), the United Nations Environment Program (UNEP) and the Torino 2006 Organising Committee. The following eight steps were declared as being key to ensuring that the Olympic Movement and the world sports community conducts sport and leisure activities in an environmentally sustainable manner, with particular emphasis on the establishment, maintenance and nurturing of 'Partnerships for Sustainable Development'.

1. Sport as a Tool for Sustainable Development and Solidarity

- Tool kits should be created for National Olympic Committees (NOC) in developing countries to assist them in defining opportunities to use sport to promote sustainable development, and in developing appropriate action plans to address the particular priorities and challenges of their country.
- IOC Sport and Environment Commission through the Olympic Solidarity programmes should assist NOC's in the formulation and implementation of sport and environment programs.
- IOC together with its partners, should develop and produce guidelines for feasible projects at the national level.
- Sport should be used in addressing other social and economic priorities such as the fight against poverty and the spread of HIV/AIDS and in the promotion of social, human well-being and gender equity.

2. Spreading the Word: The Role of Athletes

Maximize the effective role of athletes and athletes' organisations in education and awareness, by promoting and communicating the importance of sustainability and protection of the environment. Athletes should be invited and encouraged as role models to take part in communicating green messages to the community.

3. Sustainable Sports Events: Collaboration at Community Level

- Effective partnerships between organisers, both local and national authorities and civil society, from the outset, is essential for the environmental success of any sport event.
- The role of athletes as role models in establishing such collaboration should be developed to promote a safe and healthy environment.

4. Sustainable Design for Venues

- Respect for the environment in venue design is an integral part of the sustainable development legacy of the Olympic and Paralympic Games.
- Sustainable development must embrace the interaction of all members of the local community with their improved environment.

5. After the Event: The Environmental Legacy

Olympic environmental legacy has been improved a great deal from Games to Games, including high level sport events (eg Commonwealth Games and FIFA World Cup)

- Organising committees must build strong relationships with all stakeholders (including the community, local authorities and the private sector)
- Transfer of knowledge must take place from city to city and remain active beyond the Games.

6. Marketing Partnerships for Sport and Environment

As the environment has become a very important element in society and in the Olympic portfolio, the Olympic Games can offer a unique opportunity to showcase environmentally-friendly projects and raise sponsors environmental profile.

- It is critical to ensure that service providers and sponsors endorse the environmental policy and fully support it from the early stages of planning to avoid problems later.

- Close communication between the organiser (rights holder) and the sponsors is essential in order to make the most of opportunities to build a strong environmental program and to profile more sustainable products and services.

7. Measurement and Monitoring of the Sustainability of Sports Events

- The sustainability accounting and reporting process of sport events represents a big challenge for both the IOC and the Host cities.
- Integrating environmental, social and economic information streams into management accounts and decision-making processes is fundamental for a positive legacy of every Olympic Games.
- In this context, the further development of the IOC's OGGI Project is relevant to the overall sustainability of sporting events.

8. Greening of the Products and Services associated with Sports Events

The strongest results are achieved when sustainability is emphasised and promoted throughout the entire 'product chain' of supplies, products and services that are associated with a sports event and facility.

- Organisers must clearly define and then communicate, both internally and externally, their sustainability objectives and priorities. Appropriate guidance and decision-making systems should then be put in place to lead all partners (notably suppliers of all products and services) towards a strong performance in these areas.
- The green procurement policies and tools must be disseminated to all public authorities and other partners.



International Forum on Sport and Development 13-15 February, 2005

*Co-organized by Evangelische Akademie Bad Boll and the
International Council of Sport Science and Physical Education (ICSSPE)*

Context and Main Issues

2005 has been declared the International Year for Sport and Physical Education by the United Nations. In light of this, the Akademie Bad Boll, in co-operation with ICSSPE, wants to further promote the discussion process commenced in February 2003 at the Sport and Development Conference held in Magglingen, Switzerland, by asking what the global role of sport is, within ethical reflections. For example:

- Is there a mainstream understanding of sports, and if so, where do the traditional/cultural sports and games belong within this understanding? Or, is sport a universal culture standard?
- Are there comparisons between global economic cycles and global sports development?
- Should sport take social responsibility for global proceedings? How could this look and what are the development possibilities for sport?
- How far can the "western model" of sport contribute to education, peace and development globally? Where are the boundaries?
- Can sport-ethics agreements be made in a global context? What could these agreements look like?

Aim

The organisers intend with this project:

1. to engage representatives from different areas of sport, science, education, politics and economy, also global acting human rights and non-government-organisations (NGOs) who would usually not come together. This will allow participants to take advantage of competence, knowledge and experiences to closely and objectively contribute to the current international debate on the global role of sport.
2. to continue the discussion process established by the United Nations development conference in Magglingen, Switzerland, 2003, for stronger ties within sport in the global development program. The main themes of Economy, Culture and Ethics will support the second Magglingen Conference, planned for December 2005.

The organizers have defined three different areas from which they want to approach the global role of sport: culture, development and economy.

Culture

Culture is under constant change. Globalization creates the impression that different societies in different parts of the world become more and more similar and cultural diversity disappears. Does globalization of sport offer opportunities to access to those who have not participated in the past for political, traditional, religious, economic or other reasons? At the same time, are people being prevented from being physically active because traditional sports are being displaced by sports that don't offer alternative forms for specific parts of the society?

The organizers of the forum have invited as keynote speaker, the Belgium scientist Prof. Dr. Roland Renson, who is an expert in his field of sport, physical activity and games within traditional and cultural aspects.

Development

Development includes changes within the world of sport from all possible angles: for example in which way sports develop in different regions of the world, how performance is constantly being optimized and how one sport develops in relation to one another. Development also deals with the expected and unexpected impacts that global sport has on the development of other areas of life.

Dr. Aneesa Al Hitmi, member of the National Olympic Committee of Qatar and invited keynote speaker, will report on the relationships between sport and development.

Economy

Sport is healthy and regular physical activity helps to decrease national health expenses. Many countries offer specific measures supported or implemented by the government to motivate the population to be more physically active. At the same time, a huge sporting industry has developed world-wide that includes people, companies and institutions from different areas of society: athletes, media, sporting goods-industries, sport facility industries, consultants and agents, hotel and restaurant businesses. With the development of sponsorship, companies have become involved in sport even when the original purpose of their product or service has nothing to do with sport. From a business and national economic point of view, sport and economy are closely linked to each other; their connection, their perspectives and problems shall be critically reflected.

Keynote speaker will be the British sport sociologist Prof. Dr. Joseph Maguire.

The Akademie Bad Boll has a reputation within Germany as a neutral place for discussion with great confidence in the area of sports. Several international sports conferences have already been successfully conducted at this venue.

For further information please contact the ICSSPE Executive Office at icsspe@icsspe.org



2004 Pre-Olympic Congress

The 2004 Pre-Olympic Congress is now only 6 weeks away. Organisers have worked hard to create an interesting, comprehensive and dynamic program of keynote presentations, lectures, symposion and workshops. A sample of abstracts are presented here, to highlight the breadth of topics that will be covered at this years event.

Evolving concepts in ethics and professionalization of Sport and Exercise Psychology

Carole A. Oglesby PhD, PhD

Introduction

The utilization of psychological principles and techniques in order to enhance elite performance and to engage the ordinary citizen in well-chosen and healthful sport and exercise is becoming more common globally. Ethical and professional standards for assessing the effectiveness and appropriateness of sport/exercise psychology interventions have neither been devised nor monitored in a co-ordinated and comprehensive manner. The international sport science community must take steps to begin such an effort.

Method

A sociologically-oriented normative analysis was conducted 1) to identify the organizations and networks that might act as gatekeepers and innovators in ethical/professional considerations in efficacy work in sport psychology; 2) to identify and describe relevant major challenges recognized by these organizations and research literature.

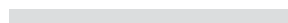
Results

Four areas of challenge were identified and discussed:

1. Confidentiality - What are the newest concerns and standards of care in regard to the protection of privacy of clients and study participants?
2. Full disclosure - What are the newest concerns and standards of care in regard to the procedures and interventions of the consultant and in what time frames is such information passed on to clients?
3. Efficacy studies and dissemination of results - After years of sport psychology intervention, what has been shown to be consistently effective, how effective and under what conditions?
4. Cost effectiveness - What do we know about "trickle down effects" in regard to elite athlete innovation principles contributing to the development of standards of care in work with ordinary citizens of both the abled and disability communities?

Conclusions

Implications will be drawn for both the sport governance and sport science organizations. In times of financial constraints, the pressure to cut services is extreme. A need exists for strengthening the rationale to undergird the provisions of services in the area of psychological support.



Life-stage Transitions and Physical Activity in Australian Women

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Introduction

Given the benefits of physical activity (PA), a paramount question for those interested in its promotion is how to support people to be more active, especially at life stages when PA levels are likely to decrease. Improved understanding of the determinants of PA at specific life-stages may help in developing appropriate intervention strategies.

Methods

The Australian Longitudinal Study on Women's Health (ALSWH) is a prospective study of three large cohorts of Australian women. It aims to examine health and health determinants during significant stages of physical, psychological and social change in women's lives. Data from this study will be used to illustrate life stage transitions in PA, as well as barriers to and determinants of PA in young, mid-age and older women.

Results

Over a four year period from 1996 to 2000, young adult women (aged 18-27; N= 9,412) who reported getting married, having a first or subsequent child or beginning paid work were more likely to be inactive at follow-up than those who did not report these events. Among mid-aged women (45-57; N=12,114) those who reported a significant increase in work conditions (hours, conditions, responsibilities) between 1996 and 2001 were more likely to become inactive. Experiencing menopause, divorce, death of a spouse or partner, spouse or partner retiring from work, and children leaving home were not associated with changing physical activity patterns. Among older women (70-78; N=9,549) widowhood was associated with increasing PA while injury and deteriorating health were associated with decreased PA.

Discussion / Conclusions

The results suggest that life events associated with changing family, caring and work responsibilities are associated with lower levels of PA. Given that levels of PA are generally lower in women than in men, strategies are needed to promote maintenance of activity at times when life stage transitions are likely to impact adversely on PA. Brief results from some innovative intervention studies with women will also be presented.

References

For more information about the ALSWH please see: www.newcastle.edu.au/centre/wha.

Acute and chronic changes of the transcription of the muscle genome as a consequence of exercise training

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Skeletal muscle tissue represents a unique opportunity to study gene regulatory phenomena in adult humans. The structural and functional plasticity of skeletal muscle tissue with regard to exercise conditions, microgravity, and other stimuli have been studied extensively over the past forty years and continue to be of interest. It has been established that standardized exercise interventions lead to typical structural and functional modifications. Increases in mitochondrial volume of over forty percent can be achieved in previously untrained subjects in training studies with a total exercise duration of only fifteen hours over a period of six weeks. These rapid and massive changes in muscle tissue protein composition have been shown over the past ten years to be dominantly (but not exclusively) controlled by gene regulatory phenomena. The muscle cells rely on external mechanical, metabolic, neuronal and metabolic signals which are specifically sensed and transduced over multiple pathways to the muscle genome. In exercise, many of these sensory and stimuli-dependent signaling cascades are activated, the individual characteristic of the stress leading to a specific response of a network of signaling pathways. Signaling typically results in the transcription of multiple early genes among those of the well known fos and jun families, as well as many other transcription factors. These bind to the promoter regions of downstream genes initiating the structural response of muscle tissue. While signaling is a matter of minutes, early genes are activated over hours leading to modifications of structural genes that can then be effective over days. The multiplicity of the signaling pathway and of the early gene activation leads to a bewildering complexity of possible genomic responses. This response is further tailored by "structural" genes having promoter regions capable of recognizing a host of activators and depressors. The current molecular techniques are in principle capable of dealing with the task of unraveling the enormous complexity of the events of genomic response to external stimuli. Changes over the entire human transcriptome can be assessed with appropriate array technologies, and proteomic approaches are rapidly being developed. The ultimate challenge will be to extract the biologically relevant information and to integrate this information into models of system physiologic relevance.

Career Planning and Development in Disability Sport

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Uri Bergman - Kibbutzim College of Education & Israel Sport Center of the Disabled, Israel

Introduction

Organizational theory increasingly supports decision-making processes in physical activity contexts. Among others, it has been suggested as an appropriate frame of reference for discussing human resource development of both staff and clients in sport and recreation organizations [1]. Since the career development process in Disability sports often occurs within short periods of time [2,3], and is mostly associated with a medical and social rehabilitation process, stress situations are expected to threaten performance and adherence of athletes with a disability more than in able-bodied athletes [4].

Methods

An organizational model is proposed for consideration of personal and environmental factors pertaining to participation and career development in disability sport. The main aspects discussed in this model are (a) transition phases (initiation, competition & retirement) [3]; (b) mediating factors [4]; (c) states of stress [5]; (d) coping strategies [6] and (e) organizational planning [1]. The model postulates that lacking individual competencies and environmental supports, particularly under highly competitive climates may enhance stress situations which, in turn could cause early burnout and dropping out from sport careers. Based on the proposed model, a series of retrospective case reports indicating premature dropout are described, through which the organizational contexts are explored.

Results and Discussion

A general trend of ignoring athlete's long term career planning appears to be detrimental to coping with acute stress during the career. SWOT and Gap analysis tools are demonstrated for defining conflicts throughout athletes careers as a basis for launching organizational actions that may benefit athlete's career development and increase their adherence.

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Ethics in Sport and Global Ethics

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Introduction

This paper reflects the results of the long-term study of ethics in sport and the phenomenon of Fair Play as an area of general ethics, including the Project of Global Ethos [1].

Methods

Theoretical analysis, participant observation.

Results

The following concepts were determined and will be covered in the full text of the paper:

1. Concept of types of ethical principles of sport: determining the ethics of play; demanding a concrete act; referred to fans.
2. Concept of areas of athlete's conduct: playing, regulated by rules; the area of a moral choice in which an athlete stays as a personality; area of all types of fraud and/or cheating.
3. Concept of doping abuse prevention and penalizing as a part of state judicial systems [2].
4. Concept of Fair Play as the guild or cooperative standards in sport.
5. Concept of extrapolation of principles of Fair Play in sport to daily life for forming of the future global ethos.

Discussion/Conclusions

The centrism prevailing in the human community will allow us to work out the typology of principles of real, not utopian, Fair Play in various spheres of daily life. It is supposed that Fair Play principles implemented into daily life could become a paradigm of ethics of the 21st century.

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Physical Education and Sport as an intervention to prevent crime and moral degradation among young adults

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Introduction

This lecture will be part of a larger 90 minute WORKSHOP that will include four lectures, lasting 12 minutes each. The rest of the time will be dedicated to specific questions and general discussion. This case study concentrates on two schools that are situated in a sub-economic social setting where crime and low moral standards dictate the lives of these communities. The areas have a high unemployment rate and school children are at the mercy of gangsterism and drugs.

The lecture will report upon the role of Physical Education and Sport in shaping the perceptions of learners about their social circumstances.

Methods

The objectives of the case study will be:

- To determine how learners in high schools view the educational value of Physical Education as a school subject and the role that it plays in their education.
- To determine what role school sport/sport play in developing the moral and value system of young adults.
- To explore what role Physical Education and Sport play in increasing the life chances of these learners (with poor social-economic circumstances) in post- Apartheid South Africa.

The study will be an interactive one and will explore the views of all relevant role players in the education of the said learners.

Data will be collected via interviews, questionnaires and action research methods. The team will decide on the size of the research sample, strategies and method.

Results/Discussion

The results and discussion of this case study will be first presented at the Pre-Olympic Conference in August 2004. Together with the other case studies, the results will provide real life examples of quality physical education in schools and the benefits of such practice to schools. Moreover, the project as a whole has the potential to significantly raise awareness among policy-makers of the role of Physical Education and Sport in education and in children's lives.

Relationships between perceived motivational climate, parental support / pressure and enjoyment

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Introduction

Young people in Norway may choose to attend high schools dedicated to the development of athletes in various sports for their secondary education. As part of a broader investigation of the psychosocial and cultural influence of this kind of education, the purpose of this study was to examine, in the high schools focused on skiing, the relationship between perception of motivational climate (1), goal orientations (2) and perceived parental support and pressure.

Methods

Data stem from the first data collection that took place 3 months after starting education. Participants were students at 6 out of 9 such high schools, the preliminary data included 64 students. A questionnaire was sent to a contact person appointed by the head master, and the students answered it during class.

The variables included in this study were measured by a Norwegian version of the Perceived Motivational Climate in Sport Questionnaire, the task and Ego Orientation in Sport Questionnaire, both translated by Robert & Ommundsen (3). Social support from parents was measured by a 5 item scale indicating various forms for support (helping with equipment, encouragement, accompanying to training and competitions and are positive to sport participation). Pressure from parents was measured on a two item scale indicating pressure towards better results and expecting the athlete to demonstrate good results. Included was also a one item question on the degree of enjoyment at school.

Results

Comparisons of mean scores (t-tests and one way ANOVA) demonstrated no gender differences on any of the measures. Those engaging in disciplines involving cross country skiing scored significantly lower on ego-orientation than those in the other disciplines (alpine skiing, snowboard and ski-jumping), but there were no differences as to perception of motivational climate. Correlation analyses demonstrated a significant correlation between ego-orientation and perceived parental pressure. A canonical correlation analysis yielded two clear functions, one with a performance climate and one with a mastery climate. Performance climate was associated with perceived pressure from parents, but not with parental support, ego-orientation, and loaded negatively on task-orientation. Mastery climate was associated with pressure from parents too, but also with support, task-orientation and enjoyment at the school.

Discussion / Conclusions

The preliminary data seem to support that perceiving a motivational climate as performance oriented is associated with dispositional ego-orientation and perceived pressure without support from parents as well as less enjoyment. Perception of the climate as mastery oriented is associated with a dispositional task orientation, perceived pressure from parents but in combination with support, and enjoyment.

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Sport Science and the Olympics: An Historical Perspective

G. King, Cologne, Germany

Ever since the beginning of the ancient Olympic Games, Man has tried to describe the positive effects of physical activity and movement. These empirical descriptions can be regarded as the basic beginning of "sport science". Throughout the ages we can record enormous changes in "sport science", beginning with the foundation, tradition and achievements of more than a thousand years of athletic competition that existed until 393 A.D., when the Olympic Games were banned by Theodosius I because of their pagan nature (Finley and Pleket 1976). The development of sport science was a process of differentiation into subdisciplines. It received a more professional impulse through the rebirth of the modern Olympic Games in Athens, Greece in 1896. On 25 November 1892 at a congress in Paris, Baron Pierre de Coubertin made a suggestion regarding the inauguration of Modern Olympic Games, but it took two more years before he could introduce his concept again. So it was at a congress held at the University of the Sorbonne in Paris from 16 to 23 June, 1894 by the Union of French Athletic Sports Societies, that Pierre de Coubertin officially proclaimed the creation of the International Olympic Committee (IOC) and the restoration of the Olympic Games.

Prerequisites for Olympic competition meant the best possible athletic performance and advances in sports training required advances in medical care of world-class athletes. This relationship underlines the necessity that sports medicine has become an integral component of the Olympic movement. Taking sports medicine as an example, Lavoisier & Seguin were the first to examine gas metabolism by means of spiroergometry in 1789. While treadmills were initially used as punishment in prisons during the 19th century, particularly in England, it was Zuntz in 1889 who applied the treadmill in scientific research. The bicycle ergometre followed in 1896. The first sport medical dissertation was written by Mallwitz in 1908 and a forum for exchange (called the Hygiene Congress) took place in Dresden, Germany in 1911. The first sport medical organisation was then founded in 1912 in Oberhof, Germany.

The 20th century was characterised by the definitions of the maximal oxygen uptake (A.V. Hill 1922), anaerobic threshold (Hollmann 1959), muscle biopsy (Bergström 1962), and similar. Throughout this time, sport science became a supplement to the Olympic Games, including a sport medical symposium at the 1900 Games in St. Louis. Where sport science was included in the Games at the beginning, it has now become customary to stage the symposia within the framework of a Congress at a different time and place. Nevertheless, sport science has proved to be beneficial to the Olympic idea and provided information on the development of sport and performance in the course of the Olympic Games. For example, investigations of the Olympic performance records during this period have confirmed that selected results of male and female competitors have changed significantly. Reasons for these changes could be found in an increased number of participants on one hand, but also in improvements in coaching, better knowledge of the effects of nutrition, perfection of athletic facilities, refinement of athletic equipment and contributions from sports medicine, along with treatment and prevention of athletic injuries, supervision of medical examinations and diagnostic services including testing for drug use, evaluation of athletic performance, nutritional advice, and the prescription of training programs can lead to enhancement of athletic performance.

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Teaching Olympism in Schools: Olympic Education as a Focus on Values Education

Dr Deanna L. Binder, Canada

(Note: An expanded version of this discussion appears as an on-line lecture on the web site of the Olympic Studies Centre at Universitat Autònoma de Barcelona)

Introduction

In the article titled Olympic education: Challenges for theory and practice in the 21st century (Binder, 2001), two challenges were identified. One challenge focused on fundamental questions of modern pedagogics (Mueller, 1994). It was suggested that “a pedagogy of Olympism be defined as teaching the values of Olympism, rather than teaching **about** the values of Olympism” (p. 17).

“We have only just begun to understand the role of emotion and affect in the learning and teaching of values. We have only just begun to understand the role of imagination in helping children, youth and athletes to visualize a better performance, hope for a brighter and healthier future and a “better and more peaceful world”.” (p. 17)

This discussion explores current thinking with respect to pedagogical strategies that are necessary to or seem to facilitate the development of and the reinforcement of positive values and behaviours related to the teaching of Olympism. Reference will be made to current curriculum literature in the general field of values education, and also to literature on the topic of values development within sport education and physical education programs.

Fundamental to the understanding of Olympism is its emphasis on an educational mandate. In fact, the “Olympic idea cannot be understood without an understanding of its educational mission” (Gessman, 1992, p. 33). This educational mandate is outlined in several of the Fundamental Principles of the Olympic Charter (2000).

Fundamental Principle #2 – Olympism is a philosophy of life; exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

Fundamental Principle #3 – The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.

This is a values education mandate. Some of the specific positive values referred to in these principles include a respect for balance in the human character between aspects of mind, body and spirit, an understanding of the joy found in effort, an emphasis on peaceful behaviour, and respect for others (here described as preservation of human dignity). The principles, while somewhat awkward in their English wording, also include direction for an Olympic pedagogy. That is, the fundamental principles seem to suggest components of a possible teaching and learning strategy. Note the references to such strategies as “blending sport with culture and education,” setting “good examples,” and encouraging participation in sport as an educational situation in which these values can be developed.

Orientation for the Reader

It is hoped that this paper will inaugurate a worldwide discussion on the topic of Olympic pedagogy. In a post-modern milieu is it even thinkable to speak about “universal fundamental ethical principles” as the Olympic Charter does? It is true that ethical issues such as fair play, violence, cheating, abuse of performance enhancing drugs, commercialism, equity, etc. receive much media attention and are frequently addressed in papers and presentations at Olympic sport and physical education conferences. They seem to have worldwide relevance. Unfortunately the pedagogy of these issues is rarely addressed. How are fair play/ethical behaviours learned? How can they be taught, and how can this teaching be supported? The literature also appears silent on the cross-cultural issues. How, for example, is fair play understood and experienced by people in different cultural contexts?

Educators, like all people, are products of their own cultural, political and educational milieus. They see the world through the filters of their particular educational and systemic orientations. Hans Georg Gadamer (1989) describes this filter as a “horizon” defining the boundaries of understanding between people. Thus, for

example, this paper is somewhat defined or boundaried by its dependence on Euro-American understandings (literature) available in English. It is also somewhat boundaried by the North-American, specifically Canadian, orientation of its author to schools, educational systems and curriculum.

Hopefully, this does not mean that the understanding and insights of the author of this paper do not have meaning and relevance for people in other educational circumstances. Rather, it means that readers (each with his or her own "horizon") should approach this paper with a reflective orientation, engaging the author in a silent dialogue, and reflecting on questions such as:

1. Do the values that are described here have the same meaning for me and for people in my cultural and educational lifeworld as they seem to have for the author? How are each of the values different? How are they the same?
2. What components of an Olympic education program would integrate well with educational priorities and the value systems in my country? What components might not be welcomed? Why?
3. Do I understand the educational principles outlined in this paper for teaching Olympic values? Will they have relevance in the educational and cultural circumstances in which I work? Why or why not?
4. What teaching and learning strategies could I suggest to enhance the teaching of Olympism in the schools in my country?

Hopefully, in the not too distant future, a silent dialogue, such as the one recommended for a reading of this paper, could become an international exchange of ideas through internet discussions, a conference or a series of workshops.

Teaching Olympic Values

Values development or values/moral education is a complex process that takes place in all aspects of the life-world of children and youth. In traditional cultures, influences such as the family, the immediate community and religion were the key factors in this process. These factors continue to have a significant influence. In most countries today, however, the responsibility for developing values is also assigned to schools in formal teaching settings. Global influences such as TV, the internet, population displacement because of war and migration, and the living together of people from many different cultures further complicate the processes of helping children and youth develop positive values.

Since the 1960s curriculum development related to values education in North America has been dominated by the moral development theory of Lawrence Kohlberg.

In a study to test the "effects on the moral development of children in physical education using educational activities selected from Fair Play for Kids (Binder, 1995)," Gibbons, et.al. (1995) reported the following:

"Results supported the main hypothesis that implementation of a specially designed educational program can effect changes in several facets of moral development...These results support theory and empirical research that enhancing moral growth is not an automatic consequence of participation in physical activity, but rather that systematic and organized delivery of theoretically grounded curricula is necessary to make a difference." (p. 253)

Gibbons et. al's study, used empirical measures to test before and after responses in the areas of moral judgment, moral reason, moral intention, and prosocial behaviour. These measure were either based on or correlated closely with the stages of moral development model developed by Rest (1986). The researchers note that, "Although the products of this study (i.e., changes in quantitative scores) were highly visible, the processes by which these changes occurred were less discernible" (p. 254). It is the "less discernible" processes and the pedagogical decision-making that contributes to these processes that have now become the focus for curriculum theory related to ethics and moral education.

Models of moral development still provide a platform for research on isolated aspects of moral judgment, but moral development theory no longer dominates the discussions in moral and ethical education. A profound shift in perspective has taken place, exemplified in the transition within the writing of Lawrence Walker one of Canada's well-known researchers in the field of moral education. In 1994 in an article titled "Whither moral psychology?" Walker writes:

"...it has become apparent that this pervasive influence [Kohlberg's] has imparted a rather constricted view of moral functioning, which we must now strive to overcome. This constricted view of moral functioning arose from Kohlberg's a priori and consequently restricted notion of morality (following in the Platonic and Kantian traditions in moral philosophy which emphasize justice and individualism) and from his impoverished description of the moral agent... (p. 1)

In exploring this shift in perspective and its implications for Olympic education, I want to highlight the works of four scholars: Martha Nussbaum (1986) - a philosopher, Carol Gilligan (1982) - a psychologist, and Nel Noddings (1984) and Maxine Greene (1995) - both educational philosophers and curriculum theorists. Their work provides a critique of cognitive-based, moral development models³⁴in particular the tendency of these models to simplify complex human interactions, and also to discount groups of people that don't fit the model. Their work also offers helpful direction for curriculum development in ethical/moral education in the new century. Thus their work has profound implications for Olympic educators.

Martha Nussbaum

In *The fragility of goodness* (1986), Nussbaum refers to ancient Greek literature as she explores questions such as: In what ways is the good human life dependent on things that human beings do not control? What are the limits of "reason" in the search for the good life? How do human beings deal with the contingent conflict among values in their lives? Nussbaum is clearly uncomfortable with abstract discussions of moral dilemmas, and emphasizes the importance of emotion.

"Our Anglo-American philosophical tradition has tended to assume that the ethical text should, in the process of inquiry, converse with the intellect alone; it should not make its appeal to the emotions, feelings, and sensory responses. Plato explicitly argues that ethical learning must proceed by separating the intellect from our other merely human parts... The conversation we have with a work of tragic poetry is not like this. Our cognitive activity, as we explore the ethical conception embodied in the text, centrally involves emotional response. We discover what we think about these events partly by noticing how we feel; our investigation of our emotional geography is a major part of our search for self-knowledge." (p. 15-16)

There are two aspects of Nussbaum's work that may have implications for teaching Olympic values. She argues in support of an approach to ethics that focuses on the lived experiences and moral conflicts of real people in real situations, as opposed to intellectual discussions of abstract moral dilemmas. She also emphasizes narrative³⁴drama, poetry, story³⁴as important tools for ethical education.

"Our pupil must learn to appreciate the diversity of circumstances in which human beings struggle for flourishing; this means not just learning some facts about classes, races, nationalities, and sexual orientations other than her own, but being drawn into those lives through the imagination, becoming a participant in those struggles." (p. 51)

Carol Gilligan

In *A Different Voice: Psychological Theory and Women's Development* by Carol Gilligan (1982), a former student of Lawrence Kohlberg, questioned the conclusions that Kohlberg reached about the moral reasoning of women and girls based on his model of the "hierarchical stages of moral reasoning." She points out that Kohlberg's (and Piaget's) studies, carried out to develop the model and its descriptors, were based on sample populations of boys and men. She also notes that Kohlberg, like Freud and Piaget before him, all observe that somehow girls do not fit their models. When women do not conform to the standards of psychological expectation, she says, the conclusion has generally been that something is wrong with the women (p. 14).

For example, she describes a 1976 study on the organization and structure of the playtime activities of 181 fifth-grade, white middle-class children, aged ten and eleven, which reported sex differences:

"...boys play out of doors more often than girls do; boys play more often in large and age-heterogeneous groups; they play competitive games more often, and their games last longer than girls' games... Boys' games appeared to last longer not only because they required a higher level of skill and were thus less likely to become boring, but also because, when disputes arose in the course of a game, boys were able to resolve the disputes more effectively than girls... In fact, it seemed that the boys enjoyed the legal debates as much as they did the game itself, and even marginal players of lesser size or skill participated equally in these recurrent squabbles. In contrast, the eruption of disputes among girls tended to end the game." (p. 10)

In this study, the researcher's conclusion (Lever, 1976) was the same as Piaget's: that the legal sense, which Piaget considers essential to moral development, is "far less developed in little girls than in boys" (Piaget, 1965, p. 77).

These gender differences that are noted in early childhood with respect to children's games are even more obvious, Gilligan notes, at puberty. According to Piaget, she says, "children learn the respect for rules neces-

sary for moral development by playing rule-bound games and Lawrence Kohlberg adds that these lessons are most effectively learned through the opportunities for role-taking that arise in the course of resolving disputes" (p. 10). Gilligan suggests that "rather than elaborating a system of rules for resolving disputes, girls subordinated the continuation of the game to the continuation of relationships" (p. 10). Gilligan argues that:

"Sensitivity to the needs of others and the assumption of responsibility for taking care lead women to attend to voices other than their own and to include in their judgment other points of view. Women's moral weakness, manifest in an apparent diffusion and confusion of judgment, is thus inseparable from women's moral strength, an overriding concern with relationships and responsibilities." (pp. 16-17)

"The reluctance to judge, "she suggests, "may itself be indicative of the care and concern for others that infuse the psychology of women's development and are responsible for what is generally seen as problematic in its nature" (pp. 16-17).

Nel Noddings

In *Caring: A Feminine Approach to Ethics and Moral Education*, Noddings (1984) proposes an ethics based on caring, and grounded in receptivity, relatedness, and responsiveness. In her book Noddings comments on moral development.

"Many of us in education are keenly aware of the distortion that results from undue emphasis on moral judgments and justification. Lawrence Kohlberg's theory, for example is widely held to be a model for moral education, but is actually only a hierarchical description of moral reasoning. It is well known, further, that the description may not be accurate. In particular, the fact that women seem often to be "stuck" at stage three might call the accuracy of the description into question..."

"Women, perhaps a majority of women, prefer to discuss moral problems in terms of concrete situations. They approach moral problems not as intellectual problems to be solved by abstract reasoning but as concrete human problems to be lived and to be solved in living...Faced with a hypothetical moral dilemma, women often ask for more information." (p. 96)

Noddings recommends that schools should be "deliberately redesigned to support caring and caring individuals" (p.182). She describes four fundamental strategies for nurturing the ethical ideal: dialogue, practice, confirmation and modeling. Most sport and physical educators would argue that sport played in the spirit of the Olympic ideals offers a context within which all of these strategies can be applied and practiced. With respect to confirmation, Noddings highlights the importance of the teacher's special relationship with a student.

"A teacher cannot "talk" this ethic. She must live it, and that implies establishing a relation with the student. Besides talking to him and showing him how one cares, she engages in cooperative practice with him. He is learning not just mathematics or social studies; he is also learning how to be one-caring. By conducting education morally, the teacher hopes to induce an enhanced moral sense in the student...Everything we do, then, as teachers, has moral overtones. Through dialogue, modeling, the provision of practice, and the attribution of best motive, the one-caring as teacher nurtures the ethical ideal." (p. 179)

"Teachers model caring," she suggests, "when they steadfastly encourage responsible self-affirmation in their students" (Noddings, 1988, p. 222). Such a statement could be made with equal conviction for a coach's special relationship with his/her athletes.

Highlighting the critical role of teachers as "one-caring" in their relationships with students and as models of ethical action should be a prominent component of future Olympic educational initiatives. Every teaching/coaching day is filled with hundreds of instant pedagogical moments. In each moment, teachers and coaches have to make an appropriate response. It is in those important instant pedagogical moments, when a teacher or a coach makes a response that inspires, or affirms or encourages or corrects a student or athlete, that they have the opportunity to gently nudge them along the route to fair and ethical living.

The ideas and conclusions of Nussbaum, Gilligan and Noddings point Olympic educators away from learning values through a teaching and learning process based on resolving ethical dilemmas through cognitive and well-reasoned application of universal concepts and principles, and towards a teaching and learning process that is much more complex, that helps young people to explore their emotional as well as their intellectual responses to ethical issues; and that emphasizes care and compassion for others. Olympic educators need to move away from the safety and certainty of teaching rules, penalties and universally applicable principles, and move towards an imaginative, holistic, diverse but inclusive vision for teaching Olympic values.

Maxine Greene

To try and understand what this “move towards” a new vision for the pedagogy of Olympic education means, I am drawn to the work of Maxine Greene. In *Releasing the Imagination*, Greene emphasizes that teaching and learning – in schools as well as in sport - are matters of “breaking through barriers³ of expectation, of boredom, of predefinition” (p. 14). “It is imagination,” she says, “that opens our eyes to worlds beyond our experience³ enabling us to create, care for others, and envision social change” (book jacket). Imagination has to be part of all good teaching and good coaching. Simply lecturing about basketball will not develop a basketball player. Somehow teachers and coaches communicate ways of doing things that allow learners to put into practice in their own way what they are seeing, hearing and experiencing. “To teach, at least in one dimension, is to provide persons with the knacks and know-how they need in order to teach themselves” (p. 14). This is a form of inventiveness, a use of imagination.

It is imagination - “with its capacity to both make order out of chaos and open experience to the mysterious and the strange” (p. 23) that moves teachers and coaches, students and athletes to journey where they have never been. The role of imagination, she says, “is not to resolve, not to point the way, not to improve. It is to awaken, to disclose the ordinarily unseen, unheard, and unexpected” (p. 28).

Greene celebrates the arts in this process. “Encounters with the arts have a unique power to release imagination. Stories, poems, dance performances, concerts, paintings, films, plays⁴ all have the potential to provide remarkable pleasure for those willing to move out toward them and engage with them.” (p. 27). I would argue that this “imaginative” journey also takes place in physical and sports education as students link mind and spirit in the development of their physical capabilities and in the “agon” with an opponent.

Maxine Greene suggests that it is through the stimulation of the imagination that children come to see themselves and the possibilities of their world in a different way. She emphasizes the fine arts as the place where children’s imaginations can be best stimulated. Images from the VISA “Olympics of the Imagination” program for the Sydney Olympic Games demonstrate the power of an imaginative and exciting event like an Olympic Games to bring the ideals of sport, peace, friendship and fair play together in artistic representations.

Conclusion

Pierre de Coubertin seemed to understand the importance of emotion and imagination as pedagogical tools. In his planning for the promotion and staging of Olympic Games, he integrated symbols, ceremonies, music, pageantry and culture. And ever since the first of the modern Olympic Games, the world has been inspired every four years with emotional stories of athletic triumph and disappointment. These stories act as models and as confirmation for future generations of potential high achievers. An imaginative approach to the teaching of Olympic values is necessary in order to help all of us break through the barriers of tradition and prejudice that sometimes wrap us up in despair over doping, violence and cheating. Olympic educators need to help their students and their athletes see the world in a different way, see each other in a different way, and change behaviours so that they act in a different way. If we are not part of the solution, we are part of the problem.

Furthermore, as de Coubertin suggests, this stimulation of imagination also takes place in the striving for physical excellence. Engagement of the whole body in the physical domain engages not only the physical, mental and intellectual domains, but also the emotional and imaginative (e.g., positive visualization), and, according to the traditional teachings of our First Nations people, the spiritual domain as well (Ghostkeeper). Mind, body, spirit (and emotion) come together in a sublime performance of any kind – athletic or artistic. De Coubertin suggests that whether you are climbing a mountain or playing rugby, the effect is the same.

I would argue that imagination must be an organizing principle for all future Olympic education educational initiatives. The reason the Olympic Movement brings sport and culture together is because together they stimulate the imagination and motivate all of us to strive for “a better and more peaceful world.” When master teachers are engaged in Olympic education initiatives, this principle is clearly evident in the work that they do with students. They engage their students in art, music, storytelling and role-playing.

Today, every city bidding for an Olympic Games is required to outline its plans for an Olympic education initiative. The challenge for all who believe that sport and physical activity provide a context for learning about life is how to realize these aims. As de Coubertin himself writes, it is not enough to talk about them; they must be practiced. The legacy of Olympic education, particularly at the elementary and middle school age level could serve as a ‘bridge’ between the striving for excellence by elite athletes and the reaching for dreams by a young child jumping over a school bench. What greater legacy could there be?

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The Pedagogical Foundations of Olympic Sport

Prof. Dr. Dr. h. c. O. Grupe, Germany

Edited by Prof. Dr. Denise Jones

Introduction

This article is based on the premise that there is no such thing as Olympic sport per se. In addition, Olympic sport not only influences the period of history and sports-cultural life of which it forms part, but is always shaped by them in turn.

Further, the Olympic Ideal determines, to a large extent, the image of modern sport, especially high-performance, competitive sport. In this article it is argued that, since the beginning of the Olympic era, this image has its roots in pedagogy. This claim is based on the classical understanding that the Olympic Ideal was initially pedagogically motivated.

The pedagogical nature of Olympism was advocated by Pierre de Coubertin, the founder of the modern Olympic Ideal. Support for this is evident in the Olympic Charter. In addition, a number of the statements contained in the 1996 Olympic centenary celebrations held in Paris, stressed the pedagogical objective of Olympism. Notwithstanding this support, there is still much debate about the pedagogical nature of this Olympic Ideal.

Pedagogical foundations: an interpretation

Differences in the interpretations of the concept "pedagogy", are at the heart of this debate. For example, some understand an action as pedagogical, while others view it as a measure. With this in mind, a strong argument can be made for the pedagogical nature of Olympic sport because of its potential to impact pedagogically on the actions, behavior and dispositions of athletes. The assumption that pedagogy is purely theoretical, moralistic or educational in nature, conceals the fact that the effects of pedagogy can be desired or undesired. For example, coaching of athletes indisputably constitutes a pedagogical relationship. However, the social environment in which this coaching takes place is also viewed as being pedagogical insofar as it influences the development of the athletes. There are negative consequences if either is neglected whether intentionally done or not. In addition, the structures of sport are also pedagogical in the sense that they recommend certain ways of behavior, but prevent or exclude others.

THE Olympic Games and pedagogy

What does it mean to refer to the Olympic Games as being pedagogical?

It is well known that de Coubertin borrowed the term "Olympic Games" from ancient Olympia and incorporated several ritual and cultural elements from the Olympic history of the ancient Greeks. What is less known is the fact that de Coubertin intended that the nature of the modern Olympic Games should reflect a particular philosophy of sport which linked it to pedagogy. His inspiration for the modern Olympics can be traced to his appreciation of the way the dominant model of English sport at the time was used in character formation, especially in males. In this way de Coubertin saw the potential of the modern Olympic sports as a means to an (pedagogical) end and not merely an end in itself. He envisaged the use of the modern Olympic Games to spread new educational ideas, especially with regard to addressing the problems of the modern world at that time and also in the future.

De Coubertin created his vision for the modern Olympics by combining principles and aims that he considered to be unique to the modern Olympic Games, with the English sport's model that focused on utility and pleasure. It was his intention that within the framework of general pedagogical and ethical principles, the Olympic Ideals should motivate athletes to strive for the improvement of and excellence in performance, as well as internationalism, equal opportunities and fairness. In this way emphasis was not only on "athletic victories", but also on the pedagogical intent of modern Olympism. In addition, de Coubertin believed that the Olympic-pedagogy relationship should incorporate the dissemination of information about the Olympic Games itself, as well as the way it both mirrors and shapes the events and challenges of modern societies.

To this end, de Coubertin identified five principles that were to guide the modern Olympic Games. These included: (a) the principle of the „unity of body and soul“ and of the harmonious development of man; (b) the aim of self-perfection; (c) the ideal of amateurism; (d) the commitment of sport to ethical issues and principles captured in the notion of "fairness"; and (d) the idea of peace. It was particularly the latter three guidelines that de Coubertin felt should set the Olympic Games apart from other global sports organizations.

It was de Coubertin's conviction that without its pedagogical nature, Olympic sport would be reduced to something similar to the gladiatorial games and circuses of Ancient Rome. He felt strongly that it was not enough to talk about the morals and values of Olympism – they had to be experienced through involvement in the Olympic Games.

The Olympics and pedagogy: an uneasy relationship of ideals

The Olympic Ideal and related pedagogical principles that de Coubertin so conscientiously and enthusiastically constructed, appears to have been ignored. In the first decades of the 20th century, possible reasons included: a lack of awareness or outright rejection and a lack of co-ordination or poor organization characterized by creative improvisation. Thereafter, the marginalization of the Olympic-pedagogy relationship has been blamed on a combination of politics and commerce. Many claim that these have also created the controversies surrounding the Olympic Games in more recent times. Some are of the opinion that the uncontrolled commercialisation and other developments, such as doping and corruption, have contributed to a view that any pedagogical ideals associated with Olympism, are naïve.

Admittedly, nowadays Olympism does not represent a convincing pedagogical model. This raises two questions: (a) Can the Olympic-pedagogy relationship ever be realized? and (b) Is the term Olympism, as defined by de Coubertin, still relevant in this new millennium?

The Olympic Games, with their colorfulness, variety, exciting competitions, excellent performances, great athletes of all skin colors, and their connection to art, music, literature, science and folklore, constitute a special part of Olympism. The prime aim of the modern Olympics is athletic performance. This was also the intention of de Coubertin's pedagogically based Olympism. The difference is that in our world with its omnipresence of the media, the top athletes are supposed to be representatives of the Olympic Ideal. Yet, de Coubertin intended that Olympism should contribute to the education and moral formation of all sportspeople, especially the youth, not only elite athletes. In addition, he envisaged that Olympic education would be holistic in its approach, thus connecting body and soul within the realm of sport.

Challenges facing a pedagogical oriented Olympic Games

Firstly, athletic activities per se do not have a positive pedagogical significance. The pedagogical significance of an educationally-based Olympics would be diminished if specific requirements and standards were ignored. The aim is always to do and be the best that one can be. This requires dedication, hard work and practice. In this lies one of the pedagogical qualities of the Olympic Ideal because it gives rise to an attitude that is directed towards long-term efforts. Thus, it constitutes an alternative to the „fun sports“ and „adventure sports“ propagated frequently nowadays.

Secondly, sport, as a product of society, cannot cure its maladies. In the same way, it would be a misconception to see Olympism as a pedagogy to improve the world. It has its limitations and should not substitute other educational concepts. Nevertheless, Olympic education can enrich the realm of sporting endeavours.

Thirdly, in order to fully realize the ideal of Olympic-pedagogy relationship, commitment and dedication will be required. This should, however, not discourage people.

Fourthly, Olympic-education does not happen by itself. Athletes themselves, as well as sporting institutions, organisations and the International Olympic Committee should all be responsible for upholding the Olympic ideas of fairness, equal opportunities, peacefulness and tolerance. These are captured in special moments like shaking hands, comforting each other and fair competitions, not in the great declarations and speeches of politicians and officials.

Fifthly, Olympism must neither be seen as a substitute for religion nor for politics or education. Nevertheless, it offers orientation for the life in a complex world. In addition, Olympism and Olympic-education are more than the Olympic Games. What de Coubertin brought into the domain of Olympic sport when he created his pedagogically-based Olympic Ideal, was the image and dream of “a better sport in a better world”.

In conclusion, if the world of Olympic sport is not as we would wish it to be, then we should strive to transform it. The current sporting culture, marked by a lack of commitment, hedonism and randomness, is not an ideal sporting model. It is certainly not an appropriate alternative to the Olympic Games and the Olympic Ideal as envisaged by de Coubertin.

Women taking the lead

Action plan for increasing the number of women in leadership positions in German sport organizations

Sabine Radtke, Freie Universität, Berlin

More than 10 million girls and women are members of sports clubs across Germany. They represent approximately 40 % of the membership base, but hold only 9 % of leading positions within national sports federations. This lack of women in leading positions of German sports organisations prompted the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth to support the project *Women Taking the Lead*, where researchers aim to analyse the situation and develop initiatives to address the lower rates of leadership representation by women.

In 2001, the project was initiated as a joint project involving the Free University of Berlin and the National Olympic Committee for Germany and is led by Professors Dr. Gudrun Doll-Tepper and Dr. Dr. Gertrud Pfister. From December 2003 on, cooperation began with the German Sports Confederation (*Deutscher Sportbund*).

Women taking the lead" has both scientific and practical components. The overall aims of the program are to:

- Increase the number of women in leadership positions in sport in Germany
- Offer equal access to women at the decision making level
- Benefit from the wealth of women's experiences and competencies
- Reduce the deficit of persons available for leadership positions.

The general questions that should be answered by the results of the theoretical and empirical research are:

- What are the reasons for the lack of women in leading positions in German sports organizations? Is this gender difference more likely caused by special female and masculine personality traits, especially by different motives or attitudes concerning a career in leadership positions, or by the organizational structure of the sports federations itself?
- What could be done for the training of new female recruits, and where, in the first place, could these recruits be found?

In order to gather information, the following studies have been undertaken and the fieldwork is completed:

- Meta-analysis of existing studies
- Structural analysis of selected sport federations
- Qualitative interviews with women in leading sports positions and experts concerning the motives, attitudes, barriers and wishes of women and men in honorary leading functions of the sports federations
- Representative evaluation of all leaders in the chairmanships of all German sports federations concerning their careers in profession, sports and honorary functions
- Representative evaluation of female trainers in the German Gymnastic Federation.

The following studies are planned:

- Qualitative interviews with "drop-outs" (*Why did they quit their leadership position?*)
- Qualitative interviews with former female competitive athletes (*Are they interested in a leadership position within a sports federation?*).

The practical work started with a meeting in December, 2001, where the representatives of 16 sports federations discussed:

- specific requirements for increased awareness in the boards and national federations,

- the development of a women's network in the boards, and
- special programs such as mentoring and gender mainstreaming.

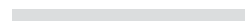
Each federation has since analysed its own situation and collected information about the women working within their organization. If desired, the national federations are assisting women in making career plans. Further information about mentoring as well as about gender mainstreaming has been given to the cooperating federations. One of the most important aspects in this program to date has been to convince the leaders in the sports organizations of the necessity of this project by pointing out that all measures taken are just part of systematic personnel development and thus is a benefit to the whole sports organization. The project "Women taking the lead" helps to implement these ideas, to build up the network and to spread information about this work, especially by the internet (www.femtotop.de).

The team of the German project "Women Taking the Lead", through ICSSPE President Prof. Dr. Gudrun Doll-Tepper, is applying for European Union support to extend the national project on the European level, in cooperation with different European countries. The focus of the European project, to be known as WALIS (Women and Leadership in Sport) will then be turned to examine the situation of women in leadership positions in sports clubs (their number in general, but also their career development, their obstacles etc) in order to develop women power on this basic level. Additionally, women with a disability shall be considered. The German team hopes to cooperate with four European countries where similar studies will be undertaken. In addition to the collection of statistical data within empirical studies, another main goal of the European project will be to develop in all cooperating European countries, new ideas for policy strategies and other measures to promote women's participation (including women with a disability) in decision-making positions in sport.

The aims of the transnational teamwork will be:

- Making use of synergy effects which will occur through the transnational teamwork.
- International comparison of data.
- European teamworking and cooperation.
- Exchange of "Best Practices".

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Paralympic Games Participation Statistics

Recent investigation of participation figures for the Paralympic Summer and Winter Games revealed a variety of sources, often quoting different figures. Following confirmation with the International Paralympic Committee in May 2004, you will find below a comprehensive and accurate listing of participation details for the Paralympic Games.

Paralympic Summer Games

Year	Location	Number of Countries Represented	Number of participating Athletes
1952	Stoke Mandeville	2	130
1960	Rome, Italy	23	400
1964	Tokyo, Japan	21	375
1968	Tel Aviv, Israel	29	750
1972	Heidelberg, Germany	43	984
1976	Toronto, Canada	38	1657
1980	Arnhem, Netherlands	42	1973
1984	Stoke Mandeville, UK & New York, USA	41 (UK) 45 (US)	1100 (UK) 1800 (US)
1988	Seoul, Korea	61	3013
1992	Barcelona, Spain	82	3021
1996	Atlanta, USA	103	3195
2000	Sydney, Australia	122	3839
2004	Athens, Greece	130*	4000*

* Expected number

Paralympic Winter Games

Year	Location	Number of Countries Represented	Number of participating Athletes
1976	Ornsköldsvik, Sweden	13	250+
1980	Geilo, Norway	16	141
1984	Innsbruck, Austria	21	457
1988	Innsbruck, Austria	22	397
1992	Tignes-Albertville, France	24	475
1994	Lillehammer, Norway	31	512
1998	Nagano, Japan	32	571
2002	Salt Lake City, USA	36	416
2006	Torino, Italy	40*	580*

* Expected number

Partners and Events

Upcoming Events

Don't forget to check the SIRC Conference calendar at: http://www.sirc.ca/online_resources/calendar.cfm

This resource is updated weekly and includes sport science events world wide.

Following is a list of events under ICSSPE Patronage and/or planned by members of ICSSPE:

Festival del Sole General gymnastics Riccione

27 June – 2 July, 2004, Rome, Italy

The Festival del Sole is a general gymnastics event with the same philosophy of the Gymnaestrada. It provides a non-competitive environment for the coming together of athletes of all ages from all over the world.

Contact: Maurizio Ascani

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Misano Adriatico RN

ITALY

Email: info@gymfestival.it

Web: www.gymfestival.it

9th Annual Congress of the European College of Sport Science

3-6 July 2004

Clermont-Ferrand, France

Australia Council for Health, Physical Education and Recreation National/International Conference "KEEPING THE DREAM ALIVE"

6-9 July, 2004, Wollongong, Australia

The conference will focus on issues around advocating physical activity, contemporary health issues, quality teaching and learning and improving community participation. Several highly respected keynote speakers have agreed to attend the conference to deliver lectures, symposiums and workshops around their current research. These include:

- Dr Bill Dietz – and international expert in childhood obesity
- Professor Don Hellison – an international expert in physical activity programs for at risk youth
- Professor Jenny Gore – a national expert in quality teaching

Web: www.achperconference.com

Annual Summer Institute of the Institute for Olympic Education and the Olympic Games

12-16 July, 2004, University of Alberta, Edmonton, Alberta, Canada

Theme 1: The Olympic World Past and Present – A Values Comparison

Theme 2: Olympic Education as Values Education

Theme 3: Enabling Participation and Excellence

Theme 4: Issues Related to Quality Physical Education in Schools and Sport For All

Theme 5: Cultural Difference and the Olympic Dilemma

Contact: Dr. Deanna L. Binder, Director, Institute for Olympic Education

845 Education South, University of Alberta

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International Conference for Physical Educators 2004 (ICPE 2004)

14-16 July, 2004, Hong Kong Institute of Education, Hong Kong.

Theme: The Global Perspective in the Integration of Physical Activity, Sports and Exercise Science in Physical

Education -- from Theory to Practice

Contact: Dr. Ming-kai Chin, Principal Lecturer

Department of Physical Education and Sports Science

10 Lo Ping Road, Tai Po, New Territories, Hong Kong

Tel : (852) 2948-7850

Fax : (852) 2948-7848

Email : mkchin@ied.edu.hk

Web: www.ied.edu.hk/pe/

International Karate Course

1– 7 August, 2004, Lahore , Pakistan

Theme: Sports Karate (KATA, KUMITE)

Organised by: Ma Shotokan Karate Dojo Pakistan, The Federacao Portuguesa de Yoga

Contact: Sensei Muzammal Ahmed, Chief Coach

Email: ranamuzammal@hotmail.com

pskapk1@hotmail.com

International Summer School for Young Researchers

23-29 August, 2004, University of Copenhagen, Denmark

The topic is Sport, Socialisation, Education: Historical, Sociological, Psychological and Pedagogical Approaches.

Contact: Anne Lykke Poulsen

Institute of Exercise and Sport Sciences, University of Copenhagen

Nørre Allé 51, DK-2200 Copenhagen, Denmark

Telephone 0045 3532 1751

Email: apoulsen@ifi.ku.dk

International Youth Sports Congress

17-19 September, 2004, Indianapolis, USA

National Alliance For Youth Sports

Telephone: +1-561-684-1141

Fax: +1-561-712-0119

Web: www.nays.org

Annual meeting of Japan Society of Physical Education, Health and Sport

23-26 September, 2004, Nagano, Japan

Web: <http://wwwsoc.nii.ac.jp/jspe3/>

12th EASM European Sport Management Congress – Innovation in Cooperation

22-25 September, 2004, Ghent, Belgium

The topics include:

- Sport promotion: co-operation between schools, clubs, public authorities and private sector
- Programmes: co-operation between top sport and sport-for-all
- Fundraising: co-operation between private and public sector
- Infrastructure: co-operation between private and public sector
- Marketing and communication: co-operation between clubs, public authorities and private sector
- Staff training: co-operation between institutional education & training centres and private organisations
- Sports law and ethics: items sport law and ethics

Email: info@easm2004ghent.com

Web: www.easm2004ghent.com

Sports Medicine Australia Annual Conference

7-9 October, 2004, Alice Springs, Australia

Tel: 61 2 6230 4650

Fax: 61 2 6230 5908

Email: smanat@sma.org.au

Web: <http://www.sma.org.au/>

15th EUPEA Forum Conference

15-17 October, 2004, Ljubljana, Slovenia

Web: www.eupea.go.to

FIM Congress

18-23 October, 2004, Paris, France

Email: Secdir@fim.ch

Motor Control 2004

22-24 October, 2004, Katowice – Wispa (Hotel Golebiewski)

Theme: Research perspectives in motor control

Contact: Grzegorz Juras

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Web: <http://www.golebiewski.pl>

**I International Congress on Physical Education and the II Symposium on Infant Psycho Motor Skills
- Physical Education and Sports for All, a right of the people**

5-9 November, 2004, Matanzas, Cuba

Hosted by the Cuban National Institute for Sports, Physical Education and Recreation (INDER), the National Division for Physical Education, and Health Promotion and CUBADEPORTES, S.A.

Objectives: To expose and exchange advanced pedagogical experiences, pedagogical methods and mastery courses in the Physical Education field.

Dr. Gladys Becquer Díaz

Email: varadero@inder.co.cu

Tel: +53 7 577054

or +53 7 2047230

International Conference on Women and Sports

18-19 November, 2004, Kathmandu, Nepal

The main goals of the program are to:

1. Expose Nepali women to the broader international arena of women in Sports;
2. Promote the importance of sports as a means for bridging cross-cultural differences and conflict and engendering attitudes which enhance cooperation, peace and development;
3. Provide an opportunity to learn more and discuss about common issues, particularly women in sports and their participation in decision making level;
4. Expose others to the development needs of Nepal, particularly those relating to young women.

Contact: Sita Pandey

President

Women in Sports/ Nepal

Kathmandu, Nepal

G.P. O. 3442
Kathmandu, Nepal
Tel: 977-1-424 0020
Fax: 977-1-424 0020
Web: www.womensports.org.np

4th International Conference on Movement and Health

21-22 November, 2005
Contact: The Faculty of Physical Culture
Palacky University
Olomouc, Czech Republic
Email: machacm@ftknw.upol.cz

4th Deutscher Sportoekonomie-Kongress Perspektiven des Sportmarketing

2-4 December, 2004, Koeln, Germany
Contact: Deutsche Sporthochschule Koeln
Carl-Diem-Weg 6
50933 Koeln
Germany
Telephone: +49 221 4982 6480
Fax: +49 221 4982 8140
Email: info@Deutscher-Sportoekonomie-Kongress.de
Web: www.Deutscher-Sportoekonomie-Kongress.de

Press Release World Health Organisation

World Health Assembly adopts global strategy on diet, physical activity and health

22 MAY 2004 GENEVA -- The World Health Organization (WHO) Global Strategy on Diet, Physical Activity and Health was today endorsed by Member States at their annual Health Assembly in Geneva. The strategy addresses two of the major risk factors responsible for the heavy and growing burden of noncommunicable diseases (NCDs), which now account for some 60% of global deaths and almost half (47%) of the global burden of disease. NCDs include cardiovascular disease, type 2 diabetes, cancers and obesity-related conditions.

"This is a landmark achievement in global public health policy and provides our Member States with a powerful instrument, which will enable them to develop effective and integrated national strategies to reduce the human and socioeconomic costs of non-communicable diseases," said Dr LEE Jong-wook, Director-General, WHO. "The burden of death, illness and disability caused by noncommunicable diseases is now greatest in developing countries, where those affected are on average younger than in the developed world."

WHO has developed the strategy over the past two years through a wide-ranging series of consultations with all concerned stakeholders, including Member States, other UN agencies, civil society and nongovernmental organisations, and the private sector. The strategy specifies roles for these stakeholders in reducing NCDs. The strategy emphasizes the need to limit the consumption of saturated fats and trans fatty acids, salt and sugars, and to increase consumption of fruit and vegetables and levels of physical activity. It also addresses the role of prevention in health services; food and agriculture policies; fiscal policies; surveillance systems; regulatory policies; consumer education and communication including marketing, health claims and nutrition labelling; and school policies as they affect food and physical activity choices.

There was extensive debate on the strategy during the Health Assembly, and a drafting group met for two days to agree upon amendments to the resolution adopting the strategy. These included the addition of paragraphs to address concerns expressed by some Member States that nothing in the strategy should be construed as justification for the adoption of trade-restrictive or trade distorting practices; to reaffirm that the strategy complements WHO's strong commitment to addressing malnutrition, and to reaffirm that appropriate levels of intakes for energy, nutrients and foods should be determined in accordance with national guidelines and dietary habits and practices.

"Noncommunicable diseases are imposing a growing burden upon low and middle-income countries, which have limited resources and are still struggling to meet the challenges of existing problems with infectious diseases," said Dr Catherine Le Galès-Camus, WHO Assistant-Director General, Noncommunicable Diseases and Mental Health. "The strategy recommends a prevention-oriented approach that emphasizes the need for countries to develop coherent, multi-sectoral national strategies with a long-term, sustainable perspective, to make the healthy choices the preferred alternatives at both the individual and community level. We welcome the commitment shown by Member States to the strategy and will be working closely with them to help them implement its recommendations."

The Strategy can be viewed at: http://www.who.int/gb/ebwha/pdf_files/WHA57/A57_R17-en.pdf

Dr Catherine Le Galès-Camus
Assistant-Director General
Noncommunicable Diseases and Mental Health
WHO
Telephone: +41 (22) 791 2999
Email: legalescamusc@who.int

Right To Play

Kathleen Doheny, Canada

International NGO Right To Play hosting Sport for Development Roundtable in Athens

At the Salt Lake City 2002 Winter Olympic Games, Right To Play* hosted a Roundtable Forum entitled *Healthier, Safer, Stronger: Using sport for development to build a brighter future for children worldwide*. The Roundtable brought together the leading minds in the field of development to strengthen the position of sport and play as tools for development, health and peace.

The Roundtable generated considerable interest in the potential of sport as a tool for development and peace, becoming a catalyst for the establishment of a United Nations inter-agency task force to examine the contribution of sport to the achievement of the Millennium Development Goals. The report by the Task Force to the United Nations Secretary-General was published in September this year.

On August 14th, 2004, during the Games in Athens, Right To Play will again host a Roundtable. In 2004, the Roundtable will draw together international leaders in the field of development, governments and athletes with the aim of harnessing the full humanitarian potential of sport for development and peace.

More specifically, the objectives of the Roundtable are:

- i. To place the use of sport for development on government agendas
- ii. To initiate an inter-governmental panel to develop sport for development policy
- iii. To engage the world of sport in development and peace efforts

Among the confirmed speakers for the Roundtable are Secretary General Kofi Annan, IOC Vice President Dr. Thomas Bach; Special Advisor to the Secretary General, Sport for Development and Peace, Adolf Ogi; Norwegian Prime Minister Kjell Bondevik; UNHCR High Commissioner Ruud Lubbers; the Executive Director of UNICEF Carol Bellamy; EU Commissioner, Education and Culture Viviane Reding; the Mayor of Athens Dora Bakoyanni and Vice Chairman of The International Olympic Truce Foundation George Papandreou. Heads of State from Africa, the Middle East and Europe with a special link to Sport for Development have also been invited to participate.

* Right To Play was then called Olympic Aid. Right To Play is a humanitarian, non-governmental organization committed to improving the lives of the most disadvantaged children and their communities through sport for development.

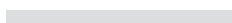
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2005 International Year of Sport and Physical Education

"In the spirit of resolution 58/5 and the International Year of Sport and Physical Education, I respectfully urge Governments to give serious consideration to how sport can be included more systematically in plans to improve people's lives, especially children who live in poverty, disease or conflict. I also urge the relevant Government officials to consider the recommendations of the inter-agency task force on ways in which sport can be used as a relatively simple and inexpensive means to alleviate the trauma and suffering of refugees and others affected by armed conflict; to contribute to peace-building, reconciliation and healing in post-conflict societies; and to assist populations in moving closer to reaching the Millennium Development Goals."

Kofi Annan
United Nations Secretary-General

With the International Year of Sport and Physical Education fast approaching, ICSSPE would like to encourage all members, organisations and individuals to consider how they may celebrate this monumental occasion. We also encourage you to share your plans and ideas with us, so that we may develop a dedicated section of our website for activities to celebrate 2005. Please contact Tamie Devine (tdevine@icsspe.org) to share your events or for more information.



Members' News

International Sociology of Sport Association

Steve Jackson, General Secretary ISSA, New Zealand



Members of the new ISSA Executive.

The International Sociology of Sport Association held a combined Executive Board meeting and international seminar series at the University of Copenhagen, Denmark, March 23-28, 2004. This was the first meeting of the new Executive Board which is headed by Professor Gertrud Pfister.

The Seminar series focused on Gender and the Media with presentations by Dr. Kevin Young (University of Calgary), Professor Peter Donnelly (University of Toronto) and Steve Jackson (University of Otago, New Zealand).

The Executive Board meeting focused on a number of issues, challenges and opportunities for ISSA. Amongst the issues discussed were:

- Cooperation with other National, Regional and International Associations,
- Appointment of an Extended Board
- Future conference planning
- International Summer Schools and the
- Introduction of special awards.

In addition, one of the most important items was ISSA planning for the celebration of the 40th anniversary of the International Review for the Sociology of Sport.

The Executive Board meeting was a well organised event that combined academic, cultural and professional endeavours and highlighted ISSA's continued positive growth and development.

The new ISSA Executive Board includes: Gertrud Pfister, President (Denmark), Steve Jackson, General Secretary (New Zealand), Ilse Hartmann-Tews, Vice-President (Germany), Kevin Young, Vice President (Canada), Fabien Ohi, Board Member (France), Chris Hallinan, Board Member (Australia), and Joseph Maguire past-President (U.K.).

Steve Jackson
General Secretary ISSA
New Zealand
sjackson@pooka.otago.ac.nz

Special Olympics - Adapting to New Ideas

Martha Jo Braycich, Director of Communications and Media Relations, Special Olympics Europe/Eurasia



Photo supplied by Special Olympics Europe /Eurasia

Special Olympics partners with universities to focus on children with special needs

Special Olympics, founded in 1968 by Eunice Kennedy Shriver, is the world's largest sports organization for children and adults with mental handicaps of all ability levels. More than 1 million athletes in 150 countries train and compete in 26 Olympic-style winter and summer sports at local, national and international events. Through its sports programs, Special Olympics strives to provide long-term benefits to individuals' health, self-esteem and social integration.

Since 1999, a project has been under way to involve physical education instructors at universities in the Baltics, East Europe, the Caucasus, Central Asia and Asia in Special Olympics with the aim of bringing more people with mental handicaps into the organization, and, at the same time, attracting volunteers to implement the organization's wide range of activities.

The Special Olympics Adapted Physical Education Project was started by Mariusz Damentko, sports director, Special Olympics Europe/Eurasia (SOEE). Damentko wanted physical education training in Eastern Europe and Central Asia to focus on children with special needs which until then did not. He also knew that physical education departments were an invaluable resource for recruiting volunteer coaches for Special Olympics.

Selected university teachers agreed to attend two instructional seminars, introduce an adapted physical education course or program in their university and organize Special Olympics events. This included recruiting and training volunteers and providing sports facilities for events.

The seminars provided information on Special Olympics and adapted physical education and, included visits to local facilities for children with mental handicaps and practical sessions with the children. The first set of seminars was held in Warsaw, Poland in 1999 and in Groningen, the Netherlands in 2000.

A second series of seminars was held in 2001 in Ukraine, Latvia and Kazakhstan, with a follow-up seminar held in June 2002 in Poznan, Poland. In Ukraine, Yuriy Briskin, a lecturer at the Faculty of Olympic Sports, Lvov University, introduced two courses on Special Olympics to the curriculum. "Our faculty and students understood high-level sports and sports for people with physical disabilities, but they did not know anything about sports for people with mental handicaps. Having a concept like Special Olympics made it easier to introduce to the establishment and it captured the interest of students," said Briskin. To date, 280 students have taken the courses.

In Latvia, Aija Klavina, a lecturer at the Latvian Academy of Sport Education in Riga, said that the project gave her the tools to start changing societal attitudes about people with mental handicaps, particularly those who are severely disabled. "Students who organize sports events understand the profound impact they can have as they see parents discover what their children are capable of achieving," she said.

In Kazakhstan, the project was the catalyst to recruit more coaches regionally, according to Olga Bakhareva, Special Olympics Central Asia coordinator. "Once the professors had the chance to see the benefits of adapted physical education – which did not exist in the country until then – and that we had a comprehensive program to offer them, they became enthusiastic. Throughout the country, we have been able to establish highly cooperative relationships between the universities and Special Olympics regional programs," she said.

In Tajikistan, 250 students from the Institute of Physical Culture in Dushanbe and four other regions have become volunteers. "There is great interest among students to contribute to society and they have begun to do so by volunteering their time as coaches at the internats (boarding schools)," said Dilorom Karimova, a lecturer at the institute.

As a reflection of the impact the project has had in Central Asia, 250 students from the Institute of Physical Culture in Almaty volunteered during the first large-scale Special Olympics regional Games that were held in September 2002 in Almaty. The Games attracted 500 Special Olympics athletes from Kazakhstan, Kyrgyz Republic, Tajikistan, Turkmenistan and Uzbekistan.

During the 2003 Special Olympics World Games, the largest sporting event held that year, which attracted 7,000 Special Olympics athletes from around the globe, the third adapted physical education seminar was held and attended by 13 university directors from the Czech Republic, Bulgaria, Russia, Ukraine, Tajikistan, Uzbekistan and Kazakhstan.

Also in 2003, a seminar was organized in Ljubljana, Slovenia for the Balkan region with professors from Croatia, Slovenia, Serbia and Montenegro, Macedonia, Bosnia and Herzegovina, and Kosovo participating. The second seminar phase for this region will be held in Sarajevo, Bosnia, during the first-ever Southeast Europe Games in April, 2004.


The results of the adapted physical education project have been impressive. The initiative has been incorporated into physical education programs in over 50 universities in Albania, Armenia, Azerbaijan, Belarus, Bosnia, Bulgaria, China, Croatia, Estonia, Finland, Georgia, Kazakhstan, Kyrgyz Republic, Latvia, Lithuania, FRY Macedonia, Moldova, Poland, Russia, Slovenia, Tajikistan, Turkey, Ukraine, and Uzbekistan. More than 100 university teachers have been trained, resulting in the introduction of the Special Olympics philosophy to over 7,000 university students. This also has resulted in the creation of nearly 400 Special Olympics events, benefiting over 12,000 new Special Olympics athletes.

The adapted physical education project is an integral component of the Special Olympics development plan to reach one million new athletes by 2005. Future plans include seminars in China, Turkey, Romania and western Europe. It is projected that the Special Olympics university project will provide sports training and competition opportunities for 15,000 Special Olympics athletes in Europe and Eurasia and 50,000 athletes in China by 2005. A cooperative research project to examine the effects of the project on the attitudes of the university students toward individuals with mental handicaps is currently underway between university professors.

Damentko said he received support throughout the project from Dr. Glenn Roswal, Jacksonville State University in Alabama, USA; Billye Cheatum, Ph.D., retired professor of Adapted Physical Education; and Special Olympics colleagues Malinda Quinlan, inclusion specialist; Miroslaw Krogulec, sports and program coordinator; Krzysztof Krukowski, director, organizational development; George Smith, vice president, Special Olympics East Asia, and Special Olympics Poland staff.

For information on the adapted physical education project, contact Mariusz Damentko at mdamsoc@it.com.pl. For information on Special Olympics, visit the web site at www.specialolympics.org.

Martha Jo Braycich
Director, Communications and Media Relations
Special Olympics Europe/Eurasia
43 Avenue Louise
1050 Brussels
BELGIUM



National Alliance For Youth Sports



The International Alliance For Youth Sports (IAYS) was established by the National Alliance For Youth Sports (NAYS) to provide a forum for youth sports administrators, educators and others worldwide to convene and discuss pertinent topics and research related to organized out-of-school sports and activities for children.

* **Nepal** - Sita Pandey- President, Women in Sports

* **South Africa** - Lateef Amusa – President African Association for Health, Physical Education, Recreation, Sport and Dance

Zambia - Clement Chileshe - Executive Director, Sport in Action

* **Russia** - Dr. Nikolai Borokov - Deputy Director General, Moscow City Sports Association

Portugal - Rui Lanca - Chief of Sports Programs, INATEL

New Zealand - Debbie Longhurst - Olympic Program Manager, New Zealand Olympic Committee

* **Dominica** - Hon. Loreen Bannis-Roberts – Parliamentary Secretary, Ministry of Education

Egypt - Dr. Hossam Eldin Mostafa Saad - Secretary General, African Sports Confederation of Disabled

Greece - Maria Eleftheriou - Section Manager, Olympic Youth Camp, Olympic Games

Haiti - Guy Joachim – President, National Volleyball Federation of Haiti

Honduras - Jorge Mejia - Sports Director, Ministry of Culture, Arts and Sports

Israel - Dr. Ronnie Lidor - Head Motor Behavior Laboratory, The Zinmen College

* **Morocco** - Said Lamrini - National Technical Director, Ministry of Youth and Sports

* **Costa Rica** - Allan Mosquera Vargas – Director, Institute for Sport and Recreation

Barbados - Adrian Donovan - Program Director, National Sports Council

Australia - Susan Headley -Deputy Editor, Australian Clearinghouse

Cambodia - Sok Yanimol – Secretary, National Olympic Committee

Cayman Islands - Dalton Walter – Director, Department of Youth Sports and Community Development

* indicates those Charter members who have been selected to form the IAYS Advisory Board.

One of the many activities that the Advisory Board will undertake is to advise NAYS on the 2004 International Youth Sports Congress, which has the theme 'Uniting the World Through Youth Sports.' Registration for the Congress has begun and brochures are available for promotion. Visit www.nays.org or email yscongress@nays.org for additional information.

Fred Engh, CEO/president of the National Alliance For Youth Sports, will give the opening keynote at the National Conference on Youth Sport, Physical Education & Development in Lusaka, Zambia, on May 16-18, 2004. The objectives of the National Conference are to give delegates an understanding of sport, physical education and development and allow them to realize opportunities, strengths and challenges facing stakeholders of sport, physical education and development in Zambia. Dr. Michael Gray, vice president of IAYS, will give a session on athletic performance. In addition to the opening keynote, Engh will present a session on the value of youth sports. "The issues affecting children in sports remains a major concern throughout the world, as evidenced by the upcoming National Conference in Zambia," Engh said. "Clement Chileshe has assembled an outstanding program addressing issues like mass participation and learning versus performance and competition, the concept of sports and its value, and the challenge of fighting HIV/AIDS through sports, among many other issues."

Engh will also present at the Pre-Olympic Congress in Thessaloniki, Greece, which will be held August 6-11, 2004. The IAYS will be presented at this Congress. Engh will address changing the culture of children's sports by focusing on the early development of the skills and knowledge of the game, as well as recruiting educated volunteers to assist in the administration and coaching that are necessary to ensure positive and safe sports for all our children.

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West Palm Beach, FL 33411
Ph: 001 561 684 1141
Email: nays@nays.org
Web: www.nays.org

Sports Library in Nepal

Diwakar Lal Amatya, National Association for Sports, Health & Fitness, Nepal

Appeal for Donation of Sports Books for Establishing a Sports Library in Nepal

Athletes in many countries strive to achieve excellence in sporting performance. At the same time, it has been observed that the performance of Nepalese sportsmen and women is not just unsatisfactory but very poor at the international level. Efforts, however, have been made to improve performance standards, but very little success has so far been achieved. The low economic standards of people, lack of scientific consciousness in the society, inadequate socio-political awareness of its importance and meager infrastructure facilities seem to be the main drawbacks for development in Nepal.

There is no doubt that coaches should have a minimum educational background to help athletes during the long process of sports coaching. It is a concern to see that more than 40% of coaches working in the National Sports Council have only achieved a maximum of S.L.C (ie, completed 10 classes of school). Out of 308 coaches, 28.57 % have education up to Intermediate level (12 classes) and are followed by school graduates, making only 9.74 %.

After more than half a century of participation in sports by Nepalese youth, there is no single sports library. Physical education standards are still in the developmental stage in Nepal. There is no institution to educate athletes and coaches in Nepal so most of the coaches and few physical education specialists have learned coaching and sports skills from India, a neighboring country. Now, they don't have access to information and advanced knowledge available in their fields. The main cause is their low income status. Sports professional and physical education students and teachers cannot afford US\$50 for a single book, which is why the National Association for Sports Health and Fitness is venturing to establish the first Sports Library in Nepal.

With the help of ICSSPE, the IOC and Human Kinetics Publishing, we have already received 50 valuable sports and sports science books through the Share The Knowledge program. Dr. Keith Henschen, President of the International Society for Sports Psychology had sent 100 sports books relating to sports psychology, research methods and other similar topics. International Society for the Advancement of Kinanthropometry (ISAK) President, Mike Marfell Jones of New Zealand, and Bill Ross from Canada are also helping with this venture.

Students and teacher in physical education are facing scarcity of contemporary sports books and research journals, while they are preparing their thesis, which is why the standard of the university theses can be regarded as being in the infancy stage. We are of the firm opinion that until the standards of theses are upgraded, university standards cannot reach a higher level.

Coaches and athletes are as a consequence, not getting information regarding recent sports technology development in the field of coaching science and training, which are taking place around the world.

With all these background, we sincerely appeal to all organisation to be a part of this venture. Sports science books, research journals and other related sports library materials are most welcome for the development of sports and physical education in Nepal.

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SPECIAL EDITION

Newsletter Nr. 3 / 8 April 2004

**EASM 2004
First European
Sport Management Awards
Call for Candidates**



A. INTRODUCTION

Why this initiative?

Driven by its desire

a) to implement fully its mission statement

"the aims of EASM are to promote, stimulate and encourage studies, research scholarly writing and professional development in the field of sport management "

and

b) to inform the European sports community that EASM enters now its second decade of existence with a renewed charter, which opens the membership to individual experts and to sport management entrepreneurs, representing the different sports providers of the actual very differentiated sports arena ...

The EASM-board, together with the local congress organisers, will offer yearly and specifically from this "2004-EASM congress" on:

"THE EUROPEAN SPORT MANAGEMENT AWARDS"

- 1) the "Professional Practise Excellence Sport Management Award"
- 2) the "Science Sport Management Award"
- 3) the "1st Life Time Sport Management Achievement Award"

B. SELECTION CRITERIA FOR THESE AWARDS:

**1) THE "PROFESSIONAL PRACTISE EXCELLENCE
SPORT MANAGEMENT AWARD"**

1) This prize is established to stimulate the actual sports providers in the very differentiated, European sports arena to focus on the qualitative, creative and innovative aspects of their management approach.

2) The prize will be awarded to the most interesting, recent developed practical sports realisation which reflects the earlier mentioned sport management characteristics.

3) Preference will be given to the case which is build on one or more of the topics of the general theme of this congress EASM2004GHENT "Innovation in Co-operation".

4) More specifically, the appointed assessment panel of this prize will evaluate the following content aspects of the presented case:

- 4.1 the originality of the basic concept of the project
- 4.2 the results of the project
- 4.3 the coherence of the goals – the strategies and the results of the project
- 4.4 the effectiveness and the functionality of the project
- 4.5 the appreciation of the local involved interested parties

5) The case description of max. 15 pages must be written in English and **introduced before July 15th, 2004** in three copies to the co-ordinator and member of this award-assessment panel: **Em. Prof. Dr. Livin Bollaert, President EASM**
p/a Waterkluiskaai, 16
B-9040 Ghent/Belgium
E-mail: info@EASM2004ghent.com

6) Eligible candidates for this award are: sport managers/ entrepreneurs member of EASM and living in Europe.

7) For the assessment of this award, EASM will call on :

- 7.1 Prof. Dr. Marc Maes (Belgium)
 - .Chair of the Assessment Panel
 - .Chair of the 12th EASM Congress Committee for Professional Papers
 - .Director of the Belgian Olympic and Interfederal Committee - BOIC
- 7.2 Mikel Undargarin (Spain),
 - .Director Private Sports Centre
 - .EASM Board member
- 7.3 Berend Rubingh (The Netherlands)
 - .Director Private Sports Consultancy Organisation "Manage to Manage"
 - .Honorary President EASM
- 7.4 Ivor Davies (United Kingdom)
 - .Former Scottish Sports Council
 - .Former EASM Board member
- 7.5 Helena Wittock (Belgium)
 - .Director City of Antwerp, Sports Department
 - .EASM Member
- 7.6 Jan Bonnarens (Belgium)
 - .Director Sports Department University of Ghent
- 7.7 Em. Prof. Dr. Livin Bollaert
 - . President EASM

8) The selected case will be given **a special "EASM-Trophy"** during the Academic Session of the 12th EASM congress on Saturday, September 25th 2004 in the Flemish Opera of Ghent.

9) The EASM board reserves the right to annul the granting of the award on the advice of the assessment panel.

10) The candidate nominees are expected to be present at the special academic session of the 12th congress where the prize will be handed over.

11) The candidate nominees for this award give the authorisation to EASM and the local congress organisers to distribute their presentation. For it is the intention to present this case later on, during the EASM congress of 2005, on EASM and on other websites of European and international sports organisations, linked to EASM.

2) THE "SCIENCE SPORT MANAGEMENT AWARD"

1) This prize is established to stimulate "fresh" scientific research in sport management by encouraging young researchers at the start of their career.

2) The prize will be awarded to the best original, theory driven, unpublished article.

3) The submitted article must be written in English (max. 6000 words) in length and in conformity with the bibliographic convention of the ESMG (European Sport Management Quarterly). It can be submitted only once.

4) Eligible candidates, up to 35 and living in Europe, must **send** their article in three copies to the co-ordinator and member of the assessment panel for this award **before June 15th, 2004**, to

Prof. Dr. Berit Skirstad (Norway), Vice-President EASM:
e-mail: berit.skirstad@nih.no

5) The assessment panel will include:

- 5.1 Dr. Bill Gerrard (United Kingdom)
 - .Chair of the Assessment Panel
 - .Editor of the ESMG (European Sportmanagement Quarterly)
 - .University of Leeds
- 5.2 Dr Wendy Frisby (Canada)
 - .Editor of the JSM (Journal Sport Management)
 - .NASSM (North American Association Sport Management)
- 5.3 Dr. Hans Westerbeek
 - .President SMAANZ (Sport Management Association Australia - New Zealand)
- 5.4 Dr. P. Chelladurai (United States)
 - .Member Editorial Board ESMG
- 5.5 Dr. Ian Henry (United Kingdom)
 - .Member Editorial Board ESMG
- 5.6 Prof. Dr. Berit Skirstad (Norway)
 - .Vice-President EASM
- 5.7 Em. Prof. Dr. Livin Bollaert
 - .President EASM

6) The selected scientific article will be given a **“Special EASM Trophy”** during the Academic Session of the 12th EASM congress on Saturday, September 25th 2004 in the Flemish Opera of Ghent.

7) The editor of the ESMG reserves the right to consider any of the entries for publication, subject to normal reviewing process.

8) The prize will not be awarded if the assessment panel considers that none of the essays reaches an acceptable standard.

9) The announcement of the prize-winner will be made at the Academic Session of the 12th EASM congress on Saturday, September 25th 2004 in the Flemish Opera of Ghent.

10) The candidate nominees are expected to be present at that special academic session.

3) THE “1st LIFE TIME SPORT MANAGEMENT ACHIEVEMENT AWARD”

1) Sport management is a rather young concept, yet in each European country there are sport leaders who have been over the years the motor for innovation in the wide sports arena.

2) They deserve to be honoured for their unforgettable and persisting efforts to develop change in the normal sports evolution story.

3) EASM will give - from this congress year 2004 on - the local congress organisers the opportunity to select a candidate who along their appreciation fits this image of local “meritorious” sport manager.

4) The assessment panel for this award will be chaired by
Mr. Eric De Boever .Chair Assessment Panel
.Chair of the Congress Organisation Committee EASM2004GHENT
.Co-opted board member EASM

5) The prize for this award, a **trophy**, offered by the local congress organisers, will be given during the Academic Session of the 12th EASM congress on Saturday, September 25th 2004 in the Flemish Opera of Ghent.

6) The candidate-nominees are expected to be present. ■

With the co-operation of



Internationaler Rennrodelverband

Ausgabe 1/2004 – Nr. 25
März 2004



FÉDÉRATION INTERNATIONALE DE LUGE DE COURSE

FIL-NEWS

Vorwort des Präsidenten

Liebe Sportfreunde, sehr geehrte Damen und Herren,

die Saison 2003-2004 ist bereits beendet. Wir können auf eine erfolgreiche Saison sowohl im Bereich Kunst- als auch Naturbahn-Rennrodeln zurückblicken.

Mit den 37. Weltmeisterschaften in Nagano (JPN), den 20. Europameisterschaften in Oberhof (GER), den 19. Weltjuniorenmeisterschaften in Calgary (CAN) sowie der Viessmann-Weltcupserie konnten wir gut organisierte und erfolgreiche Veranstaltungen im Kunstbahnbereich erleben. Schon heute kann man sagen, dass die Testung des neuen Weltcup-Reglements von allen Seiten gut angenommen wurde.

Im Naturbahnsport fanden die 20. Europameisterschaften in Hüttai (AUT) und die 4. Welt-Juniorenmeisterschaften in Kindberg (AUT) sowie die Red Bull-Weltcupserie statt, die durch gute Organisation und Span-

nung glänzten.

Die Saison ist zwar beendet, aber die Arbeit damit noch lange nicht. Ende März sehen wir den Kommissionssitzungen entgegen, im Anschluß daran folgt die Exekutivsit- zung und im Juni findet der alljährliche FIL- Kongress, diesmal in Rio de Janeiro (BRA) statt.

Allen Funktionären, Teams und Athleten wünsche ich nun ein wenig Entspannung und eine gute Nachsaison.

Herzliche Grüße, Ihr

Josef Fendt



Erste Aufnahmen in die „Hall of Fame“ im Rennrodeln

Margit Schumann und Klaus Bonsack (beide Deutschland) sowie der Italiener Paul Hildgartner haben die Ehre, als erste Mitglieder in die „Hall of Fame“ des Internationalen Rennrodel Verbandes (FIL) aufge-



nommen worden zu sein. FIL-Präsident Josef Fendt nahm bei der Eröffnungsfeier der Rennrodel-EM in Oberhof die offizielle Aufnahme in die Ruhmeshalle des Rennrodelns

vor, bei der die Athleten ein von sich in Öl gemaltes Bild und eine Plakette erhielten.

Margit Schumann war 1976 Olympiasiegerin in Innsbruck und viermalige Weltmeisterin für die DDR.

Klaus Bonsack wurde unter anderem 1968 Olympiasieger im Doppelsitzer sowie 1964 Olympia-Zweiter im Einsitzer, ebenfalls für die DDR.

Paul Hildgartner (Italien) gewann 1972 Gold im Doppelsitzer und 1984 in Sarajevo im Einsitzer.

In dieser Ausgabe / in this issue:

Vorwort des Präsidenten / Foreword by the President	S. 1 / p.7	Faltblatt Kunstbahn/ Flyer Artificial Track	S. 3 / p.9
Hall of Fame / Hall of Fame	S. 1 / p.7	Neue Adresse/ New address	S. 3 / p. 9
Bahnbau Cesana (ITA) / Track construction Cesana (ITA)	S. 2 / p.8	10. Todestag Isatitsch/ 10th year of Isatitschs death	S. 4 / p. 10
Treffen FIL/TOROC / Meeting FIL/TOROC	S. 3 / p.9	Treffen FIL/ FIBT/ Meeting FIL/ FIBT	S. 4 / p.10
Ehrung für Präsident Fendt/ Tribute to President Fendt	S. 3/ p. 9	Neue Rennrodelzeitschrift/ New luge magazine	S. 4/ p. 10
Sponsoring Viessmann	S. 3/ p. 9	Bilder der Saison / Pictures of the season	S. 5/ p. 11

Anlage: Faltblatt Kunstbahn

Aktuelle Bilder vom Bahnbau in Cesana (ITA) für die Olympischen Winterspiele 2006 in Turin



Treffen FIL/ TOROC

In Vorbereitung der Olympischen Spiele 2006 in Turin führte Präsident J. Fendt Ende Februar 2004 in Berchtesgaden wichtige Gespräche mit dem Sportdirektor von TOROC, Herrn Elio Locatelli, dem Sportkoordinator, Herrn Herwig Demschar, dem Marketingdirektor, Herrn Nevio Devide, sowie dem Manager für die Rennrodel-, Bob- und Skeletonrennen in Turin/ Cesana, Herrn Ivo Ferriani. Unter anderem wurde über den aktuellen Stand des Baus der Olympiabahn und deren Homologierung, die Testwettbewerbe im Februar 2005 und die Ausbildung der Kampfrichter für die olympischen Spiele gesprochen.



Ehrung für Präsident Fendt

FIL-Präsident Josef Fendt erhielt am 19.01.2004 in Innsbruck die höchste Auszeichnung der Stadt auf dem Gebiet des Sports – das Sportehrenzeichen. Diese Auszeichnung wurde ihm unter anderem aufgrund der großen Verdienste bei der Entwicklung des internationalen Rennrodelsports, zur Erinnerung an die Silbermedaille bei den Olympischen Spielen 1976 und der Unterstützung des Österreichischen Rennrodelverbandes, verliehen.



Mitausgezeichnet wurden (v. li) P. Knauseder, S. Visintainer, M. Flörl und J. Spieler (ganz rechts).

Sponsoringvertrag mit Viessmann bis 2006 verlängert

Allendorf (pps) Eine der dauerhaftesten Partnerschaften im Wintersport wird verlängert. Der Heiztechnikhersteller Viessmann dehnt sein Engagement als Hauptsponsor des Internationalen Rennrodelverbandes (FIL) um weitere zwei Jahre bis 2006 aus.

Viessmann, bereits seit elf Jahren wichtigster Werbepartner der FIL, wird demnach bis zu den Olympischen Winterspielen 2006 in Turin (ITA) sowohl im Weltcup als auch bei den jeweiligen Saisonhöhepunkten mit den 38. Weltmeisterschaften 2005 in Park City (USA) und den Europameisterschaften 2006 in Winterberg (GER) als Hauptsponsor vertreten sein.

„Das ist eine gute Nachricht zum Ende einer überaus erfolgreichen Saison“, freute sich FIL-Präsident Josef Fendt. „Diese Partnerschaft ist etwas ganz Besonderes. Wir freuen uns auf die weitere Zusammenarbeit mit der FIL“, erklärte Torsten Stark vom Viessmann Sportmarketing.

Die TV-Übertragungen des Viessmann Rennrodel-Weltcups erreichten in der gerade abgelaufenen Saison regelmäßig Marktanteile über 20 Prozent. Der Sieg von Georg Hackl beim Viessmann-Weltcup in Winterberg war mit einem Marktanteil von fast 30 Prozent die am meisten verfolgte Rennrodel-Übertragung des Winters 2003/2004.

Die Vertragsverlängerung wurde wie in den vergangenen Jahren von der RGS Sportmarketing GmbH in Bischofswiesen vermittelt

Faltblatt

Nun endlich ist es fertig! Das Faltblatt für Kunstbahn-Rennrodeln.

In dem Faltblatt stehen die wichtigsten Daten zur Geschichte des Rennrodels und die wichtigsten Schlagworte zum Sport.

Dieses Faltblatt ist gedacht für Fans und Menschen, die zum ersten Mal mit unserem Sport in Kontakt kommen. Es liegt bei den Veranstaltungen sowie im FIL-Büro aus.

Neue Adresse

Der Sitz des Internationalen Rennrodelverbandes (FIL) hat eine neue Adresse: A-5071 Salzburg-Wals, Oberst Lepperdingerstraße 1, Stiege 3



10. Todestag von Bert Isatitsch

Rottenmann (FIL) Das Präsidium der FIL beging den 10. Todestag, 8. Februar 2004, des langjährigen FIL-Präsidenten Bert Isatitsch an seinem Grab in Rottenmann (AUT). Dort wurde von FIL-Präsident Josef Fendt ein Kranz niedergelegt.



Treffen FIL/ FIBT - Vancouver 2010

Am Rande der Bob- und Skeleton-WM trafen sich am 26. Februar 2004 in Königssee (Deutschland) die Mitglieder der gemeinsamen Bahnbaukommission der FIL/ FIBT, die Herren Hans Jörg Trachsel, Walter Plaikner und Sepp Benz mit den verantwortlichen Planern der Olympiabahn 2010, den Herren Tim Gayda und Jan Jansen.

Anwesend waren ebenfalls FIL-Präsident Josef Fendt, FIBT-Präsident Bob Storey, FIBT-Generalsekretär Ermanno Gardella sowie FIL-Exekutivdirektor Hartmut Kardaetz.

Die Verantwortlichen aus Vancouver informierten darüber, dass geplant sei, die Olympiabahn bereits Ende 2007 fertig zu stellen.

FIL-Kongress 2004

Der 52. FIL-Kongress wird auf Antrag des brasilianischen Rennrodelverbandes am 11. und 12. Juni 2004 in Rio de Janeiro (Brasilien) stattfinden. Im Mittelpunkt des Kongresses werden die Behandlung der Anträge der Nationalen Föderationen und der Fachkommissionen zur IRO, die Vergabe der Meisterschaften im Kunstbahn- und Naturbahnbereich bis maximal 2008 sowie die Berichterstattung der Vertreter von TOROC zum Vorbereitungsstand der olympischen Rennrodelwettbewerbe in Turin, stehen.

Neue Zeitschrift für den Rennrodeisport

Im November 2003 ist die erste offizielle Ausgabe des Magazins „Eiskanal“ im Zeitschriftenhandel erschienen.

Bereits im November und Mai 2003 sind zwei Ausgaben erschienen, die man bestellen konnte und bei einigen Veranstaltungen angeboten wurden.

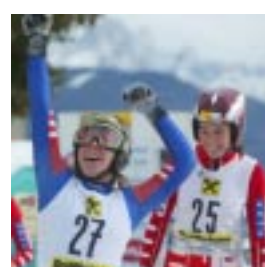
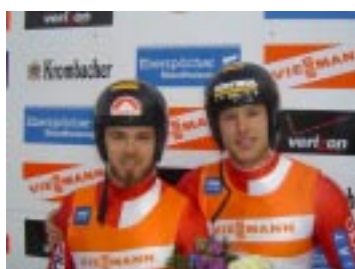
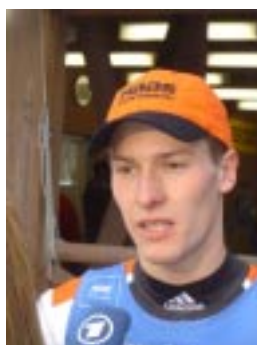
Seit der Novemberausgabe 03 ist das Magazin im Handel erhältlich. Die Zeitschrift erscheint halbjährlich und berichtet ausschließlich über die Sportarten Rennrodeln, Hornschlitten, Bob, Skeleton und Cresta.

Inhaltlich werden Rennberichte, Interviews, Hintergrundinformationen, Termine, Statistiken und Fotos geboten.

Nähere Informationen unter www.eiskanal.com.



Bilder der Rennrodelsaison 2003/2004



Zeitplan bis zum Kongress:

26. – 28. März 2004

Kommissionssitzungen in Berchtesgaden (Deutschland)

22. – 25. April 2004

Exekutivsitzen der FIL in Berchtesgaden (Deutschland)

10. Juni 2004

Exekutivsitzen der FIL in Rio de Janeiro (Brasilien)

11. – 12. Juni 2004

52. Kongress der FIL in Rio de Janeiro (Brasilien)



JUBILÄEN

JOSEF FEISTMANTL FEIERTE AM 23. FEBRUAR 2004 SEINEN **65. GEBURTSTAG** !

NORBERT HAHN WURDE AM 06. JANUAR 2004 **50!**

WERNER HOEGER IST AM 15. DEZEMBER 2003 **50** JAHRE ALT GEWORDEN!

HERZLICHEN GLÜCKWUNSCH !!!



www.fil-luge.org



FÉDÉRATION INTERNATIONALE DE
LUGE DE COURSE

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Layout: Silvia Schanze
Fotos: privat

Der Internationale Rennrodelverband (FIL) ist die vom Internationalen Olympischen Komitee (IOC) anerkannte oberste Institution in allen Fragen, die den Rennrodelsport betreffen. 47 Länder sind derzeit Mitglied der FIL, vier davon provisorisch.

Partner der FIL:





Foreword by the President

Dear sport friends, dear Madam/ Sir:

The 2003-2004 season is already finished. We can look back to a successful season in artificial track and natural track.

With the 37th World Championships in Nagano (JPN), the 20th European Championships in Oberhof (GER), the 19th World Junior Championships in Calgary (CAN) as well as the Viessmann World Cup series, one was able to experience good organized and successful events in artificial track luge.

Already today one can say that the test of the new World Cup regulations has been well accepted.

In Natural Track the 20th European Championships in Huettau (AUT) and the 4th World Junior Championships in Kindberg (AUT) as well as the Red Bull World Cup series took place and attracted attention because of good organization and suspense.

The season is finished but there is still a lot of work to do. We are heading forward to the Commission Meetings end of March, followed by the Executive Board Meeting and the yearly FIL Congress in June which will be in Rio de Janeiro (BRA).

I wish all officials, teams and athletes some rest and a good post-season.

With best regards,

Josef Fendt



First admission to the „Hall of Fame“ in the sport of luge

Margit Schumann and Klaus Bonsack (both Germans) as well as the Italian Paul Hildgartner have the honour of being admitted as the first members to the International Luge Federation's (FIL) „Hall of Fame“.



During the opening ceremony of the European Championships in artificial track luge in Oberhof, the President of the FIL, Mr. Josef Fendt carried out the official admission

to the „Hall of Fame“ in the sport of luge. The former athletes received an oil painting of themselves from their active days and a badge.

Margit Schumann was Olympic Champion in Innsbruck in 1976 and four-times World Champion for the German Democratic Republic (GDR).

Klaus Bonsack was Olympic Champion in 1968 in the doubles discipline and gained the second place at the Winter Olympics in 1964 in men's singles discipline, also for the GDR.

In 1972, Paul Hildgartner (Italy) won the gold medal in the doubles discipline and in 1984 in the men's singles discipline in Sarajevo.

In dieser Ausgabe / in this issue:

Vorwort des Präsidenten / Foreword by the President	S. 1 / p.7	Faltblatt Kunstbahn/ Flyer Artificial Track	S. 3 / p.9
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Ehrung für Präsident Fendt/ Tribute to President Fendt	S. 3/ p. 9	Neue Rennrodelzeitschrift/ New luge magazine	S. 4/ p. 10
Sponsoring Viessmann	S. 3/ p. 9	Bilder der Saison / Photos of the season	S. 5/ p. 5

Anlage: Faltblatt Kunstbahn

Up-to-date pictures of the track construction in Cesana (ITA) for the 2006 Winter Olympic Games in Torino



Meeting FIL/ TOROC

End of February, President J. Fendt had important talks in Berchtesgaden in preparation for the 2006 Winter Olympics with the Director of Sport from TOROC, Mr. Elio Locatelli, the Sports Coordinator, Mr. Herwig Demschar, the Director of Marketing, Mr. Nevio Devide and the Manager for Luge, Bob and Skeleton races, Mr. Ivo Ferriani.

Among other things, the latest development of the olympic track construction and its homologation, the test competitions in February 2005 and the training of the judges for the Winter Olympic Games were discussed.



Honour to President Fendt

On January 19, 2004, FIL President Josef Fendt has been honoured in Innsbruck with the highest mention of the city in the area of sport – the sports decoration. This mention has been awarded to President Fendt because of huge merits within the development of international luge sport, in commemoration of the silver medal at the Olympic Games in 1976 and for the support of the Austrian Luge Federation.



Also honoured (from left to right) P. Knauseder, S. Visintainer, M. Flörl and J. Spieler (first on the right side).

Viessmann remains main sponsor until 2006

Allendorf (pps) One of the longest-lasting partnerships in winter sports has been extended once again. The heating manufacturer Viessmann has renewed its contract as main sponsor with the International Luge Federation, FIL, for a further two years until 2006.

Viessmann has been the most important sponsoring partner of the FIL for the past eleven years and will thus be represented as main sponsor of the World Cup as well as of the respective seasonal highlights, the 38th World Championships at Park City, USA, in 2005 and the 2006 European Championships at Winterberg, Germany, until the 2006 Olympic Winter Games in Turin, Italy.

"That's good news at the conclusion of a very successful season", FIL President Josef Fendt commented. "This partnership is something really special. We are looking forward to further co-operating with FIL", said Torsten Stark of Viessmann's sports marketing department.

TV broadcasts of the Viessmann Luge World Cup regularly achieved market-shares of more than 20 per-cent, particularly in the just concluded season. Georg Hackl's Viessmann World Cup victory at Winterberg was the most-viewed luge broadcast of the 2003-2004 winter with a market-share of almost 30 per-cent.

As in the past years, the extension of the contract was negotiated by RGS Sportmarketing GmbH at Berchtesgaden, Germany.

Flyer

Finally it's done! The flyer for the artificial track luge is finished.

In the flyer, one can read about the most important dates of the history and catchwords of artificial track luge.

The flyer is meant for fans and people who get in contact with the sport of luge for the first time.

It is on view to the public at the luge events and in the FIL Office.

New address

The headquarter of the International Luge Federation (FIL) has a new address: Oberst Lepperdingerstraße 1, Stiege 3, 5071 Salzburg-Wals, Austria



10th Day of Death of Bert Isatitsch

Rottenmann (FIL) On February 8, 2004, the Presidium of the FIL solemnized the 10th day of death of the longstanding President Bert Isatitsch at the graveside in Rottenmann (AUT). For the occasion, President Fendt put down a wreath.



Meeting FIL/FIBT - Vancouver 2010

On February 26, 2004, members of the combined track construction commission of FIL/FIBT, Mr. Hans Joerg Trachsel, Mr. Walter Plaikner, Mr. Sepp Benz, met at the fringe of the Bob and Skeleton World Championships in Koenigssee (Germany) the responsible planers of the Olympic track 2010, Mr. Tim Gayda and Mr. Jan Jansen.

Also participating in the meeting were FIL President Josef Fendt, FIBT President Bob Storey, FIBT Secretary General Ermanno Gardella and FIL Executive Director Hartmut Kardaetz.

The responsables from Vancouver said that it is planned to finish the construction of the Olympia track at the end of 2007.

2004 FIL Congress

On application of the Brazilian Luge Federation, the 52nd FIL Congress will take place in Rio de Janeiro (Brazil) from June 11-12, 2004. The focus of the Congress will be in the handling of motions from National Federations and the expert commissions to the IRO, awarding of championships in artificial and natural track until 2008 and representatives from TOROC will report on the preparation of the olympic luge competitions in Torino.

New magazine for sliding sports

In November 2003, the first official issue of the magazine „Eiskanal“ was available on the market.

In November and May 2003, issues have already been published, which were available on order or at sport events.

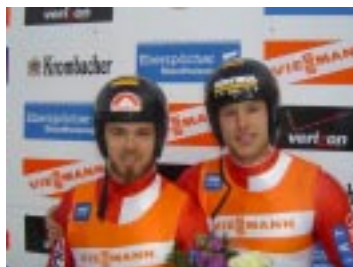
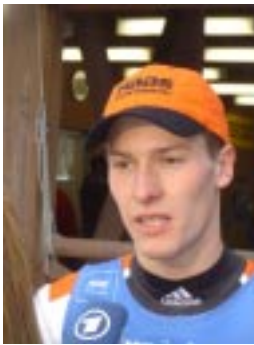
The magazine is published semi-annually and exclusively reports on artificial and natural luge, horn sledding, bob, skeleton and cresta.

The content is about interviews, background information, dates, statistics, racing reports and pictures.

For more information:
www.eiskanal.com.



Pictures of the 2003/2004 luge season



Schedule to the Congress:

March 26–28, 2004

Commission Meetings in Berchtesgaden (Germany)

April 22–25, 2004

Executive Board Meeting of the FIL in Berchtesgaden (Germany)

June 10, 2004

Executive Board Meeting of the FIL in Rio de Janeiro (Brazil)

June 11–12, 2004

52. Congress of the FIL in Rio de Janeiro (Brazil)



ANNIVERSARIES

JOSEF FEISTMANTL CELEBRATED HIS 65TH BIRTHDAY ON FEBRUARY 23, 2004 !

ON JANUARY 6, 2004, NORBERT HAHN CELEBRATED HIS 50TH BIRTHDAY!

WERNER HOEGER BECAME 50 ON DECEMBER 15, 2003!

CONGRATULATIONS !!!



www.fil-luge.org



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LUGE DE COURSE

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Layout: Silvia Schanze
Photos: Private

The International Luge Federation (FIL) is recognized by the International Olympic Committee (IOC) as the highest authority in all questions which concern the sport of luge. 47 countries are currently members of the FIL, four of them on a provisional basis.

Partners of the FIL:



IAAF Regional Development Centre – Beijing



INTERNATIONAL ASSOCIATION OF ATHLETICS FEDERATIONS REGIONAL DEVELOPMENT CENTRE · BEIJING

國際田徑聯合會地區發展中心 · 北京

On a recent visit to Beijing, ICSSPE President Prof. Dr. Gudrun Doll-Tepner was able to visit the International Association of Athletics Federation (IAAF) Regional Development Centre in the city. The following introduction outlines the activities of the Centre and its future directions.

The establishment of Regional Development Centres (RDC's) is an important integral strategy of the IAAF. The objective is to widely and deeply develop athletics all around the world. As branches of the IAAF, there are 10 RDC's located respectively in Asia, Europe, Africa, America and Oceania. Among International sporting organisations, only the IAAF has such a network of governing bodies.

IAAF RDC-Beijing was founded on October 26th, 1994. Directed by IAAF, its main function is to support and serve the athletic development of Japan, Korea, China, Mongolia, the Democratic Peoples Republic of Korea, Chinese Taipei, Hong Kong and Macao and also to act as a bridge for the communication of IAAF and other RDC's.

IAAF RDC-Beijing is on the campus of Beijing University of Physical Education. It has been equipped with good office, teaching and training facilities. It has also set up proper cooperation with the International Olympic Committee (IOC), the Asian Athletics Association (AAA) and the Chinese Olympic Committee (COC).

According to the characteristics of the Asian area, IAAF RDC-Beijing has successfully wrapped up a series of activities. Since its foundation, RDC-Beijing has held 24 seminars, with over 350 participants. This has led to 8 accreditations as International Race Walking Judges, 7 people becoming IAAF Technical Official Education and Certification System Level 1 lecturers and 9 registrations as International Road Course Measurers.

In order to strengthen the cultivation of the young talents, RDC holds "Youth Athletics Summer Camp in Asia" each year. Due to the rich activities and good training effect, the Summer Camp is popular among the athletics federations in Asia and the number of participants is increasing annually. In cooperation with the China Great Wall Academy and Beijing Shisanling Special Zone, the RDC-Beijing also holds the "Juyongguan Great Wall International Climbing Competition" every year.

IAAF RDC-Beijing annually publishes 3 to 4 issues of a Bulletin with copies being distributed to the IOC, IAAF, AAA, member federations in East Asia, other RDC's and all participants of activities coordinated by the RDC-Beijing.

IAAF RDC-Beijing plans to enlarge its undertakings, such as organising competitions, publishing athletic books, and setting up an international high level training centre. It should bring its function into full play and continue to extend its influence so as to contribute more to the athletics in East Asia.



- a. Neue Athletenbroschüre fertiggestellt
- b. Präsentation der Forschungsergebnisse „Sportgroßveranstaltungen – ökonomische, ökologische und soziale Wirkungen“ am 10.12.2003,

Sportgroßveranstaltungen wecken großes öffentliches Interesse, wie die Vorbereitung der Fußball-Weltmeisterschaft 2006 in Deutschland und die Bewerbung Leipzigs um die Olympischen Spiele 2012 zeigen. Die Entscheidung über die Durchführung einer Sportgroßveranstaltung stellt für die beteiligten Institutionen angesichts der notwendigen Ressourcen eine Frage großer Tragweite dar.

Daher müssen derartige Events zunehmend öffentlich legitimiert werden. Von den Entscheidungsträgern werden nachvollziehbare und überzeugende Argumente zur notwendigen gesellschaftlichen Akzeptanz verlangt. Daher sind wissenschaftliche Instrumente für die Entscheidungsfindung hilfreich, die vor einer Bewerbung die Abschätzung von Wirkungen einer Sportgroßveranstaltung, insbesondere hinsichtlich des Investitionsrisikos, ermöglichen.

Mit der Veröffentlichung der Forschungsergebnisse wird es in Zukunft potentiellen Veranstaltern leichter fallen, zu erwartende ökonomische, ökologische und soziale Auswirkungen von Events fundiert zu ermitteln.

Der Band ist erschienen als Band 112 der Schriftenreihe des Bundesinstituts für Sportwissenschaft: Gans, Paul; Horn, Michael; Zemann, Christian:

Sportgroßveranstaltungen - ökonomische, ökologische und soziale Wirkungen, Schorndorf 2003, Bezug: Verlag Karl Hofmann, Postfach 1360, 73603 Schorndorf Telefon: 07181 / 402-125, Fax: 07181 / 402-111, E-Mail: hofmann@hofmann-verlag.de.

- c. Neues BISp-Projekt „Fußball Interdisziplinär“
- d. Neues Leitbild BISp (s. Anlage)
Beim traditionellen Neujahrsempfang des Bundesinstituts für Sportwissenschaft stellte Direktor Dr. Martin-Peter Büch Gästen und Mitarbeitern das neue Leitbild des Bundesinstituts für Sportwissenschaft vor. Getreu dem Motto „BISp Bonn – Wir helfen dem Sport ...“ wolle das BISp die führende Einrichtung des Managements von Wissenschaft und wissenschaftlichen Dienstleistungen im Sport in Deutschland sein.
- e. Das BISp führte 2003 aus Anlaß des 40-jährigen Jahrestages des Elysée-Vertrages drei deutsch-französische Workshops zum Thema Anti-Doping und zu zwei Themen aus der Sportökonomie durch. Zwei der drei Workshops fanden im Oktober in Bonn statt (Anti-Doping; Wirtschaftliche Auswirkungen von Sportgroßveranstaltungen). Der dritte Workshop (Sport als Wirtschaftsfaktor) wurde im Dezember in Frankreich durchgeführt. Die in den drei Veranstaltungen initiierten Kontakte werden 2004 durch bilaterale Expertentreffen fortgeführt.
- f. Das BISp begleitet fachlich die internationalen Kooperationsmaßnahmen der Bundesregierung im Bereich von Sport und Sportwissenschaft. Es wirkt federführend bei der Umsetzung von Vereinbarungen des Bundesministeriums des Inneren. Im Jahre 2003 wurden insgesamt 14 bilaterale Maßnahmen auf dem Gebiet des Sports durchgeführt. Thematische Schwerpunkte der Expertengespräche mit Vertretern von sechs europäischen Nachbarstaaten waren die Themen Behindertensport, Dopingbekämpfung, Sportökonomie sowie Sport und Umwelt.
Das Bundesinstitut für Sportwissenschaft hat die aus dem Jahr 2001 stammende Übersicht "Deutsche Sportwissenschaftler in internationalen Gremien" durch eine Befragung an den Universitäten und Hochschulen der Bundesrepublik Deutschland auf den neuesten Stand gebracht. Es wird darum gebeten, Anmerkungen und Ergänzungen zu richten an : klaus.klein@bisp.de Die Liste kann eingesehen werden unter: www.bisp.de, Rubrik Aktuelles.

Master in Sport Administration and Technology

Dr. Claude Stricker, AISTS, Switzerland

Application deadline for the 3rd edition of the Master in Sport Administration and Technology (MSA) is 15 June 2004.

The Master in Sport Administration and Technology (MSA) is a postgraduate program, held in Lausanne, providing scientific and practical knowledge to future sport managers. The degree is aimed at sport enthusiasts with a university degree and already experienced managers in the world of sport ready to leverage a multidisciplinary approach in their career. It is offered jointly by the Swiss Federal Institute of Technology (EPFL), the Universities of Lausanne and Geneva, and the Swiss Graduate School of Public Administration (IDHEAP).

Every year 30 students are selected from all cultural, geographic and professional backgrounds.

The course, with a duration of one year (Jan to Dec 2005), is held in English. There are lectures every morning for 6 months covering the following six domains, all related to the world of sport: Technology, Management & Economics, Medicine, Law, Social Science and a multidisciplinary course. The program covers a wide range of activities: course work, seminars, conferences, group projects for sport organizations, site visits, personal projects and internships. Many international sport associations are based around Lausanne, like the International Olympic Committee (IOC), Union of European Football Associations (UEFA), Union Cycliste Internationale (UCI), Federation International Volleyball (FIVB), Court of Arbitration for Sport, (CAS) etc. The MSA prepares the future sport managers for informed decision-making by taking all aspects of sport into account, be they technological, medical, juristic, ethical, social or economical.

Please visit <http://www.aists.org/msa.htm>

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International Association of Computer Science in Sport

Prof. Jürgen Perl, President and Prof. Arnold Baca, General Secretary

During the last years, Computer Science has become an important interdisciplinary partner for Sport Science. This is due to the fact that the use of data and media, the design of models, the analysis of systems etc. increasingly require the support of suitable tools and concepts which are developed and available in Computer Science.

In 1997 (June 12-14), the first International Symposium "Computer Science in Sport" was organized in Cologne (Germany).

The 2nd International Symposium (Vienna, September 15-17, 1999) included a discussion session on internationalization. Possibilities and procedures for an improvement of the international co-operation within the area of the application of Computer Science in Sport were discussed. It was expected that this would be advantageous for the acquisition and realization of common research projects. As a concrete result, an International Working group "Computer Science in Sport" (COSISP) was established.

During the 3rd International Symposium in Cardiff (June 26-29, 2001), it was decided to publish an E-Journal ("International Journal of Computer Science in Sport") and to prepare the foundation of an International Association of Computer Science in Sport (IACSS). During the 4th International Symposium in Barcelona (May 14-17, 2003) the "International Association of Computer Science in Sport" – IACSS was formally founded. Summarized, the statutes are as follows:

Purpose/Objectives:

- Dissemination of scientific knowledge concerning Computer Science in Sport
- Providing a forum for the exchange of ideas
- Bridging the gap between researchers and practitioners
- Gathering and disseminating information, scientific knowledge and materials on Computer Science in Sport
- Counselling other organisations in questions of Computer Science in Sport
- Representation of Computer Science in Sport in other scientific associations

Tasks:

- Editing a journal (details can be found at http://www.iacss.org/ijcss/iacss_ijcss.html)
- Organization of events

Organization:

The Association is an international, non-profit organization carrying out activities to achieve the objectives specified above.

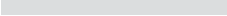
Membership:

Is open to individuals, groups, and national and international organizations interested in Computer Science in Sport. Membership in the Association consists of the following classes: member, fellow, student member, special member and affiliate member. Membership includes the subscription to the E-Journal 'International Journal of Computer Science in Sport (IJCSS)'. Membership application forms are available at the homepage of IACSS – <http://www.iacss.org>.

The 5th International Symposium will be organized by Dr. Leo Pavicic from the University of Zagreb in 2005. The location of the conference will probably be the beautiful island of Hvar.

Prof. Jürgen Perl
President, IACSS
University of Mainz, Germany
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Prof. Arnold Baca
General Secretary, IACSS
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streetfootballworld.org Relaunch

english

Dear Friends and Colleagues,

On Friday the 23th of April the streetfootballworld.org was relaunched at a press conference taking place at the IT development team lieblinxNET headquarters in Berlin. The presence of the streetfootballworld network core partners made this occasion even more exciting, as the website is meant as tool for communication and cooperation in the "other dimension of the game".

We are very happy to welcome you on our common site, and hope that after browsing around you will soon register as user so that you can participate actively on the website and receive our newsletter, available in html and text format.

As registered user you will get your own working and presentation space where you can post personal data and create files, documents and photo albums.

Furthermore, you will become part of the internal message system that enables all members to communicate directly when online.

So, we look forward to welcoming and "seeing" you on www.streetfootballworld.org!

Best wishes,

streetfootballworld team

french

Chers amis et chers collègues,

vendredi, le 23 avril, le nouveau site the streetfootballworld.org a été lancé lors d'une conférence de presse tenue au bureau de l'équipe de la technologie informatique lieblinxNET à Berlin. La présence des partenaires principaux a rendu l'évènement encore plus excitant puisque le site est conçu comme outil de communication et coopération dans « l'autre dimension du jeu ».

Soyez bienvenue sur notre site. Nous espérons qu'après le browsing vous allez vous enregistrer bientôt afin de participer activement au site et afin de recevoir notre newsletter, à votre disposition en html et format de texte.

Comme utilisateur enregistré vous aurez votre propre espace de travail et de présentation. Dans celui vous pouvez poster vos dates personnels et créer vos fichier, documents et album de photos.

De plus, vous participerez au system de message interne qui permet à tous les membres de communiquer directement.

Ainsi, soyez bienvenue et à très bien tôt sur www.streetfootballworld.org!

Tous nos meilleurs voeux

streetfootballworld team

spanish

Queridos amigos y compañeros,

el 23 de abril se lanzó la página web streetfootballworld.org en una conferencia de prensa celebrada en Berlín, en la sede de lieblinxNET, el equipo de desarrollo de tecnología informática. La presencia de los enlaces globales de la red de streetfootballworld hizo de esta ocasión algo muy especial, ya que la página web se concibe como la herramienta de comunicación y cooperación de "la otra dimensión del juego".

Estamos muy contentos de daros la bienvenida a nuestra página común y esperamos que, después de haber echado un vistazo, os registréis pronto como usuarios para participar activamente en ella y recibir nuestro correo, disponible en html y formato de texto.

Como usuarios registrados dispondréis de vuestro propio espacio de trabajo y presentación, donde podréis dejar vuestros datos personales, crear archivos, documentos o álbumes de fotos.
Además, entraréis a formar parte del sistema de mensajería interna que permite a todos los miembros conectados comunicarse directamente.
¡Esperamos poder daros la bienvenida y veros en www.streetfootballworld.org!

Saludos cordiales,

el equipo de streetfootballworld



german

Liebe Freunde und Kollegen,

Am Freitag, dem 23. April fand bei einer Pressekonferenz im Büro des IT-Entwicklungsteams lieblinxNET in Berlin der „Neustart“ der Kommunikations- und Kooperationsplattform streetfootballworld.org statt. Die Anwesenheit der Netzwerkpartner von streetfootballworld.org aus acht Nationen und drei Kontinenten machte den Moment zu einem wirklichen Erlebnis. Die Plattform stellt ja praktisch das gemeinsame Büro und ist Grundlage für Kommunikation und Zusammenarbeit in „der anderen Dimension des Spiels“.

Es freut uns sehr, Euch herzlich in unserem gemeinsamen „Büro“ willkommen zu heißen. Es wäre schön ihr würdet Euch als Benutzer registrieren, damit ihr aktiv an der Plattform teilnehmen und unseren Newsletter erhalten könnt (html und text format).

Als registrierter Benutzer erhaltet ihr Euren eigenen Arbeitsraum, wo persönliche Daten eingepflegt können und Ordner, Dateien und Photo-Alben angelegt werden können. Weiter werdet ihr automatisch Mitglied des internen Nachrichtensystems, durch welches die Mitglieder direkt miteinander kommunizieren können, wenn sie online sind.

Also, wir freuen uns auf Euch bei www.streetfootballworld.org!

Beste Grüße

das **streetfootballworld team**



Press Release – International Paralympic Committee

Laureus World Sports Award Winner 2004: Earle Connor

Laureus World Sports Award Winner 2004: Earle Connor

Bonn, Germany - Canadian athlete Earle Connor was recently named Laureus World Sportsman of the Year with a Disability, at the prestigious 2004 Laureus World Sports Awards. The award was presented by film star Morgan Freeman at a ceremony was held on 10 May at the Centro Cultural de Belem (C.C.B.) on the Lisbon Coast, Portugal.

In 2003 Connor had a spectacular summer on the track, culminating with four world records. He broke the world records in the 100m (12.14 secs), 200m (26.66 secs) and 400m (1 min 7.32 secs) on the same day in Germany, then just six days later in Milan, he lowered his own 200 metres record to 26.40 secs. He was named Canadian Disabled Athlete of the Year in 1997, 1998 and 1999. In 2000, he was inducted into Calgary's Sports Hall of Fame. After winning the award, Earle Connor, speaking straight from the heart, stated: "This award is not for me, it's for you. If I can run under 13 secs with one leg, imagine what you can do".

Other nominees in the category for Laureus Sportsman of the Year with a Disability were Michael Teuber (Cycling, Germany), Natalie du Toit (Swimming, South Africa), Nicola Tustain (Equestrian, United Kingdom), Ronny Persson (Alpine Skiing, Sweden) and Vitalis Lanshima (Athletics, Nigeria).

The awards, styled as the Oscars of the sporting world and co-presented by tennis legend John McEnroe and actress Rachel Hunter, celebrate sporting excellence across all disciplines and continents. The Awards Ceremony was watched by a global TV audience of 350 million and featured many well-known personalities from the fields of sport and entertainment, including Michael Douglas, Luis Figo and Placido Domingo.

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International Association for Sports Information

Gretchen Ghent, IASI Publications Officer, Canada

The IASI Annual Meeting, Lisbon, April 18-21, 2004

The Annual Meeting of the International Association for Sports Information was hosted by the Instituto do Desporto de Portugal (Sports Institute of Portugal) and was held in the meeting's hotel, the Hotel Tivoli Tejo Lisboa. Prior to the IASI Annual Meeting, our hosts organized a conference, International Conference on Sports Information, (April 14-16, 2004) with the theme, The New Challenges for Sports Information. Attended by IASI members, sports information professionals, academics and administrators, the international conference featured invited speeches and free communication papers with translation services.

President Alain Poncet called the IASI Annual Meeting to order on Sunday, April 18th. The major topics that were discussed included the IASI website contents and policy, the new relationship with the IOC's Information Director, Philippe Blanchard, the policy document on the IASI-SIRC cooperative relationship, the plans for the forthcoming 2005 IASI World Congress in Beijing, the IASI marketing strategy, support for developing countries, the IASI budget and the membership survey.

The focus of the meeting was the signing of two important documents, the IASI-SIRC Statement of Cooperation, Letter of Agreement (LOA) and the IASI Website, Archives and Information Policy. SIRC is a very important organization for sport information and, an essential cooperative partner with IASI. SIRC has hosted the IASI Website for many years and both organizations have a mandate to provide information and serve the educational and research needs of sport organizations, sport administrators, teachers, coaches, and sport sciences researchers and as such, members have a mutual interest in the wellbeing and comprehensiveness of SIRC's main product, the international database, SPORTDiscus. One outcome of signing the LOA is the establishment of the International Contributors Committee, which will become a standing committee of IASI. Both documents outline the important points of this interrelationship and state the expectations of each organization.

Reorganized and renewed ad hoc working groups were formed for development of a

- marketing plan,
- conducting a membership survey
- the COMPASS group (sports statistics)
- on coordinating information on Events Results

The SIRC Workshop, Lisbon, April 17, 2004

The three hour workshop on Saturday afternoon was conducted by SIRC President Debra Gassewitz and SIRC librarian Diane O'Dwyer. In the first section, Debra Gassewitz gave an overview of the current status of the international database SPORTDiscus, the work of the cooperative partners, the varied marketing activities for the SPORTDiscus, document delivery and the information resources accessible on the SIRC website.

Diane O'Dwyer then gave an overview of key field structure, physical description, and indexing procedures for indexing resources for SPORTDiscus. In an information packet given to workshop participants, the handouts included a document on writing abstracts for advanced level literature, guidelines for indexing basic level literature, a reproduction of her Powerpoint presentation on indexing and A Quick Guide to Searching the SPORTDiscus on WEBSPIRS.

(Please note that May issue of the IASI Newsletter has the details of information on SIRC and SPORTDiscus and the Annual Meeting Minutes are now available. Both documents will be placed on the IASI website <http://www.iasi.org/>)

12th IASI World Congress, Beijing, May 19-21, 2005

<http://www.iasicongress2005.org>

The Program Committee for the 12th IASI World Congress met during the IASI Annual Meeting to select the keynote speakers and discuss various details of the Congress. The Second Announcement has been published and is available on the Congress website.

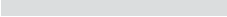
A reminder to all who are contemplating presenting a paper at the forthcoming IASI World Congress.

September 30, 2004 is the deadline to send abstracts to the Program Chair, Ms Cindy Slater (cindy.slater@usoc.org). See the congress website for details and format for the papers and posters abstracts.

IASI welcomes papers and posters from the ICSSPE community of associations. Please see the website for details of the 5 themes: Information Services for Olympic Games and International Competitions

- Sport Archives and Digitalization
- Sport Statistics, Standards & Services
- Sport Information for Elite Athlete Development
- Future Needs of Sport Information

Gretchen Ghent
Librarian Emeritus
(VP for North America & Publications Officer, International Association for Sport Information - Chair, North American Sport Library Network - Member, ICSSPE Editorial Board)
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NASLIN website: <http://www.sportquest.com/naslin/>
Scholarly Sport Sites: <http://www.ucalgary.ca/library/ssportsite>
IASI Website: <http://www.iasi.org/>



The Sport Association of Arab Woman

Prof.Dr. Nabilah Ahmed Abdulrahman, Egypt

Upon the invitation from Dr. Ahmed Saad Alsherif (President of the School Sport Federation of United Arab Emirates), Prof. Dr. Nabilah Ahmed Abdulrahman (President of The Sport Association of Arab Woman) participated in a Symposium titled 'Woman Sport- Reality and Ambition' on June 17th and 18th, 2003.

Under the auspices of Sheikh Ahmed Ben Said Aal Maktoom (President of the National Olympic Committee), the aims of the symposium were:

1. Publish the sport culture of woman in Emirate's society.
2. Establish the role of sport and its relationship with women's health.
3. Evaluate the sporting reality for women in the Emirates.
4. Organize the international organizations Olympic program of womens sport.

The sub-themes of the symposium were:

- Health and posture.
- Activities and sports fields of women.
- Women, sport and society.
- Women, sport and international organization

Prof. Dr. Nabilah Ahmed Abdulrahman spoke about the position of physical education in general, but especially for women, and asked governments to give attention to physical education because its benefits for children and youth.

The recommendations:

- * Institute an association or sport federation for womens sport.
- * Set plans and systems for preparing the scientific careers for women in sport.
- * Ensure the coordination of, and contact between organizations, through instituting a professional administration for womens sport.
- * Ensure the role of the National Olympic Committee in supporting the United Arab Emirates Womens sport.

Another invitation was extended by Dr. Ahmed Saad Alsherif for Prof. Dr. Nabilah Ahmed Abdulrahman to participate in the seminar titled 'An International Experiment for Women's Sport' from February 11th to 12th, 2004.

Dr.Nabilah Abdulrahman asked Dr.Hania Alkashef (Dean of the Faculty of Physical Education for Girls at Alexandria University) to attend on her behalf. Dr.Hania presented Dr. Nabilah's literature about 'Human Development and Activation of the Role of Arab Women in The Sport Field' and also submitted a paper on 'A Sport Culture of Arab Woman under Social conditions'.

Copies of 'Women and Islamic Civilization: Respect-Jude-Equity', were also distributed at the seminar.

The aims of the symposium were:

- To recognize the different experiments of some Arab countries regarding "Arab Women in Sport"
- To study the reality of current and future problems which face Arab women in sport.
- To encourage the participation of Arab women in out door events.
- The recommendations:
- To prepare an integrated documentation of women in sport, including statistics, data, and information to follow up the history of women's sport in Arab countries
- Encourage women to practice sport for health benefits.
- Ensure a healthy environment for the participation of women in sport.
- Endorse the Emirates project for supporting womens sport, which was submitted from the Emirates Sport Federation, and is used as a model of a developmental project for womens sport.

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Book Review – Olympic Saga: Olympionics

Dr Uladzimir Lukievic, Russia

Milshteyn, Oleg. (2001) *Olympionics*. Book 1 in the 'Olympic saga: Olympionics, Priests and Pilgrims – a series of historical and sociological essays'. Moscow. Terra-sport, Olimpia Press. 774 pages.

This book is "Dedicated to the Olympic Participants of the 20th century" and is written by the famous Russian sociologist and philosopher, Oleg Milshteyn. From the very beginning, one should notice that this book is a connection between the author's feelings towards the rebirth of the Olympic Games and today's attitude to the Olympics, with a great number of interviews with the participants of the Olympics as well as with the most influential people in modern sport.

The book starts with an "interview". But with whom is it? – A General of Tsarist Russia, Aleksey Butowski, one of the first members of the International Olympic Committee (IOC) and one of the founders of the organization whose goal was the revival of the Olympic Games of Antiquity. Reality does not allow us to do such a thing as interview someone who died in the last century, but this is where the author's creativity becomes noticeable. He shows various details of the past in the form of a traditional question-answer interview, simply between a contemporary journalist and a person of another period. The 47 page "interview" starts by presenting the author's vision of the problems which concerns "Olympism". He does this with the help of his interlocutors such as Joao Avalange (Brazil), Willi Daume (Germany), Alexander de Merode (Belgium), Jacques Rogge (Belgium), Juan Antonio Samaranch (Spain), Borislav Ivkovic (Yugoslavia) and others.

The research about which the author writes, along with the "interviews", is very unusual. The historic facts should be interpreted very carefully so as to avoid judgments from today's perspective. It is easy to judge and to instruct those who are not able to take part in discussion anymore. That is why the author is very careful while judging and he bases his judgments on the viewpoints of his interlocutors. It is also very difficult to be objective when the question concerns the philosophy and ideology of Olympism. That is why the origin and structure of the most influential non-governmental sport organization of the world, that is, the IOC, are unique – it was created as independent from the government (p. 79). I cannot help quoting the words which seem to be an exact description of the further ideological shape of the new organization: "The thought that the idea of the world, the idea of internationalism (de Coubertin rarely used the term "pacifism"), which were the bases for the development of modernism Olympism is not new. We should pay attention to the fact that shows that on top of the ideology of the Peace movement of the last century were the famous cultural, literary and scientific activists as well as the whole royal dynasties of Europe. This fact may have influenced Coubertin's decision to turn to them with the request to support and help to revive such a peaceful act of the historic value as the Olympic Games" (p.80).

Apart from that, the author underlines the moral, ethic, religious, pedagogical and strategic factors which influenced de Coubertin's strategic decision to turn to the European elite with the request to organize and to support the Olympic movement (p.80-82). Professor Oleg Milshteyn also answers the question why he started writing the book which concerns the problem of the Olympism, which origin is in the subjective perception of reality, and his attempt to its global understanding. The author exactly defines his goal, which is to show the meanings of modern sport and the Olympic movement, their development at the 20th century and their place and role in the modern world. As well, he discusses the role of man in sport: as a sportsman, as a participant of the Olympics, as a coach, as a sport activist, as a doctor, as a journalist, etc., all of the people who create the wonderful world of sport (p.119).

The particular role of his researches professor Milshteyn devotes to the Olympism where the most important point is that the "Olympic participant" is not only a scientific term or is an object for researches, but also as a living creature with all his strengths and weaknesses. To make sure of it, one should become acquainted with some of the author's methodological attitudes. That is why the answers to the questions connected with the destinies of the Olympic participants are contained in the context of the book as well as in the research itself. If we try to enumerate these questions, they could be presented in the following way (p.420-421):

- what is the process of the sporting career of the Olympic participant, his lifestyle within the various levels of Olympic history?;
- what new is given and left to the followers by every generation of the Olympic participants?;
- who is the Olympic participant as a member of society, as an activist and a creator?;

- what is the difference between the Olympic participant and other members of the society?;
- how does his specific lifestyle look?

Research was conducted with 1467 Soviet participants of the Olympic Games and 100 interviews undertaken with individuals involved in the Olympics, representing other countries.

Many of the answers from people who have been creating the contemporary ideology of Olympism were a very important basis for the understanding of today's development of the Olympic movement, and some parts of these answers, quoted below, show its main problems.

Juan Antonio Samaranch (Spain, former President of IOC): "If I were to answer the question what is the difference between sport and Olympism, the answer would be very short – Olympism is sport plus culture. This is the definition of the Olympic movement..." (p.130).

Jacques Rogge (Belgium, IOC president): "It seems to me that the world cannot develop under the epidemics such as AIDS, for example. If we don't face the ecologic catastrophe and the world will be developing further, I am sure the Olympic Games will exist forever. It is very difficult to talk about eternity because in Ancient Greece the Games were organized at the limited time. It does not matter whether the Olympic Games will have five circles, five squares or five triangles and whether they will be called the Olympic, the Cosmic or the World Games. I believe in the future of the regular (but not short in terms of time) Games. They could be held once per five or three years, but not every year: the Games must have their personality as it was visible in the Greek drama. To be precise, they ought to have the unity of time and place which means the rejection of organizing of the Games in the same time and place in several countries. They must have the unity of actions with all the representatives of all important federations and the best sportsmen. They cannot be a regular event – they should be something special" (p.138).

Alexander de Merode (Belgium): "When we see the great artists of the world scene, like Madonna for example, nobody is surprised that she earns so much money. When we talk about the sportsmen's salaries we say: 'It's a scandal! It's impossible!' I don't think so... On the contrary, it is more than possible. I will add even more: sportsmen could earn more or the same as the great artists do. But I cannot understand why sport is seen as a third kind of activity... I don't think it can be so... I utter for the equality of rights between people either sportsmen or artists" (p.145-146).

Peter Tullberg (Finland): "The Olympic Games today are the most attractive event in every part of the world for the journalists. Sport is the easiest way for the politicians' road to success. Why did the USSR and Germany invest so much money into sport while other fields of social life suffered so much? Because here you get the name, you can support your flag and it attracts journalists – you are just selling your nation. This is as easy as prostitution" (p.167).

Nikos Filoretos (Greece): "I think the Olympic Games' greatest problem (I mean the problem that disturbs the Olympics) is doping. And commercialization. Apart from commercialization in the Olympic movement the basic problem is the Olympic education. The young people and the elderly sportsmen should be educated. The journalists should be educated as well. When I say 'educated' I do not mean they should know the history, although they ought to know the basic historic and philosophic terms of the philosophic movement, but first and foremost they should be educated towards the problems of the modern Olympism such as the financial problems, sponsoring, commercialization, doping and many other problems. I stand by the view that they are not educated enough if we are talking about those problems. My own wish is that one day the Olympism become one of the subjects not only at universities, but at schools at all the levels education..." (p.173).

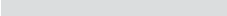
Professor Oleg Milshteyn presents his own texts for consideration by the IOC, including:

- "The Short Working Programme of the International Sociologic Research: The Olympic Anniversary" (1991)
- International Research Project - "The Foundation of the Olympic Video Chronicles: the History of Life and the Sport Career (the basic programme rules)" part one (2000)
- International Research Project - "The End of the Sport Career and the Social Adaptation of the Olympic Sportsmen (the working programme)" part two (2000)
- International Research Project - "The Foundation of Videos of the Olympic Participants: the History of Life and the Sport Career (the interviews plan)" part three (2000) and others.

Concerns over the book include inaccurate translations of the interviews into Russian, where sometimes the sense of the statement or its grammatical structure, are lost (e.g. pp. 154, 155). The book also lacks a bibliography and references to the quotations which are presented. It is important to underline that the basic research material presented is based upon the dates which characterize the Soviet Olympic participants' activity. The information about other Olympic participants from other countries is presented only in fragments.

No doubt the author has a right to present a historical-sociological chronical to express his opinions, but I wish he would now find time to finish the sequels to this book, called "The Priests" (book two) and "The Pilgrims" (book three), to provide additional reflection and understanding on the original.

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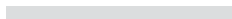
Research Highlights - Hong Kong Sports Development Board

The Hong Kong Sports Development Board has published Research Highlights on their website that date back to 1996. They cover a wide variety of topics, including: Public Awareness of Local Elite Athletes, The Benefits of Elite Sport in Hong Kong, Physical Characteristics of Hong Kong Youth, Economic Impact of Sport, Exercise for Health and Money and the Hong Kong Sports Participation Surveys from 1996-2001

A majority of these publications, that are .pdf files, are bi-lingual, allowing the information to be disseminated in both Chinese and English language.

For more information, or to read these highlights, visit

http://www.hksdb.org.hk/hksdb/front/e_pub1_rh2.html



Book Review – Gender and Competition: How men and women approach work and play differently

Tameka Daniel, Scherwanda Boston, and
Darlene A. Kluka, Grambling State University of Louisiana, USA.

DeBoer, K. (2004). *Gender and competition: How men and women approach work and play differently*. Monterey, CA: Coaches Choice. ISBN: 1-58518-876-X. 162 pages. Cost: \$19.95 USD.

The author provides the reader with a straight-forward, pragmatic North American perspective of how men and women approach work and play environments. She presents a framework through gender cultures, based on Chodorow's (1974) and Gilligan's (1982) works, citing that each gender approaches competitive environments differently. Girls seek bonding experiences to define success; boys battle to achieve success. Women enter the workplace connecting to achieve success. Men enter competing to achieve goals. Although the goals are the same, the approach to their achievement is markedly different.

Through the use of anecdotes from her and others' coaching and business careers, the author meaningfully communicates differences between males and females in sport and work settings. Values, fears, outcome and process, conversation, learning, competitive behavior, the importance of winning, keeping score, dealing with failure, fair play, responses to authority, leadership and motivation are topics that are presented.

The author has skillfully presented a book on a fascinating topic in an easy-to-understand format. She has also presented information based on feminist theory in a way that is meaningful to the reader. Through her discourse, she is able to present innovative ways to bridge the different approaches to work and play in order to better understand the human condition. The cost of the book also makes it appealing for those who are seeking a pragmatic approach to better understand gender and competition.

Book Review – Governance and policy in sport organizations

Kim C. Young and Darlene A. Kluka, Grambling State University of Louisiana, USA

Hums, M. & MacLean, J. (2004). *Governance and policy in sport organizations*. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc. ISBN: 1-890871-45-1. 300 pages, paperback. Cost: \$41.00 USD.

Governance and Policy in Sport Organizations appears to be written for use by professors who teach upper division undergraduate or master's level graduate courses in sport governance or sport policy, particularly in North America. Future sport administrators and those already in the field in other parts of the world will also find the text valuable in its description of structure and function of sport organizations.

The authors have divided the text into three basic sections: the first (Chapters 1 – 4) features an introduction to sport governance (definitions, organizational structure, and constitution/bylaws/operating codes), managerial activities (vision, planning, decision making), strategic management and policy development, and ethics in the administration of sport; the second (Chapters 5 – 13) focuses on structure and function of specific sport organizations. Scholastic sport, amateur community sport, campus recreation, intercollegiate athletics, major games in amateur sport, Olympic sport, Paralympic sport, North American professional sport, and international professional sport are included. The third, Chapter 14, includes issues the authors believe pertinent to current and future discussions involving sport governance, policy, power politics, and ethical decision making that will guide sport management professionals.

The authors have skillfully woven ethical decision making and the significance of corporate social responsibility into the first section of the text. They continued to weave these basic tenets in the second section of the text. The last chapter completes the tapestry of information, ethical decision making, and corporate social responsibility to provide students with a greater understanding of the scope and role sport administrators will play in the development of sport through policy and governance.

Each chapter is similarly formatted and includes content, summary, chapter questions, and references. Missing from each chapter, however, is internet and multimedia resources readily available to both students and faculty.

Professors will find content presented in the text sufficient to meet NASPE/NASSM (National Association of Sport and Physical Education/North American Society of Sport Management) standards for sport management program approval. As governance of sport centers around missions, goals and objectives of groups through organizations, the unique perspective provided by the authors adds significantly to the existing literature in the area. Absent from the text was the power of politics in the process of governance and policy making. Including case studies by chapter of actual decisions and the processes used to change the course of sport would assist students in connecting governance, policy, and power politics. Also absent was a presentation of the processes involved in conductance of board of directors, committee/commission meetings, and general assemblies. The inclusion of the parliamentary process, along with samples of "how to" construct agendas, minutes, and other documentation relevant to meeting business would prove valuable to those in sport management.

Students and professors will find invaluable content in the area of sport governance and policy in this contemporary text. The authors' unique organization of the subject matter will provide the next generation of sport administrators with not only substantive details but also the "bigger picture" that is reflected in those who are sport administrators.

Book Review - Amsterdam growth and health longitudinal study

Darlene A. Kluka and Yvonne Calvin, Grambling State University of Louisiana, USA

Kemper, H. C. G. (Ed.). (2004). *Medicine and sport science – Amsterdam growth and health longitudinal study: A 23-year follow-up from teenager to adult about lifestyle and health*. Basel, Switzerland: Karger. 198 pages. ISBN: 38055766528. Hard cover. Cost: \$147.00 USD.

Over 600 teens were observed for a 23-year period of time in Amsterdam. The investigators attempted to determine the longitudinal relationship between health and lifestyle selections including factors of physical activity, diet, smoking and consumption of alcohol. This volume of the series, *Medicine and Sport Sciences*, involves research on the "...growth, health and fitness of teenagers, the generation that will bring forth the top athletes of the eighties." Longitudinal studies are quite rare, particularly one that has a more than two-decade follow-up. Standard physical and psychological factor data were used to produce a quality research design with repeated measures.

A review of AGAHL (Amsterdam Growth and Health Longitudinal Study) longitudinal studies on lifestyle and health from adolescence to adulthood, including 200 + scientific publications and 10 Ph. D. dissertations; the importance of longitudinal data analysis, trends on stability and error of biological and lifestyle characteristics longitudinally; fetal origins and musculoskeletal and cardiovascular health at adulthood; lifestyle and genetics in relation to bone health, smoking alcohol and coffee consumption, and cardiovascular risk indicators; personality and lifestyle choices; energy balance in relation to body composition from adolescence to adulthood; the importance of physical activity in aerobic power in young children; and the effects of health information in youth on adult biological and lifestyle risk factors for chronic diseases are included in the text's content.

Each chapter is formatted to make information more understandable for the reader. An abstract is provided that contains background/aims, methods, results, and a conclusion. This assists the reader in locating details in the chapter.

The cost of the text is difficult to handle for those who have limited university budgets or must purchase it themselves. The publishing company, however, has provided an interesting alternative to the purchase of the entire text. On its website, www.karger.com/mspsc, those wishing to purchase selected chapters may do so at a reduced cost. The limiting factor, of course, is the reader's ability to have access to the internet.

This text is a valuable one for those who are interested in conducting longitudinal research on topics involving health, physical activity, and lifestyle selections. Those who are also in the private sector may find selected abstracts of interest in the planning of facilities for the future in their communities.



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Supercourse: A Network of Preventionists linked through Telepreventive Medicine

Ronald E LaPorte & Sunita Dodani, United States of America

In most developing countries, there has been a 25-year increase in life expectancy during the last century.¹ This increase is greater than that seen at any time in history. The increased longevity is, almost exclusively, due to public health.¹⁻³ In developing countries, public health improvements are the promise of improved health in the 21st century. Public health is, mostly, information transfer, teaching people how to find clean water, changing life styles, and disease monitoring.⁴ Despite living in an era of industrialization and urbanization, low literacy, gender inequality, high fertility, socio-economic extremes, and minimal investment in health and education further exacerbate the situation of public health. At the same time, the pace of technological change is exponential., yet the technologies being used for information transfer are at times somewhat limited. If public health were to grasp onto the information revolution, we would see the third age of public health, after sanitation and immunization, that of the information age.³⁻⁵ By the end of this century, the Internet may have reached every part of the globe. ⁵

Telepreventive medicine, a term coined by its founder, Ronald E LaPorte, is characterized by low bandwidth information transfer about prevention reaching large numbers of people.⁹ In contrast, telemedicine collects high bandwidth information about cure on a small number of people. Telemedicine may be somewhat limited, but telepreventive medicine goes beyond to improve health, applying the latest information technologies to global disease prevention.

Recently, we have argued that the best approach towards improving training is to improve the "content" (e.g. lectures). A global system of shareware lectures has been established. LaPorte and colleagues created the Global Health Network, "Supercourse" (<http://www.pitt.edu/~super1>). This effort was originally funded by NASA^{6,7} and now is funded by the National Library of Medicine. The University of Pittsburgh is responsible for the operation of it, with technical support from NASA and IBM.⁷ Currently, there are approximately 15,000 participants from more than 151 countries, with around 40% from developing countries. The concept of telepreventive medicine is simple; PowerPoint lectures about prevention are captured and then are made available to all teachers, worldwide with no copyright. This exciting initiative has had great success in disseminating public health and preventive medicine concepts around the world. Currently, 1800 PowerPoint lectures on prevention have been collected, the largest number ever assembled in the public health arena. This includes lectures from 8 Noble Prize winners, 70 members of the IOM, a former head of the United States (US) Centre for Disease Control, Jeff Koplan, the Surgeon General of the US, and 4 directors from the National Institute for Health. Please visit www.pitt.edu/~super1 to learn more about the concept, which is essentially quite simple - most of the 30 year increase in life expectancy world wide has been the result of prevention. By harnessing the power of information technology, a profound effect on education and prevention can be made.

Initially, a network of over 13,000 scientists was created. Using this network a single 'golden' lecture on prevention was introduced into thousands of schools, world wide. Over 300,000 students in 128 countries took part in this project.

The latest step in this project, is the creation of a Supercourse Lecture on physical activity and health. A draft exists at www.pitt.edu/~super1/lecture/lec15451/index.htm. A step further is to establish an Olympic supercourse in collaboration with the United States Olympic Committee. The presentation on Olympic supercourse is also available on

www.pitt.edu/~super1/lecture/lec15661/index.htm and comments are most welcome.

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