

Sport Science &
Physical Education

BULLETIN

No. 39
September 2003
ISSN: 1728-5909



ICSSPE Executive Office
Am Kleinen Wannsee 6
14109 Berlin, Germany
Tel: +49 30 805 003 60
Fax: +49 30 805 6386
icsspe@icsspe.org
<http://www.icsspe.org>

Sport as a Tool
for Social
Development



Published by:
International Council of Sport
Science and Physical Education
(ICSSPE)
Editor: Tamara Devine
Design: Astrid Lange



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Foreword

Editorial

Welcome to issue 39 of ICSSPE's Bulletin, where we present two features: papers from winners of the Phillip Noel Baker Award; and articles on Sport as a Tool for Social Development.

I'm very excited that Sport as a Tool for Social Development is the feature topic of this, the first Bulletin I have been involved in, as it is an area of great interest to me. I commenced as ICSSPE's Publications Manager on August 1st, and thanks to the support and advice of my predecessor, Mrs Amanda Smyth, and the assistance I have received from all of my ICSSPE colleagues, I have found the move to Germany to be quite seamless, and look forward to the publishing activity that is planned for the next 18 months.

I come to Berlin from Darwin, Australia, where I have worked for the Northern Territory Government Departments of Sport and Recreation, and Health and Community Services, since completing a Bachelor of Human Movement Science in 1996. As a point of reference, I come from Crocodile Dundee country! Much of my previous work entailed travelling to remote Aboriginal communities in the Northern Territory to deliver education programs on sport, coaching, sports medicine and administration, alcohol misuse and other health related topics. I have seen first hand how sport can be used to develop social aspects of community, particularly when ongoing support is provided and community involvement is strong.

Papers in this feature come to us from around the world, including a look at an AIDS program in South Africa, an overview of the potential of sport for development and peace (from Switzerland) and a report from the Australian Institute of Criminology on the use of sport and its impact on anti social behaviour amongst young people.

This feature follows on from an exciting Sport and Development conference held in Switzerland earlier this year, from which the Magglingen Declaration was made. Information on this conference can be found at www.sportdevconf.org.

I'm also excited to be able to announce that the Directory of Sport Science, 3rd Edition, is now online in the Member's section of the website. This publication was previously called Vade Mecum, and provides excellent overviews of 20 different disciplines within the sport science field.

You may notice a couple of changes to the format of the Bulletin, with all Member's reports now being presented under Member's News. Contributions are always welcome, whether you'd like to report on a meeting or conference, announce an appointment or simply share some news. Feedback on the new format, or any aspect of the Bulletin, is always gratefully received. Please email me at tdevine@icsspe.org. I look forward to hearing from you and working with you in the future.

Kind regards,

Tamie

Editorial

Je vous souhaite la bienvenue dans cette 39ème édition du Bulletin du CIEPSS qui comporte deux dossiers spéciaux : les travaux des lauréats du Prix Phillip Noel Baker et des articles sur le sport comme outil de développement social.

Je me réjouis beaucoup qu'un dossier spécial soit consacré au thème du sport comme outil de développement social dans le premier Bulletin auquel je participe, car c'est un domaine d'un grand intérêt à mes yeux. J'ai pris mes fonctions de manager des publications le 1er août et je souhaite remercier mon prédécesseur, Amanda Smyth, pour son aide et ses conseils, ainsi que mes collègues du CIEPSS qui m'ont soutenu. Mon arrivée en Allemagne s'est passée sans difficultés et je me réjouis des projets éditoriaux des prochains 18 mois.

Avant Berlin, je vivais à Darwin, en Australie, où je travaillais pour le Département Sport et Récréation du Gouvernement du Territoire du Nord, ainsi qu'aux Services Communauté et Santé, après avoir fait un Bachelor en Human Movement Science en 1996. Pour vous faire une idée, je viens du pays de "Crocodile Dundee"! La partie essentielle de mon travail précédent consistait à aller à la rencontre des communautés aborigènes isolées pour faire connaître des programmes éducatifs sur le sport, l'entraînement, la médecine et l'administration du sport, l'abus d'alcool et d'autres thèmes relevant de la santé. J'ai découvert combien le sport est précieux pour accroître les liens sociaux de la communauté, en particulier lorsqu'un support soutenu est apporté et que la communauté fait preuve de motivation.

Ce dossier contient des articles en provenance du monde entier, entre autres une présentation d'un programme de lutte contre le Sida en Afrique du Sud, un aperçu des possibilités du sport dans l'aide au développement et la paix (Suisse) et un rapport de l'Institut australien de criminologie sur l'utilisation du sport dans la lutte contre les comportements asociaux des adolescents.

Ce dossier découle d'une conférence très intéressante sur le Sport et le Développement qui s'est tenue en Suisse en début d'année, et a abouti à la déclaration de Magglingen. Pour plus d'informations sur cette conférence, consultez le site www.sportdevconf.org.

Je suis également très heureuse d'annoncer que la troisième édition du Directory of Sport Science est désormais en ligne dans la section Membre du site Internet. Cette ouvrage appelé jusqu'à présent Vade Mecum, offre un excellent aperçu des disciplines comprises dans le spectre de la Science du Sport.

Vous remarquerez quelques changements dans le format du Bulletin, ainsi, les contributions de membres se trouvent désormais dans les Member's News. Vos contributions sont toujours les bienvenues, que ce soit des rapports de conférences ou de meetings, des annonces et des rencontres à venir ou tout simplement pour échanger des nouveautés. Toutes réactions quant au nouveau format ou autres aspects du Bulletin sont toujours les bienvenues. Ecrivez-moi à tdevine@icsspe.org. Je me réjouis d'avoir de vos nouvelles et de travailler avec vous dans le futur.

Mes amitiés

Tamara Devine

President's Report



I would like to share with the ICSSPE family that Amanda Smyth, after two and a half years of excellent work at the ICSSPE headquarters, has left Berlin and we welcome Tamara Devine as our new staff member. We are very happy that Tamie has taken over the responsibilities for publications and scientific affairs.

We are also very pleased to see a growing numbers of new members. This proves ICSSPE's efforts on an international level to create global networks and partnerships.

With regard to our external partners, we can report about close contacts with WHO, in particular, with their Global Strategy on Nutrition, Physical Activity and Health, to which ICSSPE makes an important contribution.

ICSSPE has also had recent contact with the IOC, regarding research projects and the Sport Science Award of the IOC President. The Jury of this award recently announced the 2002 winners. In the category of Biomedical Sciences, the Copenhagen Muscle Research Centre, directed by Professor Dr Bengt Saltin, took the honours, while the Sociocultural Sciences category was won by Professor Dr Roland Renson. Chair of the Jury, Professor Dr. Tony Parker says that although outstanding nominees were received in both categories, he is "confident that the winners of the 2002 Awards will uphold the high standards set for the Award and further increase its recognition and status in the International Sports Science community".

These awards will be conferred at the next meeting of the IOC, in Lausanne in November. Future Bulletins will provide updates on the ceremony and report on the work that lead to both winners receiving this award. Further information on the Awards, including regulations, previous winners and a nomination form, can be found on the ICSSPE Website at www.icsspe.org.

UNESCO and ICSSPE have been collaborating on new initiatives that are underway to offer improved opportunities for sport participation and professional training in physical education and sport science, especially in developing countries.

ICSSPE will prepare joint sessions with FIMS at their upcoming World Congress in Guam in January 2004, and I will also attend the IPS international conference, called VISTA in September 2003 in Bollnäs Sweden. This event will try to gather experts in Paralympic sport - athletes, coaches, and administrators, as well as researchers who share their findings and experiences on most recent developments in high performance sport for athletes with a disability.

In September 2003 ICSSPE will host in Berlin a meeting with Mr Adolf Ogi, UN Secretary General's special advisor for Sport, Peace and Development to discuss new ways of cooperation.

Also in September, statutory ICSSPE meetings will be held in Pretoria, providing us a unique opportunity to intensify our relations with colleagues in Africa.

During the past months we have also intensified our contacts to GAISF and had the pleasure to welcome GAISF Director General, Mr Jean Claude Schupp, at the ICSSPE Headquarters in Berlin.

The 3rd edition of the Directory of Sport Science is now available ? on line, and you are encouraged to access this updated document, which reflects the current developments in the different disciplines of sport sciences. Thanks to all of you who made this publication possible.

Finally, preparations for the 2004 Pre-Olympic Congress are well underway. Please, join us all in this important international event which follows the successful Pre-Olympic Congresses in 1996 in Dallas and 2000 in Brisbane.

Prof. Dr. Gudrun Doll-Teppe

President, ICSSPE



Je dois annoncer à la famille du CIEPSS qu'Amanda Smyth, après deux ans et demi d'excellent travail au siège du CIEPSS, a quitté Berlin, et je souhaite la bienvenue au nouveau membre de l'équipe, Tamara Devine. Nous sommes très heureux que Tamie ait endossé la responsabilité des publications et des affaires scientifiques.

Nous nous réjouissons également de voir grandir le nombre de nos membres. Cela fait état des efforts du CIEPSS pour créer un réseau global et des partenariats au niveau international.

En ce qui concerne nos partenaires externes, nous pouvons faire état de contacts étroits avec le WHO, en particulier avec leur Stratégie Globale pour la Nutrition, l'Activité Physique et la Santé, à laquelle le CIEPSS apporte une grande contribution.

Le CIEPSS est également en contact avec le CIO, concernant des projets de recherche et le Prix de la Science du Sport du Président du CIO. Le jury de ce prix a récemment rendu public les lauréats de 2002. Dans la catégorie Biomedical Sciences, le Muscle Research Center de Copenhague, dirigé par le Professeur Bengt Saltin a remporté les honneurs, tandis que le prix dans la catégorie Sociocultural Sciences a été attribué au Professeur Dr Roland Renson. Le Président du jury, Professeur Tony Parker a estimé que malgré la qualité exceptionnelle des nominés de ces deux catégories, il était "certain que les lauréats de 2002 confirmaient le haut niveau de ce prix et contribuaient à accroître sa renommée et son statut au sein de la communauté internationale de la Science du Sport."

Ces prix seront remis lors de notre prochaine rencontre avec le CIO à Lausanne, en novembre. Les futurs Bulletins vous informeront des nouveautés concernant la cérémonie et du processus qui a mené à l'élection des deux vainqueurs. Vous trouverez plus d'informations sur les récompenses, y compris sur le règlement, les lauréats passés et un formulaire de nomination sur le site du CIEPSS : www.ciepss.org.

L'UNESCO et le CIEPSS ont collaboré à de nouvelles initiatives qui permettront de faciliter la participation au sport et à un entraînement professionnel dans l'éducation physique et la science du sport, en particulier dans les pays en voie de développement.

Le CIEPSS va préparer des sessions conjointes avec la Fédération Internationale de Médecine Sportive (FIMS) à leur prochain congrès mondial à Oman, en janvier 2004, et je participerai également à la conférence internationale du Comité International Paralympique, appelée VISTA, en septembre 2003 à Bollnäs, en Suède. Cet événement réunira des experts en sport paralympique x athlètes, entraîneurs, administrateurs, et des chercheurs qui échangeront leurs découvertes et expériences en rapport avec les développements récents du sport de haut niveau pour athlètes handicapés.

En septembre 2003, le CIEPSS accueillera à Berlin M. Adolf Ogi, conseiller spécial du Secrétaire général des Nations Unies pour le sport au service du développement et de la paix, afin d'évoquer de nouvelles coopérations.

Les rencontres statutaires du CIEPSS se tiendront également en septembre, à Pretoria, et elles nous fourniront une occasion unique de renforcer nos relations avec nos partenaires africains.

Ces derniers mois, nous avons également intensifié nos contacts avec l'AGFIS et eu le plaisir d'accueillir le Directeur général de l'AGFIS, Mr Jean-Claude Schupp, au siège du CIEPSS à Berlin.

La troisième édition du Directory of Sport Science est disponible - en ligne, et nous vous encourageons à consulter ce document réactualisé qui reflète les récents développements dans les différentes disciplines de la Science du Sport. Merci à tous ceux qui ont rendu cette publication possible.

Pour finir, sachez que les préparations du Congrès Pré-Olympique de 2004 sont en bonne voie. Merci de nous rejoindre à cet événement international d'importance, qui s'inscrit dans la lignée des fameux congrès pré-olympiques de Dallas en 1996 et de Brisbane en 2000.

Gudrun Doll-Tepper
President, ICSSPE

Welcome New Members

Since May 2003, ICSSPE has received the following new membership applications for ratification at the 64th Executive Board Meeting in Pretoria, South Africa, September 2003.

May 2003

D137-2

Universiti Teknologi MARA
MALAYSIA

D056-22

Queenxs University
CANADA

D170-1

Faculty of Sport and PE Belgrade
SERBIA AND MONTENEGRO

D101-1

Escuela academico profesional de Educacion
Fisica de la Universidad Nacional Mayor de San
Marcos
PERU

D057-23

Westmont College
USA

C121-1

Sports Authority of India, National Institute of
Sports
INDIA

June

D156-10

National Sports Medicine Institute
UNITED KINGDOM

D128-5

Faculty of Human Development, Kobe University
JAPAN

B154-1

Union Internationale de Pentathlon Moderne
MONACO

C033-1

Capital Area Soccer League
KENYA

B157-10

International Luge Federation
GERMANY August

D020-1

National Institute for Sports
NIGERIA

Special Feature

The Philip Noel-Baker Research Award, established on the occasion of the 80th birthday of ICSSPEXs inaugural President Lord Philip Noel-Baker, is presented to nominees showing a background of distinguished service in sport science and continuous active service in the field and international sport science activities connected with ICSSPE. One of the 2002 awards was presented to Professor Dr Jin Jichun, while Dr Carole Oglesby received the 2001 award. Both will join a prestigious list of previous winners who are leading scientific authorities in their fields from around the world.

The following papers have been prepared by Professor Dr Jin Jichun and Dr Carole Oglesby.

Trauma Within Sport

Carole Oglesby

Women Sport International, USA

As many of us with careers in sport science and physical education, I began as an athlete. Thus I experienced years of training and competition in the disciplines of sport long before those of science and research. Although I had no words for such experiences at the time, in the intense and dedicated efforts of my involvements, I moved through both polar-opposite twins of sports' altered states; flow and trauma. It is my supposition that almost all serious athletes do, although I will not live long enough to make much headway on empirical proof in that regard. As I have added psychology training to that in sport and exercise psychology, I have gathered formal and anecdotal support for the notion of trauma experiences inside the context of sport and have had success in the application of a trauma healing technique to ease some of the damage and pain wrought by occurrences within intense commitment to sport.

In today's world, trauma healing is no small matter. Enormous sums are spent by governments for the training and support of national team athletes. These outlays require justifications to show that the lives of all people can be improved by what we learn from the care and development of sports persons. If we find that specialized training can result in a resistance to the occurrence of trauma (trauma inoculation) this could be a great benefit in a nation, or region beset by various fearful circumstances which may be visiting trauma on the people. Similarly, if a trauma healing technique can be shown helpful in the case of affected athletes, it may hold promise for use with similarly affected citizens.

The sporting context is, of course, a context for occurrences with all the features of classic trauma (sometimes referred to as "big T trauma"). Such occurrences were recognized after WWI as "shell shock" and subsequently seen as a frequent pattern following rape, earthquake, plane crash, or other violence of nature or human actions. The aftermath of the murder of the Israeli athletes and coaches at the Munich Olympic Games would be an example of such "big T" trauma. Two times in the past 40 years, U.S. athletes (boxers and figure skaters) have been tragically killed in plane crashes en route from competitions, also engendering such trauma.

Individuals who survive such occurrences, like soldiers who return from war, are sometimes forever changed with apparently uncontrollable reactions including hormonal, perceptual, behavioral, and emotional features. They may suffer from chronic and acute bouts of depression, rage, flat affect or extreme lability of affect. They may spontaneously recall sensory fragments of the trauma-inducing experience such as sounds, smells, numbers of persons present, their placement, and actions. Concentration is extremely difficult and focus of attention is scattered. The sense of proportion and judgement may be inaccurate and logical causality is suspended. Moments of the experience, or relatively lengthy segments of time, may be unrecoverable in memory. Coordination, and smooth control of motoric patterns may be disrupted. There is considerable research on both the sequelae and treatment of trauma, especially under the rubric of post-traumatic stress disorder (PTSD) even involving athletes (Bauman, 1998).

Likewise relatively well researched is the phenomenon of generalized anxiety syndrome (GAS). Since Selye's extensive theory and description of the interplay of sympathetic and parasympathetic nervous system effects following chronic activation of the fight/flight mechanisms, there has been ever-growing evidence of the contribution of GAS to mortality and morbidity rates especially in developed cultures (Selye, 1976).

Recent medical researchers, however, have commented about the lack of recognition of, and attention to, possible overlap of these malfunctions of the human information-processing and coping systems and the need for a transformation of trauma and stress areas of expertise to delineate a "little trauma" which is associated with some effects of both GAS and PTSD. These researchers have suggested environmental circumstances that may eventuate in little trauma symptomology (Shalev, 1996; Williams & Sommers, 1994).

1. Enduring repetitive occurrences eliciting numbing, dissociation, rage, unremitting sadness and/or denial.
2. Compounding or additive effects of low level, insidious, stressful events.
3. Losses of loved ones or positive aspects of self in developmental change.

Anyone long associated with sport and athletes can produce examples of these kinds of occurrences. They could well be described as endemic to sport. Thus, several potential research questions present themselves:

1. If we asked athletes to identify one or two of the "worst experiences" in sport and followed up with questions concerning the short and long term effects of these experiences, would their answers reflect elements of the definitions of trauma?
2. If we identified athletes who had experienced "competitive catastrophes" (injuries which ended elite sport;

injuries which eliminated them from significant competitions; failure in an event/competition in which s(he) was heavily favored; loss in the context of a particularly intensive rivalry), what would be effects and the extent and duration of effects? Do some athletes drop out or leave sport following such experiences and others continue? Can we discern any systematic differences in the persons/contexts reported by these athletes?

3. If we identify athletes who seem to be suffering (in performance and/or personal life) due to "competitive catastrophe," can we design interventions that lead to more resiliency?

Over the past five years, in two case studies (a therapy consultation with a male athlete and a sport psychology consultation with an elite cyclist) and in a research study involving 32 volunteer summer sport camp participants (Oglesby, 1999), variations of these questions were explored.

One common thread, among these explorations, was the use of a trauma treatment called eye movement desensitization reprocessing (EMDR) with sport participants and clients. I will briefly describe EMDR and its applications in the case study and research study contexts. Let me just interject that I have now worked with almost 40 athletes using the terms, measurement instruments, and frameworks of trauma theory. Not one of the client/participants has responded with disinterest, withdrawal, or confusion. The frame "made sense" to them and, anecdotally, gave credence to my own inclinations concerning "ordinary" athletic life and "little trauma".

This trauma treatment was called, originally, eye movement desensitization (EMD) and used some of the internal measures (and personal expertise and involvement) of Joseph Wolpe - the originator of systematic desensitization. The originator of EMD/R, Francine Shapiro, has demonstrated the efficacy of the approach in much published research (Shapiro, 1995). In the procedure, a mostly non-verbal, stream of consciousness of images and ideas is stimulated by clients' visual tracking of the clinician's hand, about one foot in front of the face, on a path that crosses the body midline. The procedure can also be accomplished by alternating touches of the left/right palms or alternating finger snaps at the left/right ear.

In the protocol, the client begins by trying to hold on to a selected image of the trauma as the stimulus cue is initiated. Over the course of the protocol, the client-reported subjective units of distress (SUD) score almost invariably went down, thus desensitization was hypothesized. Eventually, researchers and practitioners have moved from desensitization to positing that EMDR stimulates a resumption of ordinary information processing which had been frozen, or dismembered by the trauma. The emphasis on the reprocessing "R", of EMDR, has steadily increased over the past six years.

Due to the compression of this paper, and the voluminous nature of EMDR evaluation, I can only hint at the many considerations. EMDR drew many detractors who focused on the speed of recovery reported in the early research articles; the possible over-emphasis of early trainees on the seemingly magical effects of the eye movements; and the early insistence, now relinquished, that all practitioners should be trained in Shapiro workshops. While EMDR has its controversial side, it should be recognized that it has an extensive, empirical research record; it is strongly advocated by many noted researchers additional to Shapiro; and it has been accepted by stringent APA efficacy evaluation as a treatment for PTSD and may soon be accepted for other disorders.

In the two case studies from my consultations, the 2-3 sessions of EMDR were only part of a comprehensive therapeutic and sport psychology intervention package. The high school boy was a butterfly event expert on the varsity swim team at his school. He had developed a full blown panic attack, appearing at the end of his races, and had temporarily dropped out of his sport during his senior year. The female cyclist had been in her country's national team program for several years but was contemplating leaving her sport. She cited "burnout" as the cause but within a session identified the problem as initiating after a multi-bike crash.

Among the commonalities to be noted in these disparate experiences, the SUD score upon initially remembering the "worst moments" was 8 or above on a 1-10 scale. Traumatic events are usually so categorized. Both individuals were embarrassed and ashamed about their own behavioral response to the "trouble" as it was experienced within competition. They could not recall much about what happened "in the heat of the moment" but each felt that what happened should have been avoided or overcome. Finally, over the course of the EMDR sessions, significant chunks of sensory information were recovered; some of their perceived "failing" was seen as logical, if unfortunate, occurrence, and the SUD score was reduced to 1 or 2 of 10. Also of anecdotal significance, the young man returned to swim during the spring season of his senior year and the cyclist continued in her program for three more years.

In the research study, 32 male and female volunteer summer sport camp participants, from multiple sports/sites, were randomly assigned to single-session placebo and EMDR-treatment groups. The EMDR rigorously followed the steps in the EMDR protocol including the SUD and validity of cognition (VoC) measures pre, within, and post session. The VoC is identified as self-descriptors the participant "wants to believe" about the worst experience. On a scale in which 7 represents total belief and 0 indicates no belief at all, the participant reports a score for the desired descriptors. The placebo group members also identified a "worst moment

in sport" and then participated in a single-session "working through" discussion with the researcher. SUD and VoC measures were obtained in similarly timed interventions for both groups.

The groups did not differ significantly on SUD and VoC measures at the pre test and did differ significantly (in favor of the EMDR group) post test. It should be mentioned that standardized anxiety measures and a "states of consciousness during movement activity" questionnaire were also administered pre and post test but no statistically significant results were obtained in regard to these measures.

For the purposes of this paper, there are results of this research that support the efforts I am suggesting in the study of sport trauma. First, both groups reported mean SUD scores above 7.8 at the pre test. When these individuals identified just one "worst moment," each felt a great deal of pain and discomfort. Almost all had several "moments" to be sorted through before settling on the one to be processed. Secondly, while the EMDR group SUD average score went down to 2, the placebo group also had a statistically significant reduction in the SUD post test score. Thus, we have the implication that there may well be a variety of sound, sport psychology interventions that can help athletes cope with the many disappointments and performances they or others deem as inadequate along the course of athletic life. Lastly, if we know that athletes are role models for "ordinary citizens" in their mastery and successes they may equally be seen as role models for their coping - in the face of defeat, injury, tragedy of many forms - for resiliency and transformation.

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Carole Oglesby, PhD
Women Sport International
Kinesiology Department
Calif State Univ, Northridge
Northridge, Ca USA
cao469@csun.edu

Changes in Physical Education and Sport Science in the Face of the 2008 Olympics

*Professor Jin Jichun
Beijing Sports University, China*



Professor Jin Jichun receives his Award from ICSSPE President Prof. Gudrun Doll-Tepper in Beijing

On July 13th, 2000, the International Olympic Committee (IOC) decided by vote in Moscow, that Beijing would host the 2008 Olympic Games. The city of Beijing proposed to hold a Hi-tech Olympics, Green Olympics and People's Olympics. In one word, the 2008 Olympics will be the most excellent ever to show gratitude to the international community for having given Beijing such an opportunity. In the last three years, under the support of the Central Government, Beijing Municipal government has done a great deal of work and every preparation is in progress as scheduled. Here, I would like to focus on the changes that have taken place in the fields of sport science and physical education during the past three years.

1. The 2008 Olympics have accelerated the input in sport science from the government and society.

Over the past three years, the financial allocation to sport science has been increased. I was formerly the Director of the Science and Education Department of General Administration of Sport for 8 years. According to my experience, the funds of the past three years have exceeded the total amount of the funds of Science and Education Department in the past 20 years. In the past, the research fund for one year was not more than 1-2 million Yuan. During the past 3 years, the fund for only one study, subsidised by the Ministry of Science and Technology, is over 100 million Yuan. Privately, I have learned that the funds for sport research in the past 3 years have gone beyond 100 million Yuan. Beijing Sport University, where I now work, has spent more than 10 million Yuan on scientific equipment, which is equivalent to the total amount spent over the past 10 years. Moreover, the input is still increasing. The National Research Institute of Sport Science under the General Administration of Sport, the largest sport research institute in China, has gone through substantial development. The main building was entirely redecorated and will present a new look by the end of this year, which creates a good environment for researchers to work and study in. Last year, they spent millions of RMB designing a National Fitness Testing Car and giving scientific instructions on bodybuilding, which are popular with the masses. By taking advantage of the 2008 Olympics, research institutes of sport science in other cities, such as the Shanghai Research Institute of Sport Science and the Guangdong Research Institute of Sport science are being developed as well.

2. The 2008 Olympics have greatly promoted the development of physical education.

The Beijing Organising Committee has fully realised that the Olympic Games demand a large number of specialised people in sports. General Administration of Sport has planned to provide training in foreign languages and professional skills to the technical officials of various sport associations. Meanwhile, the investment in the Beijing Sport University (BSU) has increased. Now, our university has turned into a big construction site. A new teaching building has been completed and the gyms for athletics, swimming, gymnastics and ball games are under renovation. Before long, more tasks of cultivating personnel for the Olympics will be undertaken at the university. Till now, millions of RMB has been invested in organising experts to write advanced textbooks catering to the needs of modernisation and keeping up with the international level. A plan for constructing a laboratory, which will cost over 20 million RMB has been drawn up and implemented. Other institutes of physical education have also sped up their development. For example, Shanghai Institute of Physical Education, Wuhan Institute of Physical Education and Chengdu Institute of Physical Education have entered the golden age and presented prosperity with more funds and larger scales.

3. The 2008 Olympics have boosted academic exchanges.

The Pre-Olympic Scientific Congress is one of the important activities in the 2008 Olympic Games. Though it has not been listed in the schedule, the Organising Committee has contacted the President and Executive Director of ICSSPE about it. As an ICSSPE executive member, I will devote myself to the success of the

Congress. For three years, Chinese sport researchers have been more enthusiastic about the international exchanges and are ready to host more conferences. On one hand, it will strengthen academic exchanges, while on the other hand, we can accumulate experience, cultivate talented personnel and lay a solid foundation for the 2008 Pre-Olympic Scientific Congress. For example, in July 2001, BSU hosted the 21st FISU/CESU Scientific Congress; the National Research Institute of Sport science hosted the 2002 International Sports Medicine Seminar and the 2003 International Sports Biomechanics Seminar was to be hosted by China Sport Science Academy (this was postponed due to SARS in Beijing). I am deeply convinced that there will be more international sport science congresses held in Beijing and China in the following years.

4. The 2008 Olympics have inspired social enthusiasm for sport science and physical education, facilitating the solutions to many comprehensive researches affecting the development of sports.

Unlike in the past, when sport researchers turned to China Academy of Science, Peking University, Tsinghua University or China Academy of Social Science for help, scientists and experts of these universities and academies now come to the departments of sports for assistance. For example, The Computer Institute of China Academy of Science will apply their advanced computer technology to solve some major concerns in sport science. The Ministry of Education will help us with the investigation into the educational status and present condition of school sports. Therefore, the influence of the 2008 Olympics on Chinese sport science and physical education is profound. With the approaching of the year of 2008, the influence will manifest itself and continue after the Games.

To date, I have not found any negative influence that the 2008 Olympic Games has had on Chinese sport science and physical education fields.

Professor Jin Jichun
Beijing Sport University
North Road of Zhongguancun
100084 Beijing
People's Republic of China
Ph: +86 1062989
Fax: +86 106298929
Email: JINJC4190@sina.com

The potential of sport for development and peace

Rolf Schwery,
Swiss Academy for Development (SAD), Switzerland

Introduction

Sport has been promoted on a broad basis for a number of decades now - everywhere from schools and recreational organisations to high-level competitive programs. In addition to development of the activity itself (sport promoting sport), sport possesses further potential for human, economic and social development, as well as for promoting peace. Thus far, little research has been devoted to this potential. Except for studies concerning the positive effects on health in general, there has been no systematic analysis of sport's potential for development co-operation and conflict prevention.

The following article examines the link between sport and social development and critically analyses sport's potential for development co-operation and the promotion of peace. The analysis focuses on active sport as an organised or spontaneous physical activity. In this initial step, the spectator and sport media levels will be excluded due to their complexity and then only partially included in the analysis. In addition, reference to other research is provided when considering sport as an economic factor.

Definition of terms

Before turning to issues of sport and development, a few terms must be clarified. What is it that links the fields of "sport" and "development"? How can they be brought into relation with each other?

On the one hand, sport is a form of symbolic human expression, which - in contrast to dialogue - focuses on physical activity. Sport is a medium that describes a temporary process on the micro-micro level (individual types of sport) or the micro-meso level (sport associations).¹

In this context it is useful to define sport in a broad sense, encompassing "all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels."²

In contrast, the definition of "development" is very complex. In the area of development co-operation it is likely to refer to the macro level (regional - national) and the macro-macro level (international). Furthermore, the definition of "development" is contingent upon place and time and, depending on ideological orientation, can incorporate different aims (Nohlen, 2000). For the Swiss Agency for Development and Cooperation (SDC, 1999), "development" means, for example, poverty alleviation, safeguarding of natural resources, resolving conflict, ensuring peace, empowering the disadvantaged, providing access to information, ensuring equitable development for women and men, fostering understanding between cultures and supporting human rights, the rule of law and democracy.

The "Sport & Development" field, therefore, relates a micro dimension to a macro dimension, with the former being the explaining variable (explanans) and the latter the variable to be explained (explanandum). ?Sport? can thus have a (positive/negative) effect on the aggregate variable ?development?, a variable which can be measured to a certain degree.³

Sport, in our broad sense of the word, can thus exert a positive influence on (1) public health; (2) socialisation of children and young people, as well as of adults and seniors, including the social inclusion of disadvantaged groups; and (3) economic development of regions and even states. Furthermore, sport can also prove useful in (4) intercultural exchange for the promotion of peace, the prevention of conflict, and the treatment of trauma. Several positive and negative keywords in conjunction with the four fields of development are summarised in Figure 1.

Fig.1: Sport in various fields of development

Field of development	Keywords
1. Human development	health, fitness, well-being, respect for onexs opponent, tolerance, body culture, overexertion due to high-level competitive sports, doping
2. Social development	social cohesion, civil society, teamwork, anomie, xenophobia, hooligans
3. Economic development	promotion of development, investments due to major events, creation of jobs, exploitation, child labour
4. Political development	promotion of peace, rules of democracy, nationalism, political propaganda

Historical background

The historical background of sport and development co-operation cannot be presented in detail here; instead a sketch of trends in development aid and the role of sport since 1948 will have to suffice.

After the successful rebuilding of Western Europe with the help of the Marshall Plan, consisting essentially of a crucial injection of financial aid, an attempt was made to apply the positive experience in Europe to countries in the South. This trend was marked by a one-sided focus on economic growth and modernisation, to be expedited by considerable fiscal backing from the donor countries. "Development" was viewed as synonymous with "economic growth" and the per-capita income set as a benchmark of development.

As the debt crisis intensified in the mid-60s, the development theories based on this one-sided focus of economic growth fell increasingly into disrepute, resulting in a phase of cultural relativism. Dependencia theories cast doubt on the "Western" model of modernisation (ethnocentrism) and contended that the dependency on a capitalistic system was responsible for the underdevelopment of many countries.

However, the phase of cultural relativism and theories concerning the disassociation from the South provided no viable alternative solutions. A series of debt rescheduling programs followed, and an intensive debate was launched on the universal nature of human rights.

Although the debate on development has not slackened in the meantime, the general consensus has formed that a solution must be found between the Scylla of cultural relativism and Charybdis of one-sided pursuit of economic growth. In the process, the search for universal values (freedom of belief and expression) and guarantors for protection of the individual (against torture, slavery, genocide, apartheid) have assumed an innately important role (Kälin, 1994).

One of these universally applicable values could be the right to physical activity and sport. UNESCO explicitly specified this right in article 1 of its international charter on physical education and sport in 1978:

"Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life." ⁴

The call for a universal right to "sport", however, has an even longer tradition. The founding father of the modern Olympic Games, the Frenchman Pierre de Coubertin, recognised the "Olympic" value of sport back in the late 19th century. The aim of the Olympics was to place sport in the service of harmonious individual development and the establishment of a peaceful society.⁵

It would, however, be naive to view the right to sport as a universally recognised value without considering the historical background and cultural characteristics of sport. Similar to arguments regarding other freedoms, it is often asserted that sport is based on a Western tradition of thought and does not exhibit this validity in other cultural traditions. This position derives in particular from the Basel historian Jakob Burckhardt, who in the late 19th century viewed competition (Greek: *agon*) as a typical feature of ancient Greek culture.

Although more recent research on ancient Egypt and the Middle East has refuted Burckhardt's thesis in an impressive manner (Decker, 1999, p. 28), the modern notion of sport remains strongly linked to the Western world, and cannot simply be transferred to other cultures.

Criticism of modern sport as seen from the Freudo-Marxist perspective is provided by French political scientist Jean-Marie Brohm, who views sport as one of the elements of capitalism used to colonise the world (Brohm,

1992).

However, criticism of modern sport in association with development has not been only asserted from a Marxist position. Fates Youcef investigated the role of sport in Third World countries, focusing particularly on the case of Algeria and the Maghreb region. He demonstrated that sport in the Third World has a primarily political function, serving national identity and national prestige (Youcef, 1994).

The relation between sport and nationalism has been examined in particular by John Hargreaves (2000). He supports Youcef's hypothesis that sport can lead to the strengthening of national identity and nationalism. Ultimately, it has to do with the display of power:

"The consensus among commentators on sport and globalisation then, seems to be that while globalised sport may stimulate national identity and nationalism in given cases, in the final analysis it is, nevertheless, overwhelmingly a manifestation of the power and universal triumph of advanced consumer capitalism that negates national identity and reduces nationalism to a spent force."⁶

Sociologist Richard Giulianotti's work in this field provides a distinction between the various types of sport. He writes that in the former colonies, sport brought a clear division between the colonial powers and the indigenous populations. Sports such as rugby or cricket reinforced social divisions and ethnic segregation (Giulianotti, 2000, p. 19).

"In addition, we have to recognize that historically, sports have been ideological vehicles for promoting the world-view of powerful elites. In Africa, the colonials found that teaching rugby, cricket or other sports to the black African population would be a useful way of passing their time, but of encouraging a sense of cultural dependency among locals on the Europeans, and instilling particular values regarding teamwork, obedience to one's master, self-sacrifice, and so on".

The colonial powers played a significant role in determining which sports would be played - and by whom. Not all sporting activities were a matter of colonial power. Football is a good example here, played widely in many populations and viewed as "culturally neutral".

The debate over the relation between sport and development is still unresolved today. On the one hand, there is an obvious danger of creating a sport ideology through politics and exploiting sport through business. On the other hand, cultural and social scientists are convinced that sport can serve as an ideal vehicle for conveying sport's universal values, such as fairness and respect.

It has been the traditional types of sports and games which are currently enjoying a world-wide renaissance due to the influence of NGOs and institutions, such as other. This is increasingly becoming recognised as part of the cultural heritage of a country, sometimes even of a particular region.

In the following section, different aspects of sport on the personal and social levels will be analysed. Various empirical accounts on the relation of sport and development are available today. A multitude of publications have been devoted to the effects of sport on health and personal development.⁷ The use of sport as a means of social integration has been examined particularly in Anglo-Saxon-speaking regions.⁸ Characteristic of the research is the fact that it is based primarily on experiences of industrial nations and that there is practically no research available which is comparative of countries (synchronic) or longitudinal (diachronic). Both are essential for a systematic analysis of sport's potential.

Sport as a human development factor

Movement and sport belong to the most basic/fundamental freedoms in every culture. Equally important as the right of every individual to be able to express his emotions and opinions in words is the right to physical and playful movement. Humans are not only working and bartering beings (*homo oeconomicus*), but also playful and playing beings (*homo ludens*). Consequently, sport ? in our broad sense of the word ? is to be protected as a positive freedom.⁹

Many connections exist between sport and social development: sport influences the physical and mental well-being and health of a nation. However, sport also exhibits a social dimension and forms an important component of a modern civil society. Particularly in the case of children and young people, sports associations are very attractive and overshadow the traditional triad of a civil society: church-political party-trade union.

In addition to its primary function as a physical activity, sport also indirectly influences social development; it is a very influential economic factor. Sport has become a global player as well as a global payer due to international competition and the presence of the media.

Sport emerges as an important factor in the development of a society, or as Ann Hillmer and Jean Fabre write: "We are concerned about the development of sport because we are concerned about the development of our societies." (Fabre, Hillmer, 1998). UNESCO's widely supported demand to have physical education and sport included in the Human Development Index (HDI) thus comes as no surprise (UNESCO, 1999).¹⁰

Health

The connection between sport and health has been intensively researched for several years. The positive effects which physical education and sport have on health are easy to prove. It is generally agreed that physical movement and sport positively influence the well-being and health of the human being. Regular physical activity increases life expectancy, minimises the risk of heart disease or heart attack, reduces or prevents high blood pressure, maintains weight and contributes to the healthy development of muscles and bone structure.

Regular physical movement in moderation also relieves the strain on the health care system. The WHO estimates that about 1.9 million people die because of an almost total lack of physical activity, and that physical inactivity is responsible for approximately 10-16% of all cases of breast, colon and rectal cancers and diabetes mellitus as well as 22% of ischemic heart diseases (WHO, 2002, p. 61). Similar studies regarding Switzerland are also available (Sportmedizin 2001). It was calculated in a study in the USA that a single dollar invested in sport saved 3.2 dollars in health costs. Physical exercise of at least 30 minutes per day can greatly improve a person's feeling of well-being and reduce expenditures for social services.

It is generally assumed that an increase in the frequency of training results in a decrease of the marginal profit and - after a certain degree - can even have a negative impact. The risk and possibility of injuries increases tremendously the closer the level of activity resembles "high-level competition". In addition, risk factors differ from one sport to another and depend on the motives (Lamprecht, Stamm 2002, p. 66ff.) From a health-economics perspective, an optimal level of physical fitness is considered to have been achieved when the marginal profit exceeds the marginal costs.

Personal development

The positive effects of sport on human development and physical well-being have been known for some time: sport can enhance motor, physical, and psychological skills. Individuals learn how to deal with emotions and become acquainted with limitations, both internal (level of performance and preparedness) and external (rules, opponents, environment). Sport can make a valuable contribution to developing self-confidence, organisational skills, and respect for the body (Sonstroem, 1984). Various studies also confirm the positive effects of sport and physical education in combating state anxiety, tension, stress and depression for people of all ages and both sexes (ISSP 1992) and in promoting a healthy lifestyle (Furnham, 1990). In an interesting study Plante, LeCaptain and McLean demonstrated that psychological health is more closely related to perception of physical fitness than to actual fitness or physical activity (Plante et al., 2000)

From the theoretical perspective, it cannot in fact be clearly verified whether people who participate in sports naturally possess certain attributes such as assertiveness or self-confidence (trait theories), or whether they acquire various attributes through socialisation. However, the fact that a variety of positive character traits are associated with physical activity and perceived fitness remains undisputed. The adage that a healthy mind resides in a healthy body has been proven empirically.

Sport and aggression

Studies on the connection between sport and aggression are particularly interesting. In this context, aggression is defined as behaviour which aims to injure or harm the opponent. There is a distinction between hostile and instrumental aggression: the former primarily aims at injuring the opponent, whereas the latter type serves in achieving a sporting goal (e.g. winning points). When the basic attitude can be described as aggressiveness without intent to injure, it is viewed as a pronounced level of assertiveness.

Different studies have demonstrated that sports activity may very well lead to a channelling of aggression and that there is a negative correlation between the amount of training and the tendency to use violence (Javis, 2002, p. 56). It is often suspected that martial art types of sport in particular increase the tendency to use violence. This is not necessarily the case, as verified by a study on the behaviour of karate athletes where a negative correlation between the amount of training and the tendency to use violence was demonstrated (Daniels and Thornton, 1990). A useful model for explaining these conclusions is provided with a closer look at anomie.

Sport and anomie

Sport can provide a common frame of reference: in a rapidly changing world, sport offers a simple societal framework and can make an important contribution to self-development and self-realisation. Sport serves to foster identity especially in children and young people and can counteract the problem of social disintegration (anomie). Anomie signifies a general loss of compelling norms and can lead to violence against oneself (depression, suicide) or others (aggression, homicide).

Anomie occurs when basic living conditions vary severely.¹¹ The cause of anomie can vary: rapid transitional processes such as industrialisation or globalisation (major anomie), the change from a centralised to a free-market system (transformation anomie), violent conflicts (conflict anomie), or the loss of a charismatic leader (loss of leadership anomie) can all lead to a general loss of orientation. Interest in the subject of anomie has increased, particularly in offering explanations in the field of criminology. Studies have verified that a high rate of anomie is associated with deviant or delinquent behaviour (Ortmann, 2000).

Conclusively, not only the results of physical activity i.e. physical fitness, have an impact on individual well-being, but the process of being involved in a common societal framework. Sport can minimise negative consequences of anomie, i.e. resorting to acts of violence either towards oneself or against others, due to the fact that it provides a frame of reference. Different studies demonstrate that physical activity negatively correlates with social introversion, depression and daily coping (Plante et al., 2000). The anomie approach may explain why active participation even in martial art types of sport leads to a reduced rather than increased tendency to use violence. It offers also an alternative explanation as to why perceived fitness is a better predictor of daily coping than actual physical activity.

Sport and social capital

Apart from the various skills such as concentration, performance, stamina or mental strength which can be achieved through sport, there is also an added value derived from people "playing together". This capital can be seen as social wealth or social capital. Sport teaches the necessity and sense of teamwork. Communal sporting activities create trust and the feeling of belonging, and provide a specific social structure. Team sports, in particular, are valuable in the production of social capital. However, individual sports also create social capital through training groups and the social environment.

In recent years the role of sport in the battle against social exclusion has been recognised. "Sport England", in particular, initiated sports projects for disadvantaged groups or the poorer members of society (Bryant, 2001; Collins, 2003).

Collins examined the integration of disadvantaged and disabled individuals in England and determined that fringe groups were frequently excluded because sport is expensive. The participation of women, regardless of income, was also below the average. However, sport could make an important contribution to the integration of fringe groups, a fact which has been demonstrated by the allocation of so-called "leisure cards" in the cities of Leicester and Oxford.

England's experiences concerning the inclusion of disadvantaged groups through sport indicate sport's potential in development co-operation. But how can sport be appropriately implemented in countries undergoing development or transformation? Experience in this area is still missing to a large extent. However, the fact that sport can create social capital in poorer, war-torn countries as well is demonstrated by a pilot project called *droit au sport* ("the right to sport") on the Ivory Coast (Lehmann, 2003b).

Remarks

Although scientific knowledge clearly demonstrates that sport exhibits great potential for development of personality and that numerous essential skills and accomplishments can be obtained through sport, it also reveals several dangers and risks that must be taken seriously.

Trait theories are based on the premise that various character traits are innate. However, innate aggression can be channelled through sport. Theories on socialisation are based on the assumption that although people who participate in sports do indeed exhibit certain character traits, the traits are only acquired through socialisation. Heads of sport and sports idols can play a major role in this. Children and young people, in particular, need active guidance if they are to learn how to make use of their bodies in a healthy manner and be able to recognise their own physical, mental, and also general, limits. Only when heads of sport and sports idols are aware of this responsibility and actively address the problems of violence, sexual exploitation and doping in sport, sport's potential for social development can be used (Lehmann, 2003a). The study of anomie reveals that sport not only directly influences personal development, but also provides guidelines in a rapidly changing world and indirectly effects self-confidence and well-being in a positive manner. In particular, anomie explains better than other theories that organised sport activity, including even martial arts types of sport, leads to a reduced (not increased) tendency of violence.

Much effort is still required before the obvious potential of sport can be used to integrate fringe groups and battle anomie. The experience of "Sport England" shows that disadvantaged groups and the poorer sections of society cannot usually be reached or do not receive adequate support. In addition, heads of sport often lack understanding and experience in the area of integration and development work (Bryant, 2001).

The main difficulty stems from the fact that much information in this area is based on experience from

developed countries and that little is known about sport's potential in developing and transforming countries.

Sport as a mirror and agent of society

Sport and civil society

The building of a functioning civil society has become a central aim of current development co-operation. Civil society as a third force together with state and private economy has a special function in the maintenance and success of democratic structures.

In 1835/40, in his essay on democracy in America, Alexis de Tocqueville recognised the importance of the role played by associations in maintaining democracy. In his view, associations are a type of "training camp" for active participation in the democratic political decision-making process. An association's members learn to organise themselves, to elect representatives and to become accountable and responsible for a collective body or unit (Tocqueville 1987, p. 280).

Civil structures can pursue political, cultural and even sporting aims, which can be of a formal or informal nature. Figure 2 gives an overview of possible networks.

Fig.2: formal and informal networks

	Political aims	Cultural aims	Sports aims
Formal networks	political parties, trade unions, political groups	church, cultural foundations, cultural associations	sports clubs, sports associations
Informal networks	political clubs, lobbyists	cultural exhibitions, arts clubs	sports events, xstreet football

Although memberships in organisations are generally decreasing in industrialised countries, sports associations have remained an exception to this tendency (Putnam, 2001, p. 667/8). Sports associations have gained ground in recent decades. There are three reasons for the attraction of sports associations:

1. Sport speaks a simple language, which simplifies intercultural understanding and is particularly attractive in today's multicultural society. Linguistic integration is also important in sport but is not as indispensable as in political or cultural associations.
2. Sport is an international trend; it diverges from the traditional triad of church-party-trade union and sets greater value on informal associations, limited responsibility and flexibility.
3. The problem of "free riders" remains more of a minor issue for sports associations than for trade unions or political parties because sports clubs are primarily of value to the members (intrinsic value), and can be closed to non-members (Olson, 1965).

Today sport has become a central component in modern civil society. Children and young people, in particular, find sports associations very attractive. In Scandinavia, for example, about 80% of the population have been members of a sports club at some time (Patriksson, 1995). The Shell study on youth in Germany provides interesting information on membership in sports associations (Shell study, 2000). The percentage of young people who indicated membership in a sport association increased from 33.2% in 1996 to 35.1% in 1999. The percentage of those who hold an office in a sport association is 16.1% (1996: 13.4%).

Sport and violent conflicts

A brief look at the origins of sport suffices to note that its history is closely linked to the use of physical violence. Hunting with bows and arrows in early advanced cultures, the Olympic contests in Greece, and medieval jousting tournaments are all sports-like encounters representing an organised display of violence and serving to hone individual skills in battle. Alternatively, competitions also served as a forum for exchange between different peoples and for peaceful resolution of rivalry and conflict.

Conflicts are a normal phenomenon in every society. The aim is not to prevent conflicts (these are necessary for every development), but to solve conflicts without having to resort to violence. This is sport's more interesting side. Compared with all other types of dialogue, sport shows a distinctive advantage; with its playful attitude, rational arguments can be "played out". Even when conflicting parties are not prepared to sit down together, it is possible to link the conflicting parties through sport. Experience in the former Yugoslavia

and other war-torn regions has shown that sport's potential has been underestimated as a confidence-builder following ethnic conflicts.

Sport benefits from being a reflection of life. Symbolic games and competitions can take the place of cultural conflict, with armies replaced by teams competing peacefully in accordance with prescribed rules. Sport follows the precepts of international politics and international law. The UN plays the role of a non-partisan body, ensuring that the rules are obeyed.

Sport and intercultural dialogue

Sport speaks a simple language. It can unite different peoples, irrespective of religion, race or social background. It is also a medium for enabling and fostering international relations. Sports competitions allow individuals, groups and nations to measure themselves against one another - peacefully, constructively and with mutual benefit. Sport as a medium for intercultural dialogue is particularly attractive to children and young people. Experiences with children and young people in the Balkans in recent years have shown sport's potential. Anders Levinsen's "Fun Football School" is an example that illustrates this: children, both girls and boys, are invited to a one-week training camp (Fun Football School) where the multi-ethnic combination of trainers and children is given particular emphasis. After any questions regarding organisation have been clarified, the children become involved in playing a ball game together and learn to have fun with each other (Levinson, 2003).

The Fun Football Schools differ from other conflict management methods in that discussion of the problem is not the starting point. Levinson writes: "This is not a conflict management tool that has the parties sit around a table discussing why they cannot live together peacefully. We create a programme where people act and play together in a constructive atmosphere, in real time, so to speak."¹²

In addition to grass-root projects, sport is also particularly significant in the dialogue between people of different nationalities. International sports competitions in particular represent a platform for dialogue. Dialogue between cultures through sport can be achieved more quickly and with less financial investment than through traditional cultural exchange programs. The journal *Kulturaustausch* ("Cultural Exchange") reported that "a popular football player like Jürgen Klinsmann might possibly do more in a year for short-term German-British relations and a more positive image for Germany than ten years of programs at a Goethe Institute" (*Kulturaustausch*, p. 3). Of course, the opposite can also be true as the example of Zvonimir Boban, captain of Zagreb football team, showed. Boban was immortalized as a hero of Croatian nationalism by a photograph showing him kicking a policeman (Gasser, 2002, p. 15).

Particularly interesting are the modern Olympic Games, which have been taking place since 1896. The Olympic Games are increasingly becoming a major international media event. Critical voices speaking of the potential or misuse of sport look back at the Olympic Games in Germany in 1936 and forward to the Olympic Games in China in 2008. Various studies have shown that, on the one hand, there is indeed a latent risk that the Olympic Games can be instrumentalised for political propaganda, just like other major events. On the other hand, it is clear that the Olympic Games Committee has repeatedly exerted great pressure on political leaders to abolish violent confrontations and racism and to seek compromise (Ueberhorst, 1995).

The World Cup in Japan and Korea in 2002 also illustrated the potential of major sporting events with regard to dialogue between cultures. The Japanese newspaper *Tokio Shimbun* reported an example of this: "The supporters of the Japanese and Korean teams definitely moved closer to one another during this championship. Let the young people of both countries write a new history based on this joint hospitality, and let us leave our unfortunate past in the past." (*Tokio Shimbun*, 19 June 2002, p. 6).

Despite the evident hazards of hooliganism, racism and doping, American writer Paul Auster describes sport as the "perfect alternative to war". Violent conflicts and war are replaced by competitions and games. "Countries now battle each other by means of proxy armies in short trousers on the playing field." (*Kulturaustausch*, p. 62).

Anthropologist Paul Richards (1997) underlines the role of football as an alternative to war with the example of Sierra Leone. He found that for most young people in West Africa, a raising of social status is based on traditional values. In this system of rule, further education or promotion in state or private institutions does not improve social status. Instead, individuals have to prove themselves as soldiers and join guerrilla organisations. There is, however, an alternative way of improving status at a more "playful" level: football is revealed as a perfect alternative to war.

Sport in a global world

Sport has become an important component in a world which has become global. In the United States the car industry and the chemical industry achieve a turnover of about 100 billion US dollars. In contrast, sporting

activities are linked to a turnover of 152 billion US dollars (Hillmer, Fabre 1997). The analysis of several sports events clearly demonstrates that major sports events provide a considerable contribution to promoting trade, industry and business, both regionally and nationally.

Increasing media presence also brings with it the danger of instrumentalising sport for populist and nationalistic purposes. The link between sport and nationalism and separatist ambitions is frequently emphasised by critics and has also been researched scientifically (Teichler 1999; Hargreaves 2002). The Olympic Games in Barcelona were particularly noteworthy because of the political situation and the separatist ambitions of Catalonia.¹³ As Hargreaves reported, the interaction between Catalanian and Spanish identities and interests was very important for the Games. It was a great help to the Games that Spanish and Catalanian identities were integrated in a global economic and cultural network. The Spanish state was in no way weakened by the Games and the excellent organisation strengthened national unity and Spanish prestige. Moreover, Catalonia was able to profit from the games at an economic, cultural and political level. According to Hargreaves, joint responsibility for this mutual success can be attributed to a well-developed civil society, cultural institutions and a healthy trust in indigenous cultural identity.

Remarks

Even if sport is a mirror of society with all its positive and negative aspects, scientists and practitioners agree that sport involves enormous education potential, which can be implemented with the help of expert assistance from heads of sport and the example of sports idols. However, experience indicates a need for further training for heads of sport, trainers and coaches. The involvement of fringe groups, in particular, requires more information and research.

The potential which sport has as a medium for securing peace or preventing violent conflicts cannot be completely clarified. On the one hand, aggression can be reduced or channelled by sport. On the other hand, sport releases emotions that can lead to nationalism and xenophobia. The analysis of sport's potential as a medium for securing peace is particularly problematic.

The main difficulty in ascertaining the extent of sport's potential in ensuring peace lies in clearly defining what it means to ensure peace. While xensuring peacex and xpreventing conflictx are important factors politically, they are very complex and nearly impossible to define as objects of scientific study.

Conclusion

As has been demonstrated above, sport holds enormous potential for development co-operation and the promotion of peace. Up until now, state aid has been limited to the development of school sports, while sports associations in developing countries have mainly promoted their own type of sport ("sport promoting sport"). Both these directions of activity are worthwhile, but sport's potential extends far beyond this.

Heads of sport and sports associations must meet the challenge of discovering this potential and increasing awareness of the use of sport as a medium for development work and the promotion of peace on an international level.

Clear commitment: The main challenge consists of convincing the international community that sport should be recognised and promoted as a universal value. This is not a matter of downplaying the dangers inherent in sport at the practical level. Sport offers no magic formula! However, with a clear declaration from decision-makers and backers, the seeds that have long lain hidden in the common ground of sport and development can finally begin to bear fruit.

Partnership approach: The utilisation of sport for development co-operation and the promotion of peace also require intensified co-operation starting at government level (top down) and at the level of practical work on the field (bottom up). Ministers, directors and others responsible for sport and development, as well as international sports associations, national committees, sports goods producers and also non-governmental organisations (NGOs), must all be won over to the partnership approach and develop a wide network.

Evidence: There has been no systematic analysis of this potential, nor have there been any positive indicators showing sport as an efficient and permanent form of development co-operation until the present. More research efforts are needed in order to create a clear concept for the monitoring and evaluation of sports and development projects. The necessary form that allows sport to be viewed as a human development factor in statistics on development has still to be clarified. Neither the number of gold medals at the Olympic Games nor the number of sports clubs can be used as a reliable measurement. Innovative methods will also be in demand in the future if the role of sport is to be rendered measurable as a factor in social development.

Respect: What is true for other universal values is also true for sport: if sport is to be recognised as a universal value, it will have to be broken down at the "neutral culture" level - together with its historical and social context - which renders culture-specific realisation possible. This aim can be achieved through the promotion

of traditional types of sport and the implementation of world festivals of traditional sports. However, introducing a world-wide list of traditional types of sport is only a start. Those responsible for the media, in particular, must accept special responsibility by respecting other cultures and their types of sport and taking these into account strategically.

It will therefore be no easy task to establish sport as a fundamental, positive right to freedom for people of different religions, races or social classes. Targeted co-operation can allow sport's potential to come to fruition for a better and more just world. However, in doing so, it must also be recognised that acquiring recognition of other universal freedoms, such as freedom of opinion or freedom of belief, has also been difficult, and that they have frequently been instrumentalised at the expense of the common good.

¹ The term "sport" is derived from Latin *disportare*, meaning to "divert" or "amuse" oneself. This developed into the now outdated French term *desports* and the English *disport* (Moraw, 1999, p. 68).

² See Article 2.1 of the European Sports Charter. It should also be noted that in current English usage, the term "sport" is more narrowly defined than in German, referring not only to recreational and school sport (also called physical education) but also to high-level competitive sport (*Leistungssport* in German).

³ This understanding, however, should not lead to a conflation of the epistemological and institutional levels, with sport institutions subordinated to development institutions. Development practitioners and sport developers can obviously learn from one another.

⁴ International Charter of Physical Education and Sport. Adopted by the General Conference at its twentieth session, Paris, 21 November 1978. Download at: http://www.unesco.org/education/nfsunesco/pdf/SPORT_E.PDF

⁵ The Olympic Charter, Fundamental Principles, Paragraph 3.

⁶ The consensus among commentators on sport and globalisation then, seems to be that while globalised sport may stimulate national identity and nationalism in given cases, in the final analysis it is, nevertheless, overwhelmingly a manifestation of the power and universal triumph of advanced consumer capitalism that negates national identity and reduces nationalism to a spent force.

⁷ For example, Sondstroem (1984), Furnham (1990), ISSP (1990), CDDS (1995, p. 11-87), Plante et al. (2000), ICSSPE (2002), Sportmedizin (2001), WHO (2002, p. 61) and Lehmann (2003a).

⁸ CDDS (1995, p. 91-133), Bryant (2001) or Collins (2003).

⁹ The term *xhomo ludensx* is also used by Dutch cultural philosopher Johan Huizinga (1994).

¹⁰ In contrast, there is the difficulty of quantifying sport as a human development factor. Neither the number of Olympic gold medals nor the number of sport clubs can be interpreted as a reliable unit of measurement. Innovative methods will be needed in the future if the role of sport is to be rendered measurable as a factor of social development.

¹¹ The state of anomie (from Latin *a nomos* = lawlessness) was first recognised in the 19th century by French philosopher Jean-Marie Guyeau as a fundamental characteristic and dilemma of modern society.

¹² This is not a conflict management tool that has the parties sit around a table discussing why they cannot live together peacefully. We create a program where people act and play together in a constructive atmosphere, in real time, so to speak. (Levinson, 2003, p. 6)

¹³ A comprehensive study by John Hargreaves can be found in *xFreedom for Cataloniax* (2000).

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Dr. Rolf Schwery
Swiss Academy for Development
Lindenhof-Boezingenstr. 71
25012 Biel/Bienne
Switzerland
Ph: +41 323443053
Fax: +41 323410810
Email: schwery@sad.ch

Physical Education and Sport and Human Development Challenges in the Educational Environment

Gudrun Doll-Tepper & Christophe Mailliet
ICSSPE, Germany

I - Global Challenges in Education

1. Education is the key to the future. Development and progress can not be achieved without education. These are indisputable facts, even more so in countries which have not attained a high socio-economic level. The right to education is enshrined in Article 26 of the Universal Declaration of Human Rights and not one day passes when the importance of education is not being stressed by governments, the media and civil society. In this context, physical education and sport must be seen as integral parts of a balanced education.

2. Education has an intrinsic value and serves as a means of accessing other human rights such as securing good health, liberty, security, economic well-being, and participation in social and political activities. The skills provided by education are a fundamental outcome of development in their own right. Education can help to alleviate the negative aspects of people's lives. Education empowers those who suffer from disadvantages, for example girls and women, but also people with disabilities. Education contributes to the achievement of other developmental goals, such as improved employment opportunities and the economy. Education has an impact on the quality of health, awareness of and accessibility to nutritious diets, fertility rates, earlier and more effective diagnosis of illnesses and life-expectancy. Education and development are, in fact, identical. Yet, the actual situation of education often does not match the needs which are being formulated.

3. A number of key facts about the current state of education at the global level might be helpful to better define the contribution physical education and sport can offer. Some of these facts include:

There is an ongoing debate on whether the learning needs of children and adults are effectively being met, which includes the definition of so-called "life-skills" or "generic skills" which are now seen as essential in the educational process. The definition of the OECD for "generic skills" is as follows:

- "acting autonomously and reflectively (self-motivation, creativity and problem-solving)
- using tools interactively (communication, physical dexterity and IT); and
- joining and functioning in socially heterogeneous groups."

However, there are other definitions placing more emphasis on the holistic nature of such education. In any case, it is clear that the design of such programmes must take into account the desires and needs of the learner.

There is no consensus on what defines the quality of education. Outcome-based approaches of learning assessment often lack universally recognised criteria. However, there is consensus that to achieve quality education, well-trained teachers are critical. To achieve universal primary education for all by 2015 as requested by the World Education Forum in Dakar in 2000, estimates of the number of additional teachers needed world-wide range from 15 to 35 million. This is for primary education alone.

In 2002, at least 73 countries were undergoing an internal crisis or were engaged in post-conflict reconstruction. In 2001, 59 important conflicts were taking place in the world (ethnic, religious or political tensions, separatist violence, etc.). Many of these conflicts never make it to the evening news, yet they profoundly affect the lives of millions of peoples and cause long-lasting damages to the infrastructures of the countries or regions in which they take place. In these countries, the development of skills for conflict resolution and peace, for preparing for reconstruction and social and economic development are essential.

Approximately 115 million school-age children were out of school in 1999, of which 56% were girls. 94% of these children live in developing countries. Least developed countries account for one third of the total, and 49% of these children were living in the E-9 countries (nine of the world's high-population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan). Lowest enrolment rates in primary education were recorded in Sub-Saharan Africa.

Gender parity in school enrolment was achieved in only 86 out of 153 countries for which data is available to the Monitoring Group of the World Summit on Education. Out of the 67 remaining, 18 could attain this goal by 2015. Of the remaining 45, nearly 50% are in Sub-Saharan Africa.

Today, more than 40 million adults and children live with HIV/AIDS and rates are growing rapidly in developing countries, particularly in Sub-Saharan Africa. 14 million children became orphans

because of AIDS. The HIV/AIDS pandemic is a dramatic threat to development, and thus education. Future educational programmes will have to consider this fact.

There is a lack of international consensus between international agencies involved in education and development on the goals which should be pursued, and hence on planning development activities. UNESCO, the World Bank, as well as other agencies each have their own agenda, be it the Millennium Development Goals, the Education For All Goals, etc. This lack of consensus hampers effective dialogue at many levels. The lack of international co-ordination by UNESCO which has the mandate for education in the United Nations system is due to a large extent to a lack of available funds, and hence personnel. Additionally, since the year 2000 UNESCO primarily sees itself as a facilitator of dialogue and partnership, rather than trying to act as a strong leader in the current developments.

Between 1991 and 2000, the real value of all grants and loans to developing countries has fallen by one-sixth, from US\$ 60 billion p.a. to US\$ 50 billion p.a. In 2000, 70% of total aid was from bilateral agencies (from one country to another), while the World Bank and the European Community provided 64% of all multilateral overall development assistance.

Bilateral aid to education was reduced to approx. US\$ 5 billion at the start of the past decade to US\$ 4 billion at its end, with a drop at US\$ 3.5 billion in 2000. Multilateral aid to education also declined during the decade, with World Bank loans being halved since the mid-1990s to a sum of US\$ 0.4 billion in 2001. Increasingly, international aid is linked to demands for national reform in the countries receiving assistance. There is a concern that governments are forced to agree to reform plans which do not necessarily match the actual needs of their countries. On the other hand, reform promises are more often than not, not translated in policy once the grants have been received.

In 1998, public spending on education accounted for only 4.8% of the global GNP. In 2001, 84% of public spending on education occurred in OECD countries, which represent only 19% of the world's population. In these countries, US\$ 1041 per habitant were spent on education, whereas the average sum spent in developing countries was 22 times less, and up to 70 times less in South Asia.

From this data, it is clear that the overall global context is rather pessimistic and that the actual situation of education does by far not match the rhetoric. Of course, this has repercussions on the place and role of sport and physical education in the educational system. Notwithstanding these structural weaknesses in education systems in different countries, schools remain the most comprehensive means available to ensure that all children receive education for their physical, social, moral and intellectual development and well-being. If the school system is not used for the development of physical skills and understanding, the potential for life-long participation will be only a remote possibility for many children from the poorest and least privileged backgrounds. The use of the school system is an essential foundation for the building of physically active populations in countries around the world.

II - Sport and physical education in the education system: The current situation

1. The International Council of Sport Science and Physical Education was the initiator of the first comprehensive, world-wide audit on the state and status of physical education, and the host of the World Summit on Physical Education in Berlin, Nov. 3-5, 1999, which received patronage and support from UNESCO, the World Health Organisation and the International Olympic Committee. This initiative stemmed from reports that the situation of physical education was increasingly perilous in many countries.

2. Important findings from the international comparative survey which gathered data and literature from 123 countries brought up recurrent issues in many parts of the world, such as:

- Decreasing curriculum time allocation

- Budgetary constraints with inadequate financial, material and personnel resources and anticipated cuts in 60% of countries surveyed

- Low subject status and esteem (legal status in 86% of countries surveyed, but actual status in only 43%)

- Marginalisation and under-valuation by authorities

- Inadequate teacher preparation in many countries

- Lack of implementation of existing requirements in physical education (only 25% in Africa, 71% globally)

It remains important to continue to gather data on the actual situation of physical education in the educational systems to determine more accurately what the problems are. Of course, the situation varies tremendously

from one continent to another, from one country to another. However, the trends outlined above were identified in many countries, even though the results found may not have the same causes everywhere. There are also positive developments, but here too, it is difficult to find the truth of fact without appropriate means for research. As a conclusion, the general factors driving the current developments in education have affected physical education as well. In addition to these external factors, there are also factors inherent to physical education which need to be taken into account when assessing the role of physical education and sport in development.

With the financial support of the IOC, ICSSPE is currently undertaking a research project on the Role of Physical Education and Sport in Education, which is one of the follow-up actions to the World Summit on Physical Education.

3. The World Summit on Physical Education offered an opportunity to discuss physical education from different angles. Topics of keynote addresses included:

- State and status of physical education in global context
- The case for physical education
- Good practice in physical education
- Nutritional needs for physical education
- Physical education and physical development
- Social, community development through physical education
- Physical education, health and well-being
- Physical education: economic considerations

Additionally, workshops were conducted on varied themes including:

- Physical Education in National Development and Reconstruction
- Inclusion and Integration
- Working towards a balanced curriculum
- Physical education, schools and community

At the end of the World Summit on Physical Education and on the basis of the results attained during the event, the participants adopted the Berlin Agenda for Action for Government Ministers which states:

“The World Summit on Physical Education reinforces the importance of Physical Education as a life-long process. It is particularly important for every child as articulated in the International Convention on the Rights of the Child. All children have a right to:

1. the highest level of health,
2. free compulsory primary education for both cognitive and physical development,
3. rest and leisure,
4. play and recreation.”

The results and recommendations of the World Summit on Physical Education were compiled in a working document for MINEPS III (3rd International Conference of Ministers and High Officials responsible for Physical Education and Sport) which was organised by UNESCO in Uruguay in late 1999. However, despite the fact that these results were integrated in the final documents of MINEPS III and were also discussed in various other fora since, there is still a gap between political declarations of intent and actual policy.

III - The role of physical education and sport in education and development

1. As stated in the Berlin Agenda for Action, scientific research has shown that physical education is the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for life long participation in physical activity and sport. Physical education helps to ensure integrated and rounded development of mind, body and spirit and is the only school subject whose primary focus is on the body, physical activity, physical development and health. It helps children to develop the patterns of, and interest in physical activity, which are essential for healthy development and which lay the foundations for healthy adult lifestyles. It helps children to develop respect for the body - both their own and others', and develops understanding of the role of physical activity in promoting health. Physical education contributes to children's confidence and self esteem and enhances social development by preparing children to cope with

competition, winning and losing, and co-operation and collaboration. Also, physical education provides the skills and knowledge for future work in sport, physical activity, recreation and leisure, a growing area of employment.

2. There is a growing body of knowledge on the benefits of physical education and sport in the educational process. Evidently, children grow up in extremely varied conditions all over the world and experiences from so-called developed countries often cannot and do not apply to developing countries. However, there are a number of common features all over the world. All children have an innate need to move, to develop physically and to grow. Children love physical activity and need to experience childhood as a distinctive stage of their life, before taking on social responsibilities and becoming adults. All learn best through physical activity - they need to learn to move, but also to move to learn. And all children learn best in positive and enjoyable environments.

3. Physical education contributes to: capacity-building (skills & confidence); human rights; reconstruction/integration/nationhood; facilities & infrastructure; sustainable sports systems; enjoyable and positive school life; and healthy lifestyles (less risk behaviours & less injuries from poor posture, balance, etc.). Other benefits include: the experience of structured activity with clear targets and outcomes; enhanced understanding of abstract ideas like speed, depth, force, fairness, etc.; enhanced academic performance; enhanced social participation; and learning to focus and commitment.

4. In the physical education profession and in academia, there is now a consensus that the issue of physical education deserves serious consideration in all nations world-wide. Data from all regions of the world show a steady increase in health problems linked to the lack of physical activity. At the same time, recent studies show that physically active students tend to perform better in academic subjects. "Quality" is the key to successful future developments, especially with regard to physical education programmes in schools, co-operation between schools, community and clubs and professional training in universities, and in-service training of physical education teachers.

IV - Taking action

1. In securing the place of physical education and sport in the educational system, the emphasis should be on **the quality of delivery of physical education and sport**. This includes:

Appropriate teacher training preparation.

International non-governmental and governmental organisations should work hand in hand to update and enhance existing teacher preparation programmes, and create such programmes when none exist.-

Regular required in-service teacher training.

As shown above, physical education and sport have a critical role to play in development and education. The body of knowledge is evolving rapidly and teachers must keep pace with these developments.

Development of physical education curricula which are relevant to individuals and 21st century life-style patterns.

Curricula must be adapted to the local conditions. In this context, the fun and pleasure component of physical activity should not be forgotten, rather than just skill-learning and performance-oriented curricula. Traditional games and sports have a role to play here.-

Improved education regarding issues related to the fight against HIV/AIDS.

Physical education is an important component of general health education, however the growing HIV/AIDS pandemic in many developing countries makes it necessary to focus specifically on this issue in an appropriate way.

Inclusion policies for gender and disability-related issues to provide equal opportunities for boys and girls and young people with disabilities.

Such inclusion policies need to be translated into school, out-of-school and post-school community settings through facilitation of multi-sector partnership links.

2. **The physical education profession** has a crucial role to play, particularly at the national level.

Physical educators must understand and value the distinctive role of physical education, and must be able to articulate this effectively when interacting with various constituencies.

They must make a clear case for physical education and seek dialogue with educational managers and other partners, for example parents. They must create a demand for Physical Education via the community and translate this demand to politicians.

They must open communication channels between physical education, sport, sport science, health care, community programmes, public and private sectors.

They must represent the potential contribution of the whole range of provision x schools, colleges, universities, etc.

They must provide an effective information sharing environment within the profession, so that teachers are able to share their experience and learn techniques to overcome regionally relevant issues.

3. Sports organisations face a challenge as well. Ideas for co-operation include the following:

The role of physical education for sports development must be acknowledged by sport federations and clubs - it is irreplaceable.

Sports organisations should use their lobbying power to convince governments of the necessity of having quality physical education programmes in the school system.

Sports organisations should seek contact and work with teachers, both to learn from them and to share their technical knowledge, without displacing school physical education.

4. International research results provide a challenge to address the status and resources of physical education. Most **governments** are working hard to balance the overwhelming number of requests for their limited resources. However, when physical education is not incorporated as an integral part of education programs, the consequences can be long-lasting and manifold. The issue can be summarised by the following slogan: "Pay for physical education now. Or pay - much more - later for the damage done."

Physical education can and does provide a large number of health, social, cognitive and economic benefits. Physical education can and does provide a return on investment in other areas of spending, most notably health.

Based on the evidence available, governments should:

- implement policies for physical education as a human right for all children, and as an indispensable component of the right to education;

- recognise that quality physical education depends on well-qualified educators and scheduled time within the curriculum, both of which are possible to provide even when other resources like equipment are in short supply;

- invest in initial and in-service professional training and development for educators;

- support sport science research to improve the effectiveness and quality of physical education, thereby not focussing on competitive and performance-enhancement aspects, but rather on issues of public health, social participation, etc.;

- use their influence with international financial institutions such as the World Bank to ensure that physical education is considered as a part of the educational system, is included as part of their definition of education, and as such serves as one development indicator to assess the progress made in developing countries;

- promote the distinctive role physical education plays in health promotion policies and overall development, and in the balance of safe, supportive communities

- recognise that failure to provide physical education costs more in health care than the investment needed for physical education, and revise their policies accordingly;

- carefully monitor the effective provision of physical education in their educational systems, for example through institutions like the UNESCO Institute for Statistics.

Governments and civil society, working together, can make a difference for our most precious resource - today's children and youth. This is an international problem requiring international, national and local action. We hope that this conference will provide valuable recommendations for effectively using the whole potential of physical education and sport in education and development. Time has arrived for a "renaissance" of physical education as the only means to achieve **physical literacy for all**, and for the benefit of society.

Maggingen, February 16-18, 2003.

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Prof. Dr. Gudrun Doll-Tepper & Christophe Mailliet

International Council of Sport Science and Physical Education

Gudrun Doll-Tepper, President, ICSSPE
Christophe Mailliet, Executive Director, ICSSPE
Am Kleinen Wannsee 6
14109 Berlin
Germany
Ph: +49 30 80500360
Fax: +49 30 8056386
Email: icsspe@icsspe.org
URL: <http://www.icsspe.org>

Sport, Physical Activity and Antisocial Behaviour in Youth

*Leesa Morris, Jo Sallybanks, Katie Willis,
and Toni Makkai, Australia*

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Leesa Morris, Jo Sallybanks, Katie Willis
and Toni Makkai

Sport and physical activity programs provide an effective vehicle through which personal and social development in young people can be positively affected. This paper summarises the main findings from a report by the Australian Institute of Criminology on sport, physical activity and antisocial behaviour in youth, funded by the Australian Sports Commission (Morris et al. 2003). The study identified and described programs that use sporting activities to reduce antisocial behaviour in youth across Australia. One hundred and seventy-five organisations replied to a questionnaire seeking information about their programs. About one-third of these programs were created with the aim of decreasing antisocial behaviour.

There is a view that providing an activity where previously there was none is more important than the type of activity provided. While young people often join sporting activities for fun, fitness and contest, over 80 per cent of the programs surveyed in this study focused on young people at risk of drug use or criminal behaviour, or youth already exhibiting behaviour of this type. These participants were often referred to the programs by school or the criminal justice system.

Maintaining positive benefits is dependent on the integration of community support services into the design of the programs. Good Practice Program Principles that outline important structural considerations in the implementation of sport and physical activity programs are included at the end of the paper.

Adam Graycar
Director

What Do We Know?

A century of literature documents the effects of sport and physical activity on antisocial behaviour through the targeting of underlying risk and protective factors and/or explicit behaviour (Reid et al. 1994). Together with the obvious physiological benefits, sport has been shown to improve emotional and cognitive skills including self-esteem and problem-solving (Collis & Griffin 1993; Danish & Nellen 1997; Novick & Glasgow 1993; Oman & Duncan 1995; Reid et al. 1994; Ryckman & Hamel 1995; Siegenthaler & Gonzalez 1997; Svoboda 1995; Ykema 2002). These improvements can impact directly on behavioural risk factors and, as such, sport may be a useful intervention strategy in reducing antisocial behaviour.

Two key aspects of sport and physical activity are that they:

- reduce boredom in youth; and
- decrease the amount of unsupervised leisure time.

AUSTRALIAN INSTITUTE
OF CRIMINOLOGY

trends
&
issues

in crime and criminal justice

April 2003

ISSN 0817-8542

ISBN 0 642 24295 X



ausport
Federal Government .gov.au

Australian Institute
of Criminology
GPO Box 2944
Canberra ACT 2601
Australia

Tel: 02 6260 9221

Fax: 02 6260 9201

For a complete list and the full text of the papers in the Trends and Issues in Crime and Criminal Justice series, visit the AIC web site at:

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Preventing and reducing boredom is important due to its reported links to depression, distractibility and loneliness (Coalter et al. 2000; McGiboney & Carter 1988 in Reid et al. 1994). In addition, there is consensus that if youth lack stimulation and have little to do they will seek their own, often antisocial, activities (Collingwood et al. 1992; Crabbe 2000; Felson 1998).

Despite the obvious benefits of sport, there is a lack of robust evidence of the direct impact of sport and physical activity on antisocial behaviour and the sustainability of any outcomes. There is general agreement, however, that the effects work indirectly through intermediate outcomes.

Sport and Physical Activity Programs in Australia

The Australian Institute of Criminology's project on sport, physical activity and antisocial behaviour in youth, funded by the Australian Sports Commission, identified more than 600 programs for young people in Australia that focused on sport and physical activity. The Institute conducted a postal survey of these youth programs to identify which program components lead to successful interventions for youth. Topics covered by the survey included:

- youth target groups and sources of participant referral;
- program development and implementation;
- key outcomes and impacts on success;
- resourcing; and
- monitoring and evaluation.

Case studies were undertaken of some of the programs (those which had been formally evaluated and were willing to participate in this stage of the research).

For the purposes of this report, youth were defined as persons aged between 10 and 24 years. Antisocial behaviour is linked to a wide range of social and health issues. In this report such issues included crime, substance use, suicide/self-harm, homelessness, unemployment, mental health, truancy and early school leaving. While some of these may not strictly be antisocial (for example, mental health), they were included as they are deviations from accepted (or ideal) social norms.

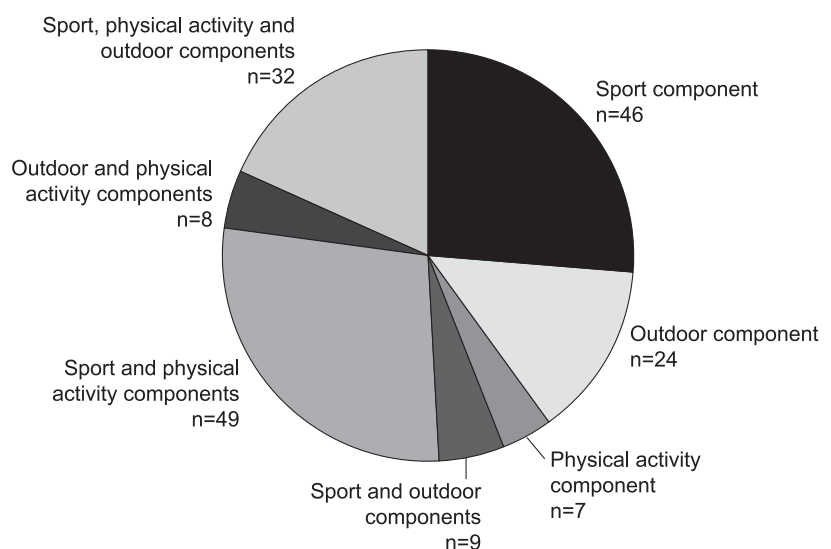
Of the 606 programs that surveys were sent to, 175 returned questionnaires providing information that addressed the key issues of the study. The activities offered by these programs ranged from accredited sporting activities to "outdoor" experiences (see Figure 1). Of the 175 programs that responded to the survey, 77 focused solely on physical activity, outdoor activity (opportunities for camping, wilderness experiences and learning about different environments) or sport. The remaining 98 focused on a combination of activities falling

within these three categories. The vast majority of programs incorporated sports activities.

Nearly all programs were open to both males and females (92 per cent) and catered for both Indigenous and non-Indigenous young people (80 per cent). Eleven per cent of programs focused solely on Indigenous youth. Programs most commonly catered for youth at risk of or involved in drug use and crime (81 per cent of programs). More than half of all programs surveyed were also open to youth *not* at risk of antisocial behaviour, effectively incorporating the importance of pro-social peer modelling (Mason & Wilson 1998; Reid et al. 1994; Mears & Field 2002). Participants were referred to programs in 53 per cent of cases, with the highest percentage of referrals coming from schools and the criminal justice system.

Seventy-four per cent of survey respondents reported that their main method of program delivery was to provide youth with diversionary activities (see Table 1). In this report, diversionary activities have been defined as activities

Figure 1: Program composition



Source: Australian Institute of Criminology, *Sport, Physical Activity and Antisocial Behaviour in Youth* study 2003 [computer file]

Table 1: Program conception, delivery method and intended outcomes of programs (percentage)

Program conception	%	Delivery method	%	Intended outcomes	%
Meet youth needs	38	Provide diversion	74	Increase social skills	32
Decrease antisocial behaviour	22	Provide access to services	33	Reduce antisocial behaviour	30
Improve socialisation	13	Develop leadership skills	23	Improve self-esteem	29
Prevent boredom	3	Build self-esteem	22	None specified	20
		Provide community involvement	15	Education/employment skills	18
				Community involvement	17
				Access to services	13
				Positive alternatives	13
				Reduce boredom	5

Note: Due to multiple responses being possible, totals do not sum to 100 per cent.

Source: Australian Institute of Criminology, *Sport, Physical Activity and Antisocial Behaviour in Youth* study 2003 [computer file]

that “entertain” youth as an alternative to other, more antisocial behaviour. Analysis showed that providing youth with positive alternatives for their leisure time was the most likely intended outcome for these programs.

Two themes emerged in relation to program conception—meeting youth needs and decreasing antisocial behaviour. Interestingly, preventing boredom was not a common notion articulated by the programs either in the conception of the program or in its intended outcomes. Boredom may, however, be implicitly included in other categories (such as meeting youth needs and providing positive alternatives). To achieve these goals, programs used a variety of methods, including diversionary activities, providing access to services, developing leadership skills, building self-esteem and involving local communities.

Previous literature lends support to the finding that the typical method by which programs tackled antisocial behaviour was to address the underlying factors rather than the explicit actions of youth. The analysis showed that team activities were more likely to focus on social skills while

programs offering individual activities were more likely to incorporate skill development opportunities in education and training. Programs catering for Indigenous youth, young people with suicidal tendencies, the homeless and the unemployed were more likely to focus on improving self-esteem and self-confidence. Programs aiming to increase socialisation and to meet youth needs were more likely to report having links to community groups and support services.

As most programs offered a combination of activities, it is difficult to determine whether particular types of sport, physical activity or outdoor experience are more or less likely to be associated with discreet aspects of the program conception, delivery or intended outcomes. However, the analysis does suggest that providing an activity may be more important than the type of activity provided. This is because the activity is a mechanism for diverting youth away from antisocial behaviour. This is consistent with some research which has found that providing an activity, where previously there has been none, is more important than the type of activity provided (Catalano et al. 1998).

Case Studies

Fifty-one per cent of respondents (n=89) reported that their program had been formally evaluated. Programs that reported outcome monitoring commonly used internally sourced anecdotes (29 per cent of programs) and statistics (24 per cent of programs). Twenty-two programs (13 per cent of survey respondents) provided evaluative information allowing in-depth examination. The rarity of in-depth evaluations, and particularly long-term outcome evaluations, exacerbated difficulties in determining the most important components of effective programs. Programs generally received finite short-term funding that covered running costs, but rarely left extra for evaluations, or for setting up monitoring practices to record aims and gauge outcomes.

Further compounding this dilemma was evidence from the analysis of survey results that the majority of program staff were part-time volunteers. This may suggest that staff lack the resources or expertise to implement formal strategies to monitor and evaluate programs. However, three themes for program structuring and

development were strongly evident from the case study analysis:

- **Involve youth in program delivery and provide opportunities for leadership.** Consulting youth in program development, involving them in decisions about activity types and having them actually organise activities were found to increase feelings of ownership, loyalty and participation. Creating leadership opportunities promoted the program as well as helped develop social skills and reinforced positive life skills.
- **Create a safe and engaging environment for youth.** An important component of programs was to create an atmosphere in which youth felt comfortable about making mistakes without censure, where they could build a rapport with staff, ask for help if they needed it, and where activities were able to replicate the stimulation of antisocial behaviour (Collis & Griffin 1993).
- **Provide follow-up care and activities within the community.** The cases studies and literature highlighted the need for youth to be able to continue to choose pro-social activities once they have completed a program. Many residential programs found it difficult to provide follow-up care. In comparison, community-based programs were often able to provide ongoing contact points for youth.

Also evident from the case study analysis was the difficulty in measuring explicit antisocial behaviours, as they required both short- and long-term follow-up measurement. Underlying risk factors were more easily monitored through short questionnaires at the

conclusion of a program, and also through anecdotal reports of interactions among youth and with staff. However, this did not measure the long-term impact of a program.

Programs were found primarily to measure protective factors (such as self-esteem, interpersonal skills and leadership). Programs providing actual (achieved) behavioural outcomes most frequently provided measures of employment and education attendance/performance regardless of intended outcomes. Reducing drug and alcohol use and crime were the most prevalent intended outcomes of the programs under analysis, but were not always reported as being achieved. This was perhaps due to difficulties in measurement rather than non-achievement of aims.

The case studies show that programs did not target antisocial behaviours in isolation; rather, they tried to address problem behaviours and the underlying risk factors that may predispose an individual to seek out this activity. The literature supports this notion (see for example Darlison & Associates 2000; Loeber & Farrington 1998). It may be difficult to address one specific antisocial behaviour without impacting on other behaviours or the underlying risk factors.

Policy Implications

Sport and physical activity programs can provide an important vehicle through which personal and social development may occur and positively impact behaviour. The evidence suggests, however, that these programs alone will not impact directly on reducing antisocial behaviour. Rather they

should be a component of a broader strategy for reducing and/or preventing antisocial behaviour. The Good Practice Program Principles outlined in Box 1 provide a framework upon which administrators and practitioners could develop programs and upon which governments, funding bodies and other stakeholders could assess the integrity and rigourousness of programs.

A multi-agency model, where government and other agencies work together to fund and support sport and physical activity programs, is critical for successful implementation. It is important that there are links with health, welfare, education, employment and leisure services as such agencies can benefit from these types of programs. They can provide referrals to programs and provide links to support groups that are important for follow-up care of participants. More importantly, integration of these support services into programs at a local level will also maximise the potential contribution of sport and physical activity programs as any positive outcomes for participants could impact on these agencies, for example through improved academic performance.

Staffing and funding of programs were found to be critical to their success, with 59 per cent and 75 per cent of programs respectively considering these issues to have the largest impact. Many programs were funded for a finite period of time (around 18 months, on average) and this impacted on the ability of programs to affect changes successfully and maintain any positive outcomes.

Part-time volunteer staff were most frequently used in

programs. Forty-seven per cent of programs preferred or required their staff to hold professional qualifications.

Thirty-four per cent of programs required participants to contribute to the cost of the program. The highest contributions were for programs offering individual sports and the lowest for those offering team physical activities.

Slightly more programs received ongoing funding (56 per cent) rather than a finite amount, with welfare agencies being the main source of funding (40 per cent). Funding often does not allow for the provision of follow-up support services once young people have completed a program, especially in the case of residential programs. The evidence from this study suggests that follow-up in the community is an important factor in the success of programs and should therefore be an integral component of program development.

Conclusion

The research evidence suggests that sport and physical activity programs can facilitate personal and social development through which behaviour may be positively affected. This seems to be primarily achieved by focusing on improving underlying risk factors that predispose individuals to such behaviour. However, this assessment is based on a limited number of evaluations of varying quality. Before more definitive conclusions can be drawn, more rigorous and systematic evaluations are required.

Box 1: Good Practice Program Principles

Administrative

- Have clearly set out aims and outcomes that are monitored and, where possible, evaluated so that programs maintain their relevance to youth and resources are targeted effectively.
- Ensure that staff are interested and enthusiastic about the programs.

Environment

- Create an environment in which youth feel physically and emotionally comfortable and safe:
 - promote voluntary participation at all levels;
 - have minimal rules and reduced competition.
- Ensure staff are people youth can trust and develop positive relationships with.

Activities

- Offer novel and challenging activities that are engaging and relevant for youth.
- Ensure individual and team-oriented activities and program delivery are specific to the target group (for example, male/female).
- Run low-cost activities outside school hours and on weekends when youth are more likely to be unoccupied and/or bored.

Youth involvement

- Provide leadership opportunities for youth in organising and deciding activities.
- Engage youth in promoting the program.
- Consider promoting peer mentoring and support networks.

Accessibility

- Ensure the program is easily accessible to youth by providing transport after dark.

External support

- Develop links and provide information about other services and resources available to youth in the local community.
- Provide a continuing contact point for youth.

Underlying issues

- Promote fairness and equality.
- Be aware of self-esteem, family and social issues affecting youth behaviours.
- Engage with youth as individuals, don't just focus on their behaviour.
- Promote the relevance of activities for other life areas.

Note

See Morris et al. (2003) for the full report of this study.

Acknowledgement

We wish to acknowledge the valuable contribution of Dr Ian Ford of the Australian Sports Commission.

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Leesa Morris is a Research Assistant at the Australian Institute of Criminology.

Dr Katie Willis and Jo Sallybanks are Research Analysts at the AIC.

Dr Toni Makkai is Director of Research at the AIC.



General Editor, *Trends and Issues in Crime and Criminal Justice* series:
Dr Adam Graycar, Director
Australian Institute of Criminology
GPO Box 2944
Canberra ACT 2601 Australia

Note: Trends and Issues in Crime and Criminal Justice are refereed papers.
Project no: 0053 Ethics no: PO2030

Health InterNetwork Access to Research Initiative (HINARI)

Gretchen Ghent

Publications Officer, International Association for Sport Information, Canada

Summary of Activity to July 2003

<http://www.healthinternetwork.org>

The HINARI Project was first announced on July 9, 2001. This initiative, sponsored by the World Health Organization, has as its main goal to provide equitable access to health information. The core objectives of the project are content, Internet connectivity and capacity building.

Phase I provides free access to biomedical journals from institutions in the countries designated by the World Bank in 2001 as Low Income Economies (the gross national income GNI per capita is less than \$1000).

Phase I

Initially six biomedical publishers (Blackwell, Elsevier Science, Harcourt International STM Group, Springer Verlag, John Wiley and Wolters Kluwer), signed a Statement of Intent in London, in July 2001 to implement Phase 1 of the project. Dr. Michael Scholtz, Special Representative of the Director General of WHO, leads the project. WHO staff identifies institutions that would qualify for the access to the HINARI Portal on the WHO server in Geneva. The portal provides access directly to the publisher's computer servers. Yale University offered its own library user authentication system to HINARI to assist in this project.

Institutions that qualify include research centres, medical, pharmacy and nursing schools, large hospitals, government health and policy departments. For-profit institutions were specifically excluded.

The project was up and running by January 30, 2002. As of November 2002, 377 institutions (out of a possible WHO-identified 490) have access (see Appendix B). There are now 30 publishers who have joined this initiative thereby providing access to over 2000 peer reviewed journals. (See Appendix A for List of Publishers)

Phase II

Phase II of the project is extended to the World Bank's designated Lower Middle Income Economies (LMIE) group (see Appendix B). So far 204 institutions (out of a possible 320 identified by WHO) from 31 countries have registered with WHO for access to HINARI. The institutions that apply for access from the LMIE group pay \$1000 per annum for access. Without this project the annual cost of subscriptions to the project's medical journals would cost each institution over \$750,000. Phase II was activated in early in 2003.

HINARI Training Course in Information Management

In July 2002 the first of the training courses on how to perform and manage electronic searching was held in Tanzania at the National Institute for Medical Research, Dar es Salaam. Eleven librarians and information managers from seven countries (Cameroon, Ethiopia, Ghana, Kenya, Nigeria, Tanzania, Uganda) participated in this workshop on information management of HINARI and other web-based resources.

The workshop, led by Ms Uju Mollel, Cushing/Whitney Medical Library, Yale University and Ms Elsie Okobi, Library Science and Instructional Technology, Southern Connecticut State University, included presentations and hands-on sessions that covered general computer skills, an overview of the Internet, an introduction to the HINARI menu and how to search publisher's websites where the fulltext journal articles may be found.

Current and Future HINARI Activity

The Workshop training materials have now been translated into French, Russian, Spanish and Portuguese. NGOs active in health development have organized training sessions locally. It was mentioned by Barbara Aronson from the WHO office that there is a direct correlation between training sessions and new institutional registrations. The organizers of local sessions not only are training their own staff but invite representatives from other local institutions that have not yet registered.

Another positive development that was noticed is that "eligible institutions are successfully using their access to HINARI as an argument for increased or new funding (from their governments, from national and international donors) to pay for better computer equipment and for increased connectivity. Since one of the main

goals of any development initiative is to provoke local pro-activity, we count this development as a strong sign of HINARI's success." (Aronson, B. July 2003).

A review of the HINARI Project will be done in 2004 to ensure that the goals and objectives are being met. This review will include an examination of which countries remain or have changed from LIE to LMIE or vice versa.

This initiative is changing the face of information discovery and dissemination for many countries in Asia, Africa and Latin America and Oceania. This medical model together with an earlier initiative, INASP, the International Network for the Availability of Scientific Publications based in Oxford, UK, (<http://www.inasp.info/>) is assisting LIE/LMIE countries greatly to access important medical, scientific and technological information that was, for the most part, difficult to obtain.

(INASP was established in 1992 by the International Council for Science (ICSU) as a program of the Committee for the Dissemination of Scientific Information (CDSI). This program's goals also support activities that promote access to scientific and scholarly information.)

Appendix A.

HINARI Publishers and Partners

The list of HINARI publishers and partners has now expanded and includes 30 publishers:

American Association for the Advancement of Science	Lippincott Williams & Wilkins
American College of Physicians	Massachusetts Medical Society
American Medical Association (JAMA)	National Academy of Science
BioMedCentral	Publishing Group
Blackwell Publishing	Oxford University Press
BMJ Publishing Group	Portland Press (Biochemical Society)
CABI Publishing	Royal Society of Medicine
Canadian Medical Association	Royal Pharmaceutical Society of GB
Cochrane Collaboration	Sage Publishing
Company of Biologists	SciELO (Brazil, Chile, Cuba, Public Health)
Elsevier Science	Springer Verlag
Harcourt Worldwide STM Group	Taylor & Francis
Hodder Arnold	Thieme Verlag
Infectious Diseases Society of America	University of Chicago Press
John Wiley	Wolters Kluwer

The list of the HINARI website also includes specific journal titles, e.g. Medical Journal of Australia, Morion (Ukraine).

Appendix B.

World Bank Ranking of Countries

The HINARI project country classifications are from 2001 and even though the World Bank revises the gross national income (GNI) income levels, the project will continue for a few years based on the original designations. For instance, in June 2003, the World Bank website indicates that Low Income Economies have a GNI less than \$745 per annum and the Lower Middle Income GNI is \$746 to \$2,975. The 2003 lists remain

essential the same as the 2001 lists, however.

Phase I

The World Bank Low Income Economies (LIE): GNI less than \$1000 69 countries

Afghanistan	Georgia	Niger
Albania	Ghana	Nigeria
Angola	Guinea	Papua New Guinea
Armenia	Guinea-Bissau	Rwanda
Azerbaijan	Guyana	Sao Tome & Principe
Bangladesh	Haiti	Senegal
Benin	Honduras	Sierra Leone
Bhutan	Kenya	Solomon Islands
Burkina Faso	Kiribati	Somalia
Burundi	Kyrgyzstan	Sudan
Cambodia	Laos (People's Dem. Rep)	Tadjikistan
Cameroon	Lesotho	Tanzania, (United Rep)
Central African Republic	Liberia	Togo
Chad	Madagascar	Tokelau
Comoros	Malawi	Turkmenistan
Congo, Dem.Rep.	Mali	Tuvalu
Congo, Rep.	Mauritania	Uganda
Cote D'Ivoire	Moldova (Rep.)	Ukraine
Djibouti	Mongolia	Uzbekistan
East Timor	Mozambique	Vietnam
Eritrea	Myanmar	Yemen
Ethiopia	Nepal	Zambia
Gambia	Nicaragua	Zimbabwe

Phase II

41 countries

World Bank Lower Middle Income Economies (LMIE) GNI \$1001- \$3000

Algeria	Fed. States of Micronesia	Panama
Belarus	Fiji	Paraguay
Belize	Guatemala	Peru
Bolivia	Jamaica	Romania
Bosnia & Herzegovina	Jordan	St.Vincent & the Grenadines
Bulgaria	Kazakhstan	Samoa (Western)
Cape Verde	Kosovo (Serbia/Montenegro)	Suriname
Colombia	Latvia	Swaziland
Costa Rica	Lithuania	Syrian Arab Republic
Cuba	Macedonia (Rep.)	Tonga
Dominican Republic	Maldives	Tunisia
Ecuador	Marshall Island	Vanuatu
El Salvador	Morocco	Wallis & Fortuna
Equatorial Guinea	Namibia	West Bank & Gaza

Appendix C.

Health InterNetwork: Partners

Bill and Melinda Gates Foundation	UN Population Fund
International Telecommunications Union	Unicef
Open Society Institute of the Soros Foundation Network	UNESCO
Satellite	United Nations Volunteers
UN Development Program	The World Bank Group
UN Fund for International Partnerships	World Health Organization

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Author Contact 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)

C/o The University of Calgary Law Library

2500 University Dr. NW, Calgary, Alberta, Canada T2N 1N4

Tel: 403-220-6907 FAX: 403-282-6837 Email: gghent@ucalgary.ca

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Kicking Aids out! Using Sport as a tool in the fight against HIV/AIDS

Eli Jakobsen
South Africa



Participants at the Kicking AIDS Out!
Activity Day¹ at Norway Cup 2003 playing
"Akalambe" or "Touch"
(Photo: Lena Dannow, July 2003)

True or false?

"People who are physically fit and eat a balanced diet cannot get HIV". Lindiwe thinks for a moment, puts the card down by "false" and taps her classmate on the shoulder, so he can dribble the ball through the cones and get the next "true or false" card. This "true or false" relay is an example of the Kicking AIDS Out! movement games where sport skills and life skills are integrated, such as in Physical Education.

The games form part of an innovative new approach towards youth and HIV prevention. Former Director General of the World Health Organization, Dr. Gro Harlem Brundtland describes it in the following terms: xOut of Africa comes a new method of using sport to unite children and youth to form an alliance against the ravages of HIV/AIDS. Infected or not, young people can find strength and information in games and the joy of sports."²

The Challenge

At the start of the new century, South Africa probably had the largest number of HIV-infected people of any country in the world³. This article describes a good idea and a joint effort across continents and countries, targeting the most vulnerable, but also the group with the strongest chance to change the trends of HIV infection in this part of the world.

The fight against HIV/AIDS in South Africa is a fight on many levels. It's a fight against prejudice and stigmatisation, against ignorance and beliefs, against myths and traditions. The strongest weapon you can have in a fight like this is education - by focusing on the facts, the myths will lose their power.

Looking back at the last decade, there have been numerous efforts to try and cope with the epidemic and find a way to prevent the further spread of HIV. Despite all of these efforts, the numbers of newly infected and people who die because of AIDS are increasing in the whole of southern Africa. A recent national survey in South Africa found that 15.6 per cent of adults (aged 15 - 49) were infected with HIV in 2002.³

According to Whiteside & Sunter, around half of all people who acquire HIV become infected before they turn 25 and typically die before their 35th birthday.⁴ Not only are youth known to be most at risk of contracting HIV/AIDS, but also to be most open to positive messages conveyed in an appropriate context.

loveLife⁵ says, "There is a clear correlation between aspiration and sexual behaviour. Young people who feel confident about their future and in control of their lives tend to display more responsible sexual behaviour. (...) It follows therefore that developing the potential and self-regard of a young person is essential to reducing HIV/AIDS, STIs and teenage pregnancy."

Sport as a tool for development

SCORE (Sports Coaches' OutReach www.score.org.za) is a community development organisation using sport as a medium for development. SCORE recruits and trains international volunteers, who are placed in mainly rural communities in South Africa, Namibia and Zambia. The volunteers stay for six months to a year implementing SCORE's programmes in the community.

Currently 45 volunteers from southern Africa, Europe and Canada are implementing SCORE programmes with the support and guidance of provincial staff teams. For many years, SCORE's focus was on sports development, and the main objectives were the training of teachers in physical education, the capacity building of sport leaders and networking of community sport structures.

The initiation of a new EU funded project⁶ in 2000, broadened SCORE's scope and reach as far as community development is concerned, with new programmes focusing on the empowerment of women and girls in sport, integration and fair play and facility building. So far, (up to August 2003), the programme has resulted in the establishment of democratically elected sport structures in some 32 communities, who in turn

have been trained and have organised numerous events. Furthermore, 32 sports facilities, which are managed by the communities themselves, have also been built.

Since the beginning of 2002, SCORE has been integrating HIV/AIDS awareness activities into all of its programmes and training staff to coordinate these activities. Many people react to this by asking "What does sport have to do with HIV/AIDS?"

In recent years, SCORE has seen that HIV/AIDS is becoming a threat to the sustainability of its programs. Teachers trained by SCORE have become sick and are no longer able to teach; the family structure of the children who SCORE volunteers reach out to is constantly being impacted on by HIV/AIDS; community structures SCORE helped establish have fallen apart because key people have to focus on keeping their families - or themselves - alive instead of building their own capacities. HIV/AIDS is affecting everyone in one way or another, and SCORE has realised that it can play a powerful role in the fight to uphold the strength of the communities in which it works. Every week, SCORE volunteers reach out to more than 50 000 children in schools and communities throughout southern Africa, and a successful program with an impact on some of these children will spread out even further.

The Network

The HIV epidemic is affecting the entire Southern African region, and many organisations are trying by any means possible to combat its spread. The idea to use sport as a vehicle to address HIV/AIDS issues was developed in Zambia and Kenya, and the concept spread to other countries. The result was the formation of the Kicking AIDS Out! Network in 2002.

Kicking AIDS Out! is an international network of organisations working together to use sport and physical activity as a means of raising awareness about HIV/AIDS and motivating behavioural change amongst the youth. The Kicking AIDS Out! Network believes that "sport and physical activity is the best way of attracting this target group and creating an environment conducive to sharing positive messages about HIV/AIDS".⁷

The organizations of the Network are the following: SCORE, Sport in Action, EDUSPORT, the National Sport Council of Zambia, MYSA (Mathare Youth Sports Association), Sports and Recreation Commission of Zimbabwe, EMIMA, Right To Play, Norwegian Olympic Committee and Confederation of Sports, Commonwealth Games Canada and UK Sport.

Kicking AIDS Out! is a broad concept of integrating sport skills and life skills in physical activities at different levels of implementation. Depending on the focus of the individual organisation, Kicking AIDS Out! activities can be sport specific or involve movement games in Physical Education. Even drama, dance or poetry are used to spread a positive message about HIV/AIDS and other life skills areas.

The Network is very committed to action and implementation and is a forum to share ideas and experiences. Following the working principles, agreed upon in the constitution, all members must submit their organisational action plans and reports, and working groups are active in providing support to the network and its members. The Working Group on Marketing and Fundraising is planning fundraising workshops for the member organisations, while the Program Development Working Group is compiling a set of training materials for the whole network, focusing on Peer Leaders and Train-the-Trainer courses.

Often the world of NGO's fighting for limited resources is characterised by competition and territorial disputes, but in Kicking AIDS Out! there is a genuine will to share and exchange experiences and expertise, which makes this network so dynamic.

Organisations from the whole region of southern Africa are collectively looking into how to use their resources in a fight that concerns all. At the same time, there is an openness towards loosening up the classical donor x recipient roles, which brings a new balance to these relationships and makes it possible to achieve the best result for all parties.

Organisations that have previously been seen solely as donors or sponsors are now participating as partners, playing an active role in shaping the future of "sports as a tool for development" and not only deciding on the size of the funding.

How sport can make the difference



Sticks Relay



"Agode"

Children from the Zambian organisation Sport in Action playing traditional games and relays

(Photos: Eli Jakobsen April 2003)

A group of children are sitting in a circle, singing a rhythmic song and passing small rocks around. The pace is increasing. All of a sudden the leader shouts, "Stop!"

One of the children has three stones in front of him, and the young leader gathers the attention of the whole group. She asks the children to look at the stones as pieces of information about HIV/AIDS, and to reflect on what happened in the game. One child says: "Levi has three pieces, he knows a lot about AIDS now." Another points out that other children are left without any pieces, and so the discussion starts: Why is it important to share information? What kind of responsibilities do we have towards our friends and families? What kind of information is important to share about HIV/AIDS?

This is one example of how Sport in Action (SiA) in Zambia uses a traditional game like "Agode" to address issues around HIV/AIDS and children's rights.

"Sports are the most popular activity among youth and have a unique chance to educate and influence the future generation of people. Sports give the children joy and hope, opportunities to learn whilst they play with others."⁸

Dr. Brundtland emphasises a factor that becomes increasingly important in community development work, and in the fight against the spread of HIV. Hope is an important aspect in how we see our own future, and often determines whether we set goals for our future or not. If we can reach out to children and youth and show them that they can achieve something and be someone on the field, in a team and as individuals, perhaps we can help them find their own personal tools to create hope and a future for themselves. Young people with goals also seem to be more conscious about the choices they make about sexual activities.

Young people in South Africa are aware of HIV and AIDS. A survey done by loveLife in 2001⁹ shows that 91% of all youth (12-17 year olds) had heard about HIV/AIDS, and 70% named HIV/AIDS as their second greatest concern after crime. Still, the virus continues spreading, and with the highest speed among young adults.

UNAIDS points out that the levels of risky behaviour are relatively high, while protective behaviour is generally low among men and women.¹⁰ Awareness campaigns have reached out with their messages to youth to such an extent that some even say they're "bored" with all the information. What they now need are the skills and tools to implement the knowledge and make changes in their lives.

Real-life impact

A story from YES (Youth Education through Sport program) in Zimbabwe can help illustrate this. During a feasibility study in November 2002¹¹, the team visited a YES group in a secondary school in Mvurwe.

The play performed showed a girl who was leading a life full of partying and high-risk behaviour. Her peers were trying to convince her to join in the sports and education activities of YES, but she kept following her own path and ignoring them. More and more friends changed their minds and joined YES, and she did finally turn around and join the group, because she saw that her behaviour had no future.

The play made a really strong impression on the visitors, but the strongest experience was the conversation with the girl and her friends afterwards, all representing YES as peer or youth leaders. In response to a question as to how they knew their work could really make an impact, she gave us a confident smile and said,

"The play was about me."

The YES program is a countrywide initiative from the SRC Zimbabwe, and this example gives a good insight into some of the tangible results and behaviour change that can be achieved through Kicking AIDS Out! activities.

Respect life ? Respect your self

Right to Play¹² identifies Self Esteem as one of the life skills in their "Live Safe' Play Safe" Program, and defines this further as: Self acceptance, Self confidence, Self worth, Self value, Self Respect. If you don't respect yourself, you won't respect the lives of others and want to protect them and yourself. Sport can give youth experiences that raise their self-esteem and improve the respect for your teammates and opponents. At the same time, they learn facts about HIV/AIDS that makes them able to help fight stigma and discrimination.

In SCORE, the involvement of people living with HIV/AIDS has been a very positive contribution towards the education of our volunteers and in events, where different individuals have given motivational speeches or been part of the activities. It is important for children and youth to experience different roles and responsibilities within the group or team. Being in charge of the warm-up in a session or blowing the whistle as a referee helps them see the importance of leadership, teamwork and communication, and these issues can also be part of a discussion around life challenges and life skills.



Go girl!

Empowering female role models in sport like referees and coaches plays an important role in the work of the different organisations, and Kicking AIDS Out! is a good tool in these processes. This also came out as a recommendation through the previously mentioned feasibility study¹³: "It is important to design activities in ways that enable girls to participate, and to work especially to foster female leaders and coaches", and another recommendation that states that "The sports organisation must enforce a zero tolerance of sexual abuse linked to sports activities, to make sports arenas safe places from exploitation."

If we start at the sports field, attitudes can be taken into other life situations. Communication is the key to an open relationship, and assertiveness and respect go together in good communication. In sport, girls can learn to stand up for themselves; boys can learn to listen to girls and see that they can take on important roles.

Body language

Sport and physical activity is all about using your body and exploring its possible improvement. If you know your own body well, you will want to know how to protect it. Sport can show you how the body works and what happens when it is sick or injured. Right to Play states again under "Look after Yourself, look after One Another"¹⁴: "All children need to learn that they have some control over their bodies, and that the choices they make and actions they take will affect their health. Girls, in particular, need to learn that their bodies can be self-controlled, and do not belong to others. The essence of body wisdom is clear in sport: respect for the body, for its beauty, its ability, and its potential."

Knowing how to keep your self fit and how to treat injuries is an important part of physical education and sport leadership. This knowledge not only helps the youth understand how they can protect themselves in sport, but also how physical activity is an essential part of caring for yourself if you are infected with HIV.

Me and my community

Caring for the environment is another aspect, which is built into the programs of some of the organisations.

In MYSA¹⁵, which operates in the slums of Mathare outside Nairobi, soccer teams can earn extra points in the league for cleaning up their communities on a weekly basis. In this way, they learn how to stay healthy through sport but also how the surroundings play an important role in health and hygiene. They learn to respect themselves, but also to respect their community, the place where they live.

Peer Leadership

Many of the organizations of the Kicking AIDS Out! Network use the concept of peer leadership in their approach towards youth. Youth listen to youth. Sex is known as a taboo issue in many African cultures, and young people all over the world find it difficult to discuss sex related questions with adults. Sport creates an arena where youth come together to have fun, but also to talk about things that are important to them. Through movement games and other activities, Kicking AIDS Out! helps bringing up different issues for discussion in a safe environment. Peer leaders can help facilitate these discussions, or just be there for individuals if they need to talk to someone they trust. As an example, EDUSPORT in Zambia has developed a system of peer leadership where young players are given HIV/AIDS and leadership training, and the responsibility to build up their own team of younger players with whom they run Kicking AIDS Out! activities. In 2002¹⁶, EDUSPORT had 128 Peer Coaches between the age of 13 and 19, of whom 60% are female.

The power of partnership

The organisations of the Kicking AIDS Out! Network are all sport organisations, which means they are not and do not intend to be HIV/AIDS experts. Leaders who work with Kicking AIDS Out! need to know their community well; they need to know what services exist like support groups, HIV testing facilities and clinics and counselling services. In this way, they can maintain their role as a sport leader and refer their peers correctly when they need more specific help. It is important for sports organisations to cooperate with other non-sports partners in order to ensure a holistic approach, and that we do not contribute to the spread of new myths or false messages.

The provincial teams in SCORE build their own networks with local governmental structures and other NGOs. As an example, the SCORE Mpumalanga team has started a Sport and HIV/AIDS Forum, where several organisations working with youth and HIV/AIDS exchange experiences and expertise, and organise events together.

The children and youth of Kicking AIDS Out! organisations reach out to also build their own partnerships. Each year in July/August, local soccer teams from communities where SCORE and its Kicking AIDS Out! partners work, participated in the Norway Cup¹⁷ in Oslo where they played against teams from around the whole world.

The matches were important, but perhaps the most memorable experience was when they were linked up with a Norwegian ambassador team. These teams supported each other during matches, did educational "patrols" together to spread information, exchanged cultural performances and spent a week together after the Norway Cup - the African team being hosted by the Norwegian team in their community.

Most of these teams have continued playing a role as Kicking AIDS Out! Ambassadors after their return, and make a particularly strong impression on their peers back in their own communities.



South African and Norwegian ambassador teams dancing together at the Norway Cup 2003
(Photo: Sverre Aarsand, July 2003)

The way forward

In June 2001, the UN General Assembly Special Session on HIV/AIDS stated as one of their global priorities, by 2005, to ensure that at least 90% of young people aged 15-24 have access to information, education and services necessary to develop the life skills needed to reduce their vulnerability to HIV, and 95% by 2010.

Kicking AIDS Out! represents an innovative approach towards reaching this goal. The challenge lies in proving that it is different and that it does make an impact on the lives of young people. This will be a focus for the Kicking AIDS Out! Network in the coming year, alongside with the ongoing implementation of the existing programs. The Research Working Group is conducting a study to measure the impact of the Kicking AIDS Out! programs.

The Workgroup on Program Development is currently working on developing a uniform training model for Kicking AIDS Out! leaders, based on the existing material from all organisations. In January 2004, the new program for training of Kicking AIDS Out! Leaders and Peer Leaders will be ready for piloting in at least seven different countries in southern Africa. This is a unique attempt to get a uniform approach towards improving the quality of the program in all the implementing organisations of the Network.

But, while we are looking into the impacts of Kicking AIDS Out! specifically, thousands of youth across the region are also being exposed to sporting opportunities and given a chance to build their own capacities through physical activities that help them stay healthy and give them space to discover their own goals. The initiatives brought together by this Network are using sport and recreation to change lives. The training and activity programs assist in addressing the pandemic of HIV/AIDS and will contribute towards decreasing the devastating impact of this disease. But Kicking AIDS Out! is also about building a future beyond HIV/AIDS, and this is an even more important goal. Out on the dusty playing fields of disadvantaged and marginalised communities in southern Africa young people are taking control of their own destinies.

Through sport they are inspired and driven not only to fight AIDS, and not only to support those that are infected and affected by the pandemic, but to effect real transformation through empowering themselves and those around them. Northern and southern partner organisations are working together through the Kicking AIDS Out! Network to achieve this - and this is what really holds the promise of a brighter future.



Photo: Andrew Purnell, June 2003
Fight AIDS - not people with AIDS!

¹ A group of representatives from the different organisations of the Kicking AIDS Out Network arranged an activity day for around 200 children from international soccer teams during the Norway Cup in August this year. The Norway Cup gathers +/- 25.000 participants from club teams in more than 30 countries every year. NORAD (The Norwegian Development Agency) uses Norway Cup as a platform for sport as a tool in different development issues. In 2003 the theme was "Heading for Education". Previous themes included Kicking AIDS Out, Anti smoking campaigns etc. <http://www.norway-cup.no>

² Dr. Gro Harlem Brundtland, former Director-General, World Health Organization (in foreword, Pdf, Kicking Aids Out, http://www.norad.no/english/files/Kicking_AIDS_out.pdf)

³ Nelson Mandela/HRC Study of HIV/Aids, South African National HIV Prevalence, Behavioural Risks and Mass media, Household Survey (2002: 49). A collaborative effort of the Aids Development Research and Evaluation and Agence Nationale de Recherche sur le Sida (ANRS).

⁴ Whiteside, A & Sunter, C. Aids: The Challenge for South Africa (Human & Rousseau Tafelberg; 2000).

⁵ The loveLife Franchise - a manual for franchise holders - Pamphlet of the loveLife package, published by PPASA.

LoveLife is "a brand-driven national initiative to reduce the rate of HIV infection among South African teenagers by promoting sexual health and healthy lifestyles for young people." STI = Sexually Transmitted Infection

⁶ "Integrated Community Sports Program" (ICSP) funded under EU Program for Reconstruction and Development in South Africa

⁷ <http://www.kickingaidsout.net>

⁸ Dr. Gro Harlem Brundtland, former Director-General, World Health Organization., See footnote 1

⁹ loveLife/Kaiser Family Foundation/South African National Youth Survey; Hot prospects Cold Facts x portrait of young South Africa (2000)

¹⁰ Joint United Nations Programme on HIV/AIDS (UNAIDS): Report on the global HIV/AIDS epidemic. 2002

¹¹ Feasibility study on sport and HIV/AIDS, Commissioned by the Norwegian Olympic Committee and Confederation of Sports (unpublished, 2003)

¹² Live Safe, Play Safe Program. Right to Play manual for Play Safe Coaches (unpublished).

¹³ See footnote 11

¹⁴ <http://www.righttoplay.com>

¹⁵ <http://www.mysakenya.org>

¹⁶ See footnote 11

¹⁷ <http://www.norway-cup.no>, See footnote 2

¹⁸ Joint United Nations Programme on HIV/AIDS (UNAIDS): Report on the global HIV/AIDS epidemic. 2002

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www.mysakenya.org

www.norway-cup.no

www.norad.no

www.righttoplay.com

www.score.org.za

Eli Jakobsen

South Africa

Email: eli@score.org.za

Web: www.score.org.za

Or www.fredskorpset.net

Mindanao Friendship Games

William I. Ramirez, Philippines



Pres. Gloria Macapagal-Arroyo congratulated Comm. William I. Ramirez for the successful staging of the sports for peace program the Mindanao Friendship Games.

History of the Games

On February 2001, the Philippine Sports Commission (PSC) organised the 1st Mindanao Sports Summit involving 300 sports leaders of Mindanao in redirecting their path towards a unified program while providing equitable opportunities for every local sports organisation and people. This first summit served sustainable and realistic Sports Programs in Mindanao. However, the summit provided more than what it was conceived to be. A Sports Covenant, bearing 19 resolutions covering national, regional and Mindanao-wide developments was formulated that included the creation of the 1st Mindanao Sports Council and the launching of the 1st Mindanao Friendship Games.

Purpose

The purpose of staging Mindanao Friendship Games is to provide opportunity to all Mindanaoans to develop and enrich their lives through sports.

Toward this end, the PSC has provided a vehicle to our Mindanaoan sport leaders and athletes to redirect their paths towards a comprehensive, sustainable and doable sports development program. It is designed to encourage, Mindanao Sports leaders particularly at the grassroots level to spearhead and organise sports activities that can serve as the avenue for the recruitment, identification, training and exposure of new talents to international competition. Moreover, the friendship games is considered to be a program that would showcase the potentials and talents of Mindanaoan athletes, likewise establishing a culture of sports excellence that would bring hope for the advancement of sports in Mindanao and a challenge to every sport leader to be part of the vehicle for peace and unity.

The Logo of the games

The Vinta is a vehicle that represents tranquility of journey. The stylised sail moving forward uses the Philippine colors of Red for love and courage, White for peace and purity, and Blue for strength and solidarity on a Golden land of opportunity towards excellence.

The three interlocking rings symbolise the unity of the tri-people of Mindanao, namely, the Christians (gold), the Lumads (brown), and the Muslims (green).


Fundamental Principles

The Mindanao Friendship Games is an integrated Olympic-style, multi-sports, open-event competition. It is

envisioned to be the centerpiece of the government's physical fitness and sports development program for Mindanao that will spur activities at the grassroots level and enhance the development of elite athletes for national competitions.

The Mindanao Friendship Games is an open competition format. Participants must be Filipino whether by birth or naturalisation and from Mindanao as certified by the local government unit.

William I. Ramirez
Commissioner
Philippines Sport Commission
Ph: +63 02 525 2064
fax: +63 02 524 3513
Email: pscgrassroots@yahoo.com



Athletes as Role Models

*John Van Groningen,
ARM tour, Australia*



Training run: basketball star Brett Wheeler with some of the boys from the Mutitjulu community.



NBL player Mike Kelly with youth from Titjikala, south of Alice Springs.

Since 1997, John Van Groningen has been coordinating a program that utilises Australian athletes as role models. Following, are:

- An overview of what the program has developed into;

- A media release from April 2003, sent out prior to this year's trip; and

- An article by Michael Horan, that appeared in the Herald Sun in May 2003, that captures the feeling and motivation behind this program.

All photographs are credited to Mr Dave Callow.

Modelling Healthy Lifestyles - Program Overview

Background

Recent government studies and commissioned reports clearly demonstrate that Indigenous Australian youth are the most "vulnerable" and disadvantaged sector of the Australian community. They are disproportionately represented in statistics measuring teenage suicide, poor health and nutrition and substance abuse.

Remote community youth are vulnerable (in part) because opportunities for positive activities, organised sport and the conveying of culturally relevant health information are limited. School attendance rates are significantly lower than in non-indigenous communities. Social indicators associated with low self-esteem, low literacy, low employment rates and a general lack of hope for the future are obvious.

Here for Life was established in 1995 as a not for profit organisation committed to the empowerment of young people through promoting positive life skills. Here for Life is a peak youth organisation equipping young people with "help seeking skills", with the main objective that every young person can find help in times of crisis or depression.

The Modelling Healthy Lifestyles project is facilitated by "Athletes as Role Models" (Armtour), a division of "Here for Life". It seeks to enrich the lives and enhance the futures of indigenous youth. Through this innovative program, high-profile athletes volunteer their time, travel into the outback and in partnership with government departments and community groups, serve as positive role models for isolated youth.

Several tours have been successfully conducted. Community visits comprise a series of skills development clinics, initiative games and non-competitive activities. Professional coaching in various codes of sport takes place. Small group discussions focusing on "local solutions for local problems" are facilitated using established relationships between the youth and community (indigenous) leaders, health professionals, teachers, police and sport and recreation officers. Specific information about the dangers of the misuse of alcohol and other licit drugs are conveyed in culturally relevant ways. Sessions build on the established

rapport and growing relationships between the athletes, partnering staff and youth participants across several days of input.

Each community visit is between 2 and 4 days duration. Program staff receives positive feedback and the contact and exchange between athletes and youth has been significant. Armtour is currently seeking to quantify results and measure desired outcomes against objective criteria through independent research and evaluation

Several communities are keen to participate in a strategic three-year program to reduce the rates of alcohol and other licit substance abuse and to accurately assess the impact of this program. Key partnerships will be established with the departments of Health, Education and Training, Sport and Recreation and Police. Partnering organisations have an opportunity to assist in meeting the crucial needs of these young Australians.

It should be noted that participating role models receive no financial incentive to attend this tour. Most in fact pay their own travel expenses to the remote locations. Athletes do however receive much valued, xfirst-handx cultural experience. This program acknowledges the value and richness of the indigenous culture. Participating athletes and other role models receive formal cultural training and orientation before each tour.

The Modelling Healthy lifestyles program seeks financial assistance in order to achieve the aims of:

- Reducing alcohol and other licit substance abuse (along with the associated domestic violence, harmful behaviour and suicide) among Indigenous Australian youth through effective role modelling
- Improving and enriching the lives of remote area, indigenous youth
- Evaluating the impact of this strategic 3-year program among youth in the following target communities:

Titjikala, NT
Mutitjulu, NT
Nguu (Bathurst Is), NT
Papunya, NT
Warburton Ranges, WA
Lake Tyers, Vic
Bourke, NSW

The above communities document varying levels of substance abuse, domestic violence, crime, and poor health among both school aged and older youths. They have specifically requested participation in this three-year program. They represent a cross section of communities who are both remote in location and realise only limited success in addressing these significant social challenges through conventional educational and other health message delivery.

This program will accomplish its objectives by

- Forging strategic partnerships with key organisations holding complementary objectives, including the Departments of Education and Training, Sport and Recreation, Health and Police
- Expanding the “reach” of the program to include visits to 7 remote indigenous communities in 4 states and territories
- Increasing the contact time with positive role models to include four-times per year tours consisting of (an average of) 6 athletes for 6 days (equivalent to 144 “athlete days”)
- Establishing a creative, sustainable mechanism for ongoing contact between positive role models and remote area youth. Through a partnership with the Education Department (Strategic and Leadership Development Branch), we aim to utilise the existing “LATIS” e-mail network to promote ongoing contact between role models and youths, enabling sustained positive reinforcement of healthy lifestyle messages and the dissemination of critical health information
- Objectively assessing and evaluating the effectiveness of the program by engaging a recognised “third-party” research and evaluation organisation to conduct a relevant assessment of the program

Partnerships

The *Modelling Healthy Lifestyles* program will establish and maintain significant partnerships between:

- Participating sporting role models
- Local Health Services
- Departments of Employment, Education and Training

Department of Sport and Recreation
Departments of Police and Emergency Services
Remote Communities
Sponsoring Organisations

Anticipated Outcomes

The *Modelling Healthy lifestyles* project will see critical “healthy lifestyle messages” conveyed to isolated, indigenous youth. These messages will be delivered in culturally relevant ways by high-profile sports role models in partnership with local health professionals, Sport and Recreation officers, Police and Education Department staff.

Anticipated outcomes include the:

- Reduction of alcohol use among xminorsx
- Reduction of alcohol related crime and domestic violence
- Reduction of petrol sniffing
- Reduction of other licit and illicit substance abuse
- Reduction of suicides
- Increased levels of health among youth
- Increased sense of well being and xcommunityx
- Increased school attendance
- Increased participation in team sport

The Program

Each tour sees participating role models visit schools, health clinics and community sports facilities. Role models observe first hand medical treatment from health workers, conduct sport clinics and games (to both break down barriers and gain the trust and interest of the children), convey specific health information and demonstrate healthy lifestyle decisions regarding diet, physical exercise and participation in team sport. Role models stress the importance of a good education and convey a no* alcohol, no sniffing and no (non-prescription) drugs message

*Notwithstanding some current educational strategies call for “harm minimisation” or “moderation”, some communities have local by-laws and self imposed guidelines enforcing a no alcohol policy.

Promotional opportunities are significant. Along with a program photographer (David Callow), television, print and radio is committed to a positive portrayal of the programxs aims, objectives and outcomes. Sponsoring partners will also receive positive exposure and acknowledgmentCommunity leaders on each community have given approval to “in-house” media. This project acknowledges the authority and abides by the decisions of indigenous leaders with respect to cultural sensitivities and access to media As we utilise current Olympic, elite and other professional athletes in this program, promotional opportunities are always forthcoming. Examples of past media coverage and references are available upon requestAn invitation will be extended to a sponsoring organisationxs board/staff/representatives for “first hand” observation of program delivery to remote areas. There are also opportunities for sponsoring partners participation in planning, implementing and evaluating each tour.

Participants

Athlete	Speciality
Cathy Freeman	Olympic Track and Field
Lisa O'Keefe	Olympic Taekwondo
Russell Butler	Olympic Diver
Paul Hudson	Australian Football League (AFL) Richmond
Dean Rioli	AFL Essendon
Ronnie Burns	AFL Geelong
Patrick Bowden	AFL Western Bulldogs
Daryl White	AFL Brisbane Lions
David Wirripunda	AFL West Coast Eagles
Chance Bateman	AFL Hawthorn
Brian Goorjian	Basketball "Boomer" National Coach
Sam Mackinnon	National Basketball League (NBL) West Sydney, Olympian
Mike Kelly	NBL Townsville
Mark Nash	NBL Adelaide
Brett Wheeler	NBL Sydney
Tim Maloney	Olympic Wheelchair Basketball
Mark Thompson	Amateur Basketball Association Basketball Waverley
Paul Wilson	Cricket State Representative
Musician	Band
Adam Thomson	Chocolate Starfish
Media	Medium
Santo Cilauro	Film Producer "Working Dog Productions"
Stephen Howell	"The Age" Newspaper, Melbourne
David Callow	ARMTour Photographer



MEDIA RELEASE

For Immediate Release 10 April 2003

Olympic Athlete Launches ARMtour 2003 Indigenous Sports Role Model Program Yields powerful Results in the Outback

Olympic Gold Medallist, Lauren Burns today launched the 2003 Athletes as Role Models Tour (ARMtour), which will travel to the Northern Territory in late April.

Lauren was joined by a number of local basketballers to run a sports clinic with indigenous children from Geelong's Wathuroung Co-operative, Thornbury Primary school and teenagers from the Collingwood Alternative School.

The ARMtour program takes NBL, AFL and other elite athletes into remote indigenous communities where they speak with school children about the benefits of leading a healthy lifestyle, participating in sport and saying no to substance abuse.

The athletes, who donate their own free time to participating in the Tour, also run sports clinics in the communities to help build self-esteem, participation and leadership skills.

ARMtour Director, John Van Groningen, says the significance of the Tour is growing as more people become involved and the benefits of the program are realised.

"ARMtour was initially designed to assist young indigenous people see past their immediate, challenging environments and to look forward to their futures. With unemployment at nearly 80% and alcohol abuse and petrol sniffing a major cause of personal injury and mortality, it's not easy to be positive about the future. These kids love all sports and are naturally gifted athletes," he said.

"By providing athletes as role models and quality sports training - as well as having a lot of fun - we have found that the kids listen and respond positively by changing their attitudes and modifying their behaviour."

"In many remote communities school attendance is not mandatory but we have found that the program has led to higher attendance rates, increased participation in sport and less destructive and dangerous behaviour," he said.

Health workers and teachers have also observed a decrease in the incidence of petrol sniffing and other forms of substance abuse following previous Tours.

Additional athletes participating this year include NBL Basketballers Darren Smith, Rickey Grace and Brett Wheeler and former Olympian Linley Frame. Chocolate Starfish front man Adam Thompson will also be touring along with Santo Cilauro from Working Dog Productions.

This will be Lauren Burns - second ARMtour trip and she said today that she was excited by the positive impact such a program can have, especially for people in remote indigenous areas.

"The ARMtour program is of particular significance to me because I feel all Australians have a responsibility to the indigenous people of this country," said Burns.

Tony Balfour, Managing Director, Nike Pacific said that, as the primary supporter of ARMtour, Nike was proud to be involved in such a valuable program. "Athletes and sport in general are powerful ways to encourage young people to make wise decisions regarding healthy lifestyles," he said.

The launch took place at the Collingwood Secondary school amid an exhibition of photographs taken by renowned photographer David Callow during last year's Tour. Mr Callow will accompany the athletes again this year to capture similar images.

The 2003 ARMtour will commence on 24 April and visit communities in Central Australia before travelling to Darwin to visit the Tiwi Islands.

For further information contact:

Kate Meyers

Corporate Communications Manager

Nike Pacific

(03) 9292 9354

0419 208 298

Newspaper Article from Herald Sun

Centre of attention

By Michael Horan

17 MAY 2003

Michael Horan and photographer Colleen Petch join the cream of Australian athletes on a heart-warming tour to the Red Centre

LINLEY Frame became the darling of Australian swimming by becoming the world 100m breast-stroke champion in Perth in 1991.

Twelve years on, she is in a little pool in the middle of nowhere, almost 100km south of Alice Springs at a small Aboriginal community, Santa Teresa, being mobbed by a bunch of squealing children.

Those large, famous Frame eyes are ablaze with excitement and genuine joy.

Frame is on her third ARM -- Athletes as Role Models -- tour of the Northern Territory when we meet.

John Van Groningen
Coordinator, ARMTour
jvg@iprimus.com.au

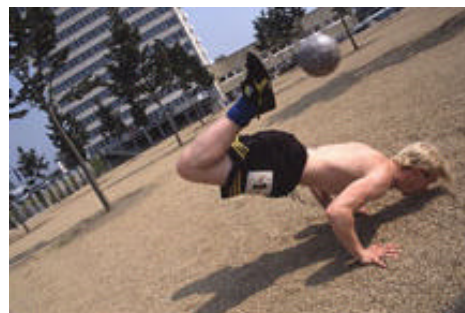
Streetfootballworld

*Jürgen Griesbeck and Vladimir Borkovic,
streetfootballworld, Germany*

In 2003, streetfootballworld collaborated with ICSSPE to produce 'the streetfootballworld', volume 1. Copies of this magazine were sent to all ICSSPE members. Following is a selection of articles from the magazine that explore the developmental opportunities that are taken up around the world, using grass roots football as a medium. Contact details are also provided, should you wish to purchase additional copies of the magazine.

Editorial - why football?

*Jürgen Griesbeck and Vladimir Borkovic,
streetfootballworld, Germany*



Football is not just the object of worship in a stadium, on TV or in newspapers worldwide - it is challenged in thousands of books and articles, played on any possible and impossible places, on computer and silver screens, portrayed in galleries and exhibitions, close-nit with the emotions of billions of people on earth.

Who can imagine life without football? Is it because football is talked of, consumed and played constantly. It is truly difficult to find a civilizing proposal for serial social relations, in these moments of acute disorientation, that is equally convincing as a reference. Football has turned into, if it has not always been, a fundamental pillar in our societies.

But football is not good or right by nature, which is also fine. Understanding how to use it is necessary for it to truly unfold its potential and be socially redeeming.

streetfootballworld defines grassroots football as all kind of football in a local community (e.g. street football, urban soccer or community football) focusing on social inclusion, violence prevention and non-formal education as specific goals. Almost all over the world football enthusiasts are running programs and projects for young people, based in the local community scheme and focused on the social development of the young generation. This dimension, "the other dimension of the game", is the focus of this journal that initially will be published on an annual basis.

streetfootballworld collects also football art and football culture. Articles on different aspects of grassroots football worldwide, virtual art exhibitions and monthly columns and essays of famous football players, scientists and others are part of this global movement. Some of them are included in the journal you are holding in your hands, others as well as news from the world of streetfootball can be visited on www.street-footballworld.org.

The presented projects and initiatives were identified by the best practice survey "Street Football and Social Inclusion", conducted in cooperation with the International Council of Sport Science and Physical Education (ICSSPE) and with the support of several national and international partners. All project articles are written by project managers or participants. The collection of football art and football culture is a genuine project within streetfootballworld: the authors of the articles shared with us their visions.

streetfootballworld
Priesterweg 8
10829 Berlin
Germany
Ph: +49 30 78006242
Fax: +49 30 78006244
Email: borkovic@streetfootballworld.org

Soccer In The Streets

*Jill Robbins,
Soccer In The Streets, United States of America*



The Soccer In The Streets (SITS) program is a great example of a program that can be undertaken in a developed country with limited financial means and support strong from the community. It is aimed at Minority groups (African-American, Hispanic, immigrants). The program, for children aged 6 to 16 offers several programs aimed at “kicking crime and drugs out of the community”. The goal of the program is to give low

The Special Feature of this program is a curriculum component, which, while unique, is simple and flexible enough to apply in a variety of situations.

income urban kids a new way to live a more positive life through the sport of soccer.

Soccer in the Streets is a three-pronged approach which includes providing a facility (Street-Box™), a curriculum (Positive-Choice™) and an educational media delivery vehicle (Soccer-Bus™) right in the neighborhood where children live.

The Street-Box is a modified soccer field - roughly the size of a tennis court - complete with an all-weather playing surface, permanent goals and durable waist-high plastic perimeter boards, and is designed for use in urban areas, which gives kids who live in these communities a place of their own to play soccer. It also provides a venue for a soccer program called Positive-Choice™, which uses the game to show kids how to make more positive life choices away from drugs and crime. The Soccer-Bus is a highly visible, mobile soccer media center that brings the excitement of the world's game to the kids. In addition to the opportunity to watch great players and role models on video, the Soccer-Bus™ will provide a stage for interaction with visiting soccer celebrities.

The Program describes its key strategic elements as follows:

- Build soccer-only facility in the community that kids can walk to
- Kick off event to celebrate and generate community support
- Weekly Street-Soccer 101 programs
- Ongoing visits by the Soccer Bus™ with appearances by role models and mentors (professional player), soccer on video, etc.
- Street Cup Tournament and celebration three times a year

With great success thus far, organisers are looking to the future and aiming to continue to expand the program in order to reach every at-risk kid in Atlanta (goal is to build 25 Street-Boxes) and perfect the process so that it may be replicated in other cities. Immediate plans call for funding and building 5 new locations in 2003. Additionally, there is already interest being expressed in other U.S. cities to bring the program there.

streetfootballworld
Priesterweg 8
10829 Berlin
Germany
Ph: +49 30 78006242
Fax: +49 30 78006244
Email: borkovic@streetfootballworld.org

Street Football for Tolerance

Jürgen Griesbeck,
streetfootballworld, Germany

In Brandenburg, part of the former East Germany, during the 90s nationalism was strengthening and the extreme right was especially supported by young people. The German Ministry for Family Affairs, Senior Citizens, Women and Youth, together with the Brandenburg Ministry for Education, Youth and Sport, initiated the "Street Football for Tolerance" project to face the rising intolerance and conflicts between different peer-groups living in the same neighbourhood with totally different ways of life. The Brandenburg Sports Youth (BSJ) is running this pilot project from 2000 through 2003.

Brandenburg, Germany. Very far from Medellin, "nothing alike" many would say. Nevertheless a project, that has roots that were taken from the Football for Peace experience, has been developing since March of 2000. Brandenburg is one of the biggest states in Germany, with a few small urban centers and more than 60% of the towns with less than 500 inhabitants.

The roadway infrastructure, the public transportation and the development of the physical and social spaces in general are still in the process of reaching the levels of former West Germany. For the young population this implies difficulties in travel, lack of attractive offers in free time and in general disadvantages for real integration in a society building project.

Football for Tolerance focuses on the methodological principles of Football for Peace, in the generation of opportunities of participation for the youth, above all in the management and creative utilization of public space, in the empowerment of small populations and in the possibility of creating a dynamic of encounters in order to offer tools for the pacific resolution of conflicts, real and/or symbolic, beyond that of territory.

In spite of being a project for everyone, the target group is initially youth that have not been integrated into any institutional opportunity, with effects of violence, and those passing their time drinking alcohol and consuming drugs in public space. The encounters are carried out in the youths present space, that means in the gas station, next to the bus stop, opening up the liveable space of the city for the citizens. The particular logic of each municipality is recognized and local institutions and organizations are integrated with already existing resources and experiences in order to achieve a fabric, that is able to support long-term development. In the end the participants themselves are responsible for the project.

There are different scenarios where the project is being realised: in 2001/02 a xBrandenburg World Championshipx took place in **schools**, which were representing different nations including all the different subjects at school. The goal was to accede foreign cultures by easy means.

In **public spaces** young people (13 to 29 years) establish Meeting Points, where they can come together, in a peaceful and inclusive surrounding, in the first step to play football.

These scenarios are the basis for the structural input of the project: local networks to face complex problems and opportunities. Therefore competencies should be put together in win-win-relationships, creating at the same time a new and common product. The football clubs offer places, football know how and a high degree of organisation, but a lot of times they are lacking of social competencies. Youth Clubs and other institutions of social work do have these competencies to face e.g. drop out of the clubs and violence in the games, or to bridge the gap between informal and organized football. They are often poorly equipped in terms of football specific know how and material. Schools and the local city governments complete the network.

Streetfootball for Tolerance supports the creation of these **local networks with** a long-term perspective and the engagement of young people. It aims to create a kind of clearing-point for communication and co-ordination of all type of resources in the frame of "Community Football (Sport) and Social Integration". Since 2001 a European Goals Tour has been started on an annual basis, where these local networks have the responsibility to organise a milestone-event on the local scale including European participation.

Football for Tolerance is set for December of 2003. In addition to providing representation to the regions of Brandenburg and Berlin, it is spreading as a model for application to other parts of Germany.

The Street League

Jennie Harland-Khan
Street League, United Kingdom



The Street League (SL) is committed to promoting social inclusion through the power of sport. It is a charity whose primary aim is to empower the homeless, disadvantaged and other marginalised groups, to maximise their potential and generate new hope and opportunity for their lives.

The League is one of the most successful projects funded by the Football Foundation and was established by Dr Damian Hatton, a doctor at the Hospital for Tropical Diseases in London. Through the “football experience” the SL helps renew individuals self esteem, commitment, discipline, awareness and self-belief. Building on these foundations, the SL Lifestyle Development Scheme provides lifelong learning opportunities that address all aspects of the players lives.

Initially, 160 players received seven weeks training, but as the programme proved more popular and increasingly successful the participation rates grew and the scheme became a permanent feature in the Capital. The SL now directly impacts hundreds of people every week, in leagues established across the UK and gives participants the chance to live a more fulfilled, healthier and more focused life on and off the football pitch.

The League has recently developed its own women’s section for homeless females was launched by England legend and Foundation Trustee Trevor Brooking, now a patron of the SL.

The Street League delivers a wide range of benefits to the community, by targeting crime and health related social problems, breaking down socio-cultural barriers and linking communities by promoting racial integration.

Organiser, Damian Hatton said,

“It’s been about bringing back fun, self-esteem and confidence to homeless and other disadvantaged people. Some of the teams include people tackling drug and alcohol problems, others may have spent some time sleeping rough on our streets. But they all share a passion for football and a desire to rebuild their lives, The Street League gives them this opportunity.”

Billy Dwyer a Homeless Player for the North Lambeth Day Centre Football Team said:

“Football is the one thing most of us wanted to do as kids, and my Wednesdays and Thursdays are now the one thing I look forward to. It’s given me something to get up for. I feel happier now; things must be getting better.”

streetfootballworld
Priesterweg 8
10829 Berlin
Germany
Ph: +49 30 78006242
Fax: +49 30 78006244
Email: borkovic@streetfootballworld.org
Web: www.streetfootballworld.org

Study on Nepalese International Athletes' and Coaches' Academic and Professional Qualifications

Diwakar Lal Amatya

President-National Association for Sports Health and Fitness, Nepal



Introduction

Sport has almost become a part of the educational system in our modern society and therefore is an important agent of socialisation. In this part of the world, Nepal, whether in primary school, college, university, community or during the religious festivals, sport has become an important element of the youth subculture, for participants and spectators. Lots of educated people in Nepal think that given the prominence of sport in the school and college educational systems, the casual observer might assume that sport is a necessary component of the curriculum. But in Nepal, as well as in other western parts of the world, people could give little evidence to support the view that sports participation contributes directly either to individual academic attainment or to achieving the educational goals of the school, college or university.

The investigator of this study has experience of sport as a youth, where after school he used to run to the local shop, where his football boots had been hidden from his parents, and then rush to the playground to meet friends and play. At that time, very few schools had separate regular sports sessions in their curriculum. Now, in Nepal, the scenario has changed. Most of the private schools always have some kind of extra-curricular activities as part of their regular academic program. Yet people in Nepal don't know that sports participation is good for their children. Due to increased access to electronic media, modern children in Nepal are busy watching cartoons and other TV programs. However, the Education Ministry's policy is the main factor in decreasing popularity of physical education in school. Previously, physical education was one of the main subjects in all levels, from primary through to high-school (10th standard/class). Now, it is an optional part of the program.

There is no need to mention that sport in Nepal has not developed to a professional stage. Sportsmen cannot depend on sport for their entire life. Those who were seriously involve in competitive sports as young people have suffered a lot in later life, after retirement. A handful of elite class sportsmen though, don't face such problems as middle and low class sportsmen do.

Materials and methods

The data for this study was collected from the 121 athletes, within 13 sports disciplines, who were preparing for the 9th South Asian Federation Games that were to be held in Islamabad, Pakistan. Unfortunately, due to the war in Iraq, the Games have been postponed.

The education background of each athlete was determined. To calculate mean, maximum and minimum scores and for analytic proposes, those athletes who had completed Class One were given a score of one point, Class Two given two points and so on until a masters degree which was allocated seventeen points. There are other categories referred to in the Discussion that relate to the following classes:

Class 10 (SLC category)	10 points
Class 12 (Intermediate category)	12 points
Class 15 (Bachelor category)	15 points
Class 17 (Masters category)	17 points

The same determinations were made for sports coaches, using personal file charts from the National Sports Council's Sports Training Department.

Result and Discussion

Around 53 years ago, Nepalese people got the opportunity to play sports. Prior to this time, sports were confined to places of the Rana regime. Since then, it is estimated that more than two million Nepalese youth have taken part in various sporting activities. However, people are generally of the view that participation in sports activities is not good for their children's future. This does not include examples of families of elite athletes who have been successful in reaching prominent policy making positions within government authorities. A majority of retired National and International athletes, though, are worried for the future of their children. The researcher, after listening to many experiences of veteran athletes, found that very few of these athletes are interested in seeing their children become seriously involved in sports. They have bitter experiences from their involvement as youth. Many have gone to foreign countries seeking a better life for themselves and their children. This presents a grave problem to the Nepalese sports society and authorities should take this concern seriously. It has happened because Nepalese society and governments of the past have failed to realise that sports and education should be carried out together.

1. Present Educational Status of Nepalese International Athletes

Table 1

Nepalese International Athletes' Education Status (to compete in 9th SAF Games - Pakistan-2003)

SPORT (n)	EDUCATION STATUS (CLASS)		
	AVERAGE	HIGHEST	LOWEST
Shooting (6)	12.50	15	10
Badminton (10)	12.50	17	9
Table Tennis (10)	12.44	15	9
Squash (4)	12.00	15	8
Taekwondo (11)	11.18	16	8
Volleyball (12)	10.70	15	7
Karate (12)	10.45	15	10
Kabiddi (12)	10.33	12	8
Athletics (17)	10.00	12	8
Boxing (8)	9.63	12	8
Swimming (7)	9.57	12	8
Wrestling (5)	9.40	10	7
Weightlifting (7)	8.86	12	7
TOTAL	10.73	17	7

Of the 13 games examined, the most educated athletes are those participating in Shooting, with a mean of 12.50 points. This means they had an average of 12 and one half classes passed, or just above the Class Twelve intermediate level. They are followed by Badminton players, also with an average of 12.50 points. The other games scoring more than 12 points are Table Tennis and Squash with scores of 12.44 and 12.00 respectively. Taekwondo (11.18), Volleyball (10.70), Karate(10.45), Kabaddi (10.33), and Athletics (10.00) came in the middle range from Class Ten (SLC category) to Class Twelve (Intermediate category). The final four games, namely Boxing (9.63), Swimming (9.57), Wrestling (9.40) and Weightlifting (8.86) have the lowest educated athletes with a less than Class Ten standard. The overall average of all athletes shows that their education is of a standard below 11 class.

Table 2

Nepalese Athletes' Education Status (to compete 9th SAF Games - Pakistan-2003)

Education Level	Percentage %
Up to Class 10 (SLC) and below	66.96
Up to Class 12 (Intermediate)	17.86
Up to Class 15 (Bachelors)	13.40
Up To Class 17 (Master)	1.78

The above table shows the percentage distribution of Nepalese athletes at different levels of educational standard. This can be regarded as a miserable condition of Nepalese athletes' academic qualifications as 66.96 % of athletes have an education level of only up to Class 10.

There are many examples among the Nepalese sports society where athletes, after involving themselves in sports during their youth, are now suffering and struggling for a better life and future for their children. This kind of situation has arrived as they have failed to meet the demands for better education for children. The cost of daily living has also increased, having an impact on the situation. Some retired athletes might now be thinking that instead of deeply, emotionally and blindly involving themselves in sports during their youth, their life may be better if more attention had been given to their study.

These kinds of situations have arrived because of Sport and Education policies running in different directions. Some twenty years ago, it was a policy of the National Sports Council (NSC) that well known athletes be given coach or assistance coach jobs. A miscalculation now has an over staffing of the Council. More than 80% of the budget which NSC receives from the Education Ministry contributes to staff salary. Ultimately, there won't be enough funds for the organisation of sports tournaments and participation in international competition. For the development of Nepalese youth and the general population, sports should be based in schools, colleges and universities so that more educated athletes are produced, who can then fight for the other educational developments, rather than sticking to sports only. With only a 10 class pass average education, how can athletes currently compete in other sectors or professions?

2. Educational Background of Coaches

Table 3

National Sports Council Total Educational Status of All Coaches

Education	1st Class	2nd Class	3rd Class	Ass. Coach	Total	Percent
SLC & Below	2	6	42	76	126	40.91%
Intermediate	4	5	35	44	88	28.57%
Bachelors	1	11	11	7	30	9.74%
Master	-	-	1	-	1	0.32%
PhD	-	-	1	-	1	0.32%
Not Mentioned	3	12	24	23	62	20.13%
Total	10	34	114	150	308	100%

There is no doubt that coaches should have a minimum educational background to help athletes during the long process of sports coaching. The above table shows the total education background of permanent coaches working under the National Sports Council, the governing body of sport for the Nepalese Government. In Nepal there are four categories of coaches, namely First class (the most senior coaches) to fourth class (the most junior coaches), also known as assistance coaches. It is a pathetic condition to see that more than 40% of all coaches working in the NSC have only reached SLC (10 class) or below. Of 308 coaches, 28.57 % have reached Intermediate level (12 class). They are followed by Bachelor graduates, making only 9.74 % and only one coach with master degree and one with a PhD. It is surprising to note that more than 20% of coaches have not mentioned their educational background.

The task of the coach is to help the athlete to achieve excellence ... Ward and Watts (1977)

So wrote Ian Ward and Denis Watts, two of the Britain's leading track and field coaches. Nothing has changed in the ensuing time, indeed it has always been so, that the athlete or sportsperson is the focus of the coach's attention and their quest for excellence, whether in an individual activity or a team event. This is the reason why they commit their talent to coaching (Dely and David, 1991).

"All the world's a stage, and all the men and women merely players. They have their exits and their entrances, and one man in his time plays many parts..." **Shakespeare**

It is hundred percent true that coaches, in the process of sports training and coaching, have numerous roles to play, at different times and situations. This situation arises especially in Nepal. Coaching involves teaching, training, instruction and more. It is not simply about helping people to learn sports skills, improve performance or reach their potential. It is also about recognising, understanding and providing for other needs of athletes. Coaches may have to play the role of a teacher, trainer, instructor, motivator, disciplinarian, manager, administrator, publicity agent, social worker, friend, scientist and student etc. It is clear from Table 3 that Nepalese coaches have low educational backgrounds and the researcher doubts that they may be able to play the above mentioned roles for athletes.

Table 4
Education of All 4 Category Coaches

Education	1st Class	2nd Class	3rd Class	Ass. Coach	Total	Percent
Tribhuvan University (Nepal)	4	15	34	82	135	43.83%
UP (India)	4	1	1	16	19	6.17%
Bihar (India)	1	-	13	20	33	10.71%
Other Parts of India	-	-	10	9	19	6.17%
SLC Board	-	6	31	-	38	12.34%
Hong Kong	1	-	-	-	1	0.32%
Not Mentioned	1	12	24	23	62	20.13%
GDR	-	-	1	-	1	0.32%
Total	10	34	114	150	308	100.00%

The above table shows detail of where coaches have acquired their education. In Nepal, fake educational degrees and certificate are a big problem, not only in sports sectors but in other professions as well. Nearly 44% of coaches working in the National Sports Council have their qualifications from Tribhuvan University (Nepal). Apart from these, another 12.34 % had School Leaving Certificates (10 Class) from Nepal. It is surprising to note that more than 20% of coaches have not mentioned their educational backgrounds. There is no concern with coaches who studied in Hong Kong and the former GDR, but there is an issue of authen-

ticity surrounding educational certificates from Uttar Pradesh (UP-Indian State), Bihar State-India and other Indian certificates. This doesn't mean that all the certificates from India are fake, but it should be noted that they could be.

3. Professional Background of Coaches in NSC

Table 5

Professional skills of All 4 Category Coaches

From	1st Class	2nd Class	3rd Class	Total	Percent
NIS Patiala-India	6	30	53	89	56.33%
Nepal	-	-	34	34	21.52%
Japan	1	-	4	5	3.16%
Italy	1	-	-	1	0.63 %
USSR	1	1	1	3	1.90%
GDR	-	1	1	2	1.27%
Korea	-	1	1	2	1.27%
Singapore	-	-	3	3	1.90%
China	-	-	2	2	1.27%
Intern. Medallist	-	-	4	4	2.53 %
No Qualification	-	-	10	10	6.33 %
Not Clear	1	1	1	3	1.90 %
Total	10	34	114	158	100%

Table 5 shows more detail of coaches' backgrounds. More than half of the coaches (56.33 %) working under the NSC are trained by Netaji Subhash National Institute of Sports (NSNIS-Patiala-India). This is a one year coaching diploma course and is conducted in separate sports disciplines. There is no doubt about the quality of education received from this institute. In addition to this, some 10-12 years ago, the National Sports Council used to conduct short duration (about 1-3 months) courses in different sports disciplines. There are around 21.52 % coaches working in NSC as 3rd class and assistance coaches. Martial arts coaches with black belt, higher Dan and other lower belts are regarded as having professional qualifications by the NSC, which is not acceptable for most of the other sports coaches. It is surprising to note that there have never been refresher coaching courses conducted in Nepal, however, the International Olympic Committee has conducted a few games coaching courses, known as I.O.C. Solidarity courses. It can be concluded that for the better future of athletes and coaches, in terms of good coaching knowledge and development of sporting standards, there is a necessity of sports institutes to carry out continued training and updating.

Table 6

Assistance Coaches (N=150)

Nature of Coaches	Number	Percentage
Without Professional Qualification	75	50.00%
Without Academic Qualification	5	3.33%
Without Academic and Professional Qualification	3	2.00%
International Medal Winners	2	1.33%
With Professional and Academic Qualification	65	43.33%
Grand Total	150	100.00%

There are unique characteristics found amongst assistance coaches working for the NSC. Half of them have no professional qualifications and a majority of them are from Martial Art disciplines (There are more than 20 martial arts played in Nepal). Out of 150 assistance coaches, 43.33 % coaches have professional and academic qualifications. Coaching is regarded as both an art and a science. Both of these dimensions plays a vital role in becoming a successful coach. It is appropriate, to mention what coaching is, according to Ken Doherty (1985), who said " I've often felt that we coaches merely create helpful situation and a few pushes towards self-development. What they accomplish emerges mainly out of themselves, out of their own powers of muscle and heart and self discipline. After three or more years of coaching a great athlete, a coach tends to acquire an attitude that now he knows the secret of coaching and how to be successful in competition. Whatever the coach says is quickly understood and becomes effective. Only after that athlete is gone or retired does the coach realise that the secret went with him" the formula suitable for one athlete doesn't fit another athlete. Every athlete is unique from another.

Conclusions

There has been a lack of education and gaining of professional qualifications among athletes and coaches in Nepalese sports society. The following conclusions can be drawn from this study:

I. Out of the 13 games investigated, the most educated athletes are the Shooting and Badminton players with 12.50. Other games scoring more than 12 points are Table Tennis and Squash with score of 12.44 and 12.00 respectively. Taekwondo (11.18), Volleyball (10.70), Karate (10.45), Kabaddi (10.33), and Athletics (10.00) come in the middle range from Class 10 to Intermediate. Boxing (9.63), Swimming (9.57), Wrestling (9.40) and Weightlifting (8.86) had with lowest educated athletes among all the groups.

II. This can be regarded as a miserable condition of Nepalese athletes' academic qualification, which shows 66.96% of athletes have an education level of only up to SLC and below. This will definitely produce a negative effect in their future life.

III. It is a pathetic condition to see that more than 40% of all coaches working in the NSC (Table 3) have attained SLC (10 class) or below. 28.57% of all coaches have an educational level of Intermediate (12 classes). They are followed by graduates, with only 9.74 % and only one coach with master degree and PhD each. It is surprising to note that more than 20% of coaches have not mentioned their educational background.

IV. Nearly 44% of coaches working in the NSC are from Tribhuvan University (Nepal). Apart from these, 12.34% coaches had certificates from School Leaving Certificate (10 Class) from Nepal. The main concern here is the authenticity of educational certificates from Uttar Pradesh (UP-Indian State), Bihar State-India and other Indian certificates. This doesn't mean that all the certificates from India are fake, but ones from these places should be treated with caution.

V. More than half of the coaches (56.33%) working in NSC are trained from Netaji Subhash National Institute of Sports (NSNIS-Patiala-India). Apart from this, some 10-12 years ago, the NSC conducted short duration courses in different sports disciplines.

VI. Only half of the coaches working in NSC have no professional qualification and majority of them are from martial arts disciplines (There are more than 20 martial art sports in Nepal). Out of 150 coaches working in NSC, 43.33% coaches are having Professional and Academic qualification.

The final conclusion is that for the development of educational and professional qualification of athletes and coaches, Nepalese sports should concentrate and make bases of sports in school, college and University. In addition, the National Sports Council should be active in establishing a Sports Institute where athletes can gain an education and coaches can upgrade their coaching knowledge.

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Diwakar Lal Amatya
President-National Association for Sports Health and Fitness
MSC-Athletics & Sports Science-India
Sports Anthropometrist-Australia-ISAK
16/1 Nakabahil
Lalitpur, Patan
Nepal
Ph: 9 77 155 3316
E-mail: mlamatya@ntc.net.np

Sport Psyching Techniques: The Coach's Influence on Athletes' Positive Self-Talk

Sue Langlois
Endicott College, USA

Positive self-talk is a technique that sport psychologists can use to help athletes enhance what they say to themselves before, during, and after performing a sport skill. The type of self-talk that an athlete uses can have a profound effect on both athletic performance and the athlete's self-esteem. Many sport psychologists believe that self-talk sends some of the most powerful messages that athletes receive.

Many athletes use negative self-talk that can erode confidence and athletic performance. For example, a basketball player approaches the foul line and thinks "wow, I missed my last three foul shots; will coach take me out if I miss this one?" Now the athlete has absorbed a message of failure and can be distracted from focusing on what needs to be done to execute the foul shot successfully. By reframing the self-talk to be positive, the athlete can increase the chances for a successful foul shot: "I know I missed the last three shots, but I wasn't keeping my right elbow in during my release. I am just going to focus on my target, keep that right elbow in, and listen for that swish of nothing but net."

Teaching athletes to use positive self-talk can be challenging, especially if the feedback they have gotten from their coaches is dominated by negative feedback. If the following scenario sounds familiar, you might want to re-assess the messages you give your athletes:

You've just watched one of your athletes throw a pass and it was intercepted. Then that same athlete tried to block a shot and was called for a foul. The end result: two big mistakes, a huge momentum change, and an athlete who is stunned by the chain reaction that has occurred in less than five seconds. So you ask for a timeout, call the team over and question the athlete who just threw the ball away and committed the foul: "why would you throw a pass like that and why are you playing defense with just your hands? Take a seat; I am taking you out of the game so that you can think about it."

This type of "knee-jerk" reaction that gives the athlete a harsh tongue-lashing in front of the rest of the team can teach people more than one lesson. The first lesson is that those two errors were lapses in sound judgment. The second but probably more powerful lesson is that when a team member makes a mistake, the coach is going to make it obvious to everyone on the team (and anyone else who can hear) that the player lacks sound judgment and will be taken out of the game as a punishment. Another dramatic tactic would be to scream out a substitute's name to replace the athlete who just made the mistakes and threaten to take anyone else out who wants to "give this game away." Aversive control is giving negative consequences for athletes' mistakes. Both of these coaching behaviors are what sport psychologists call aversive control.

Aversive control can be very powerful. Athletes do not want to be punished and will work hard to avoid behaviors that their coaches see as negative. While aversive control may produce the desired effect when the athlete has complete control in a situation, i. e. giving 100% effort in a run, arriving at practice on time, initiating a play that the coach has called, it can however, set punishment as the standard for feedback. Certainly, the lesson that the coach wants the athlete to learn may be achieved: I arrive late for practice, I don't start the next game, so I better make sure I arrive early to practice. But what if an athlete is punished for things that are not completely controllable? What if the pass was intercepted because the receiver moved away from the ball? What if the athlete who committed the foul was the only one who hustled back on defense and the referee missed the call? With punishment as the standard for feedback, how does the athlete feel after being verbally humiliated by the coach in front of teammates and fans, when all that the athlete tried to do was hustle back on defense to make up for throwing an interception?

Being punished for mistakes may help the athlete focus on eliminating the mistakes in the future maybe. What probably was accomplished by these coaching remarks was an increase in the athletes' anxiety, which was already increased by the momentum swing that prompted the timeout. If athletes don't have strong coping skills for high anxiety, the jolt of negative emotion that the coach just delivered could elicit increased muscle tension, tunneled vision, and a delay in the mental processing skills to react under pressure. Over time, a steady diet of this negative treatment can develop a fear of failure and negative self-talk in the most talented of athletes.

Think about how many factors are out of the athletes' control that can affect what occurs during a game? The talent of the opponent, the bias of the officials, the coaching tactics of the opposing coach, the unpredictable behavior of teammates... the list is virtually endless. Athletes may feel that the situation is out of their control and develop a fear of failure if the coach continually places blame and punishes athletes for mistakes that they make. Fear of failure can also raise anxiety levels, and erode self-esteem which can have a negative effect on ability to perform in competition.

So what is the best way to help athletes improve their ability to perform and to provide examples for positive self-talk? Sport psychology research has demonstrated that long-lasting improvement in athletic performance comes primarily from positive reinforcement dispensed by coaches and teammates. This does not mean the feedback should be “warm and fuzzy” with exclamations of “good!” or “great job” or “that’s what we need out there!” While these remarks are positive, they are usually not effective in reinforcing the behaviors that are necessary for developing the skills to be successful in competition.

Positive reinforcement must have specific information that explains why the athlete just executed something that was “good!” or “great job” or “that’s what we need out there!”

If an athlete just completed an assist that was setup by a ball-fake, the coach should acknowledge that ball-fake specifically. If the athlete drew the offensive foul by keeping a low center of gravity and using quick feet, the coach could have a great impact on all those present by demonstrating the knee and hip flexion as the praise is given for keeping a low center of gravity and keeping the feet moving.

A coach can still correct mistakes while using this positive approach. However, the corrections need to be just as specific as the positive reinforcement: “You are telegraphing the pass before you make it; be sure to use a ball-fake before you make the pass.” To be even more effective, the coach can add the reasoning behind the correction: “You must stay back on the diagonal when you are on the weakside, we need your help-defense to stop the breakaways!”

There are also times where a coach can sense that corrective feedback is needed but the athlete is already discouraged and is losing confidence. This is where the feedback technique of sandwiching can be really effective. Sandwiching feedback is putting one corrective instruction (the filling of the sandwich) in between two servings of positive feedback (the two of pieces bread). Going back to our first example of the athlete committing the foul after hustling back on defense, you could give the athlete this sandwich: “nice hustle to get back there, stay straight up on defense, don’t reach down; that’s the kind of hustle we need, though.”

The feedback techniques that have been described here can be a powerful force to help teams give maximum effort, use positive self-talk, and perform their best. A great way to get into this mode, is to monitor the feedback that a coach gives by videotaping or having an assistant log what is being said at a practice or a game. Monitoring what teammates say to each other is another strategy that can produce great dividends. It may take concentrated efforts to change some old habits but the positive approach to coaching is a great way to get good things happening.

Dr. Sue Langlois
Dean of Sports Science
Endicott College
Beverly, MA.
USA
Email: slangloi@endicott.edu

The decline of health status and motor competencies in adolescents? A result of increased media use? “No”, says a study of the University Potsdam, Germany

Mikis Hellwig
c/- Freie Universität, Berlin

We constantly hear about the decrease in habitual levels of physical activity in every day life and the establishment of a sedentary lifestyle. In Germany, this phenomenon is accompanied by a general decline of health status and motor competencies in the coming generation.

The decrease of physical activity in adolescents is often traced back to increased computer use and television (TV) consumption¹. Is that appropriate?

In the debate about these lifestyle changes of adolescents there are two controversial lines of discussion. On the one hand, an alteration of adolescent lifestyle through increased media use is stated. If adolescents spend their free time in front of a TV or computer, the disposable time available for physical activity would be dramatically reduced. The result of this would be the appearance of deficits in health status and motor skills of adolescents^{2,3}.

On the other hand, a study of the department sociology/anthropology of sports of the University Potsdam, Germany⁴, does not deny the lifestyle changes, but refers to a higher participation in physical activity of adolescents, due to a well developed and substantial offer in the manifold field of sports and physical activity⁵. This is confirmed by representative exaltations⁶ and comparative time series⁷. Adolescents can choose from a variety of sports - bound to a club or not - that reaches from trendsports like inline-skating, climbing or street-ball, up to more traditional physical activity like athletics or gymnastics. The University Potsdam states, that the result is, that adolescents are more involved in physical activity and sports than in earlier times parallel to an increased media and computer consumption. The adolescents watch television, surf in the world wide web, listen to music as well as they participate in sport and physical activity.

According to this a frequent and time-consuming media use is not associated with the decrease in physical activity. It is rather contrariwise: it correlates weakly, but positively to a more frequent and time-consuming participation in physical activity and sports.

The study recapitulates that the equation whereafter an intensive media use is associated to a decrease in physical activity, which results in physical and motor deficits, is not satisfied. For the clarification of the origin of real existing deficits in motor competencies the study ends in bringing up new questions to be asked in the future, for example:

Where do these deficits result from, if not from an increased media consumption? What do adolescents nowadays mean, when they state to be “physically active”? What is their subjective understanding of physical activity and sports? Are they practicing sports in an effective way towards physical benefits? Which role play socialisational processes? Maybe the origin of the problem lies somewhere else than in not being physical active - maybe in bad nutrition or the consumption of every day drugs like alcohol and cigarettes?

For the clarification of this questions the University Potsdam is going to start a research project within the scope of the “European Year of Education through Sport 2004” and is looking for cooperation partners.

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Mikis Hellwig
Mikis.Hellwig@gmx.de

Partner and Events

Upcoming Events

Don't forget to check the SIRC Conference calendar at:

<http://www.sportquest.com/resources/conferences/index.html>.

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

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

Asia-Pacific Conference on Exercise and Sports Science 2003

Please note the following message from the organisers of this conference.

Dear Friends and Colleagues,

It is with due constraint and with deep regrets that we announce the cancellation of the Asia-Pacific Conference on Exercise and Sports Science 2003. After a lengthy deliberation with the executive board, the ACCESS President, Dr. Tae Won Jun, finally has given the organizing committee the cancellation orders. The cancellation is in consideration of the uncertainty of SARS in the region. We fear that it might have another surge come November. Likewise, the political instability in the Philippines might present problems in the future for the conference.

We hope that you understand the predicament we are in. We likewise hope that your support for ACCESS and its future conferences will not wane in any manner.

I thank you in behalf of the organizing committee and the officers of ACCESS for your unwavering support.

Warmest regards,

Mario Imson

International Conference on the Science and Practice of Rugby

5 - 7 November 2003

www.rugbystudies.com/conference

The Fifth International Conference on Sport, Leisure and Ergonomics

November 19-21 2003

Cheshire, England

Congress Secretariat

Sport, Leisure and Ergonomics

Research Institute for Sport and Exercise Sciences

Liverpool John Moores University

Henry Cotton Campus, 15-21 Webster Street

Liverpool, L3 2ET

England

Telephone: 0151 231 4088

E-mail: K.George@livjm.ac.uk

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

E-mail: mkchin@ied.edu.hk

www.ied.edu.hk/pe/

International Karate Course

1st' 7th 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

Motor Control 2004

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

Theme: Research perspectives in motor control

Contact:

Grzegorz Juras

Department of Motor Behavior

Academy of Physical Education

72 Mikolowska Street

40-065 Katowice, Poland

phone: ++ 48 32 2075141

fax: ++ 48 32 2516868

email: juras@awf.katowice.pl

<http://www.golebiewski.pl>

Paralympic Photo Exhibition in Europe

Following the exhibition during 2002 in Damme (Belgium), the Paralympic Photo Exhibition will begin a journey around the world. The first exhibitions in Europe have been confirmed for:

Ry, Denmark

Athens, Greece

Bonn, Germany

Düsseldorf, Germany

Turin, Italy

You can find more information on these exhibitions at www.coudenys.bes

2004 Pre-Olympic Congress



The 2004 Pre-Olympic Congress will take place in Thessaloniki (6th to 11th August) under the title "Sport Science Through the Ages: Challenges in the New Millennium". The Organising & Scientific Committee, with the constant collaboration with ICSSPE, continue working hard for a balanced and provoking scientific and social programme. The 2nd and final announcement of the Congress has been published. In it you can find general information about the Congress, the tentative scientific programme as well as highlights of the programme, registration and accommodation information, the relative applications and, of course, a call for abstracts.

Abstracts can be submitted for either oral or poster presentation during the Congress. Abstracts should preferably be focused on the following thematic areas:

Thematic Areas

- Physiology
- Ergophysiology
- Biomechanics
- Medicine & Rehabilitation
- Nutrition & Biochemistry
- Molecular Biology & Genetics
- Sport Psychology
- Sport History and Philosophy
- Coaching & Performance
- Health & Fitness
- Sociology
- Pedagogy & Physical Education
- Adapted Physical Activity
- Sport Management & Law
- Dance
- Research Methodology
- New Technologies

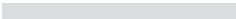
Prospective delegates should pay attention to the following dates:

Important Dates

30th November 2003	Deadline for abstract submission
29th February 2004	Notification of acceptance
31st March 2004	Early registration with reduced fee
31st May 2004	Final registration for authors
1st June 2004	Final programme

For more information you can consult the Congressxs website www.preolympic2004.com, which is constantly updated with any information concerning the Congress, or contact the congress organisers:

SYMVOLI Ltd.
Congress Organisers
8, Patmou str., GR-55133 Kalamaria, Thessaloniki, GREECE
Tel. +302310 425159, Fax. +302310 425169
E-mail: preolympic2004@symvoli.com.gr
Website: www.preolympic2004.com



Physical Activity - Fighting the global obesity epidemic

Mikis Hellwig
c/- Freie Universität, Berlin

"We have to enhance our correspondence with one another", was the conclusion of a symposium entitled "Obesity - the growing danger in industrial countries: A political and economical challenge" held in the German Reichstag in Berlin, organised as a result of the growing obesity problem in Europe. ICSSPE President Gudrun Doll-Tepper, the only advocate of Sport and Physical Activity at this conference, declared the need for a more comprehensive understanding of the interaction of the issues involved in the fight against obesity and a stronger focus toward the benefits of physical activity rather than a focus only on nutritional matters.

Most statements about the Global Obesity Epidemic¹ focus on dietary reasons as the origin of this growing problem. In doing so, they disregard another main cause, that is, the decrease in habitual levels of physical activity in every day life, world-wide, and the move toward a sedentary lifestyle. Next to a calorie reduced diet, physical activity is one of the most appropriate strategies in fighting the obesity epidemic. The following information details what Prof. Doll-Tepper described as the role physical activity plays with regard to obesity and ends in a call to action.

Physical activity can lead to a modest weight loss for overweight and obese persons, and a reduction in abdominal fat in the absence of dietary change. However, the combination of exercise with a calorie reduced diet shows the best results for weight loss^{2;3}. Furthermore, in the long term, weight maintenance and a reduced weight regain is best achieved if diet and exercise are combined^{2;3}.

Physical activity can be a precursor to a healthy lifestyle, so that a person may never need to start therapy for obesity. A physically active lifestyle is generally a life-long process and once a person learns how to include physical activity into their daily routine, there is less risk that they will become sedentary, and, in doing so, lower their risk of becoming obese^{2;3}. Even in the absence of weight loss, increases in physical activity can improve metabolic health, cardiovascular fitness and protect against certain obesity related diseases (e.g. diabetes, cancer). In addition, physical activity heightens the individual consciousness of health. It appears that physical activity can lead to a conscious and healthy lifestyle - which in turn leads to a long term investment in health and vital living.

Hence, physical activity must get equal attention with dietary issues in the discussion around the obesity problem.

This is why ICSSPE is asking for:

Physical Education, that mediates physical activity as a natural and positive experience, thus establishing this identity in society. The family home and kindergarten must be sensitised toward education that encourages physical action and motor control, so that a child will learn early in life that physical activity is part of living. The existence and quality of physical education in schools must also be secured so that children can learn movement skills by qualified professionals and further enhance their association and familiarity with physical activity.

The creation of an **environment that promotes and facilitates physical activity**. Children must have the opportunity to exercise playfully as a part of every day life, in kindergarten and in school. Work places and neighbourhoods must also have an environment in which it is possible to be physically active.

The **creation of international networks and campaigns**. Both at a national and international level, there needs to be comprehensive interaction between the different actors in the fight against obesity. Currently there is insufficient focus on the role of physical activity and sport and this needs to be rectified. The aim should be that sport and physical activity will amicably be considered a primary therapeutic and preventive measure against obesity and furthermore will be viewed as a natural and essential part of a healthy lifestyle.

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Mikis Hellwig
Mikis.Hellwig@gmx.de

WADA Welcomes Adoption of the World Anti-Doping Code by IOC

Frederic Donze, Media Relations Manager

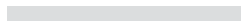
Montreal, July 4, 2003 - The World Anti-Doping Agency (WADA) welcomed with great satisfaction the formal adoption of the World Anti-Doping Code by the International Olympic Committee (IOC) today during its session in Prague (Czech Republic).

"The adoption of the Code by acclamation by the IOC is a strong signal for the entire sports movement", said Richard W. Pound, WADA's president. "This decision will encourage sports organizations that have not formally adopted the Code yet to do so at their congresses planned during the year, so that the Code can be implemented prior to the 2004 Olympic Games in Athens. It shows also once again the commitment to the fight against doping in sport of the IOC and of its President, Jacques Rogge, who has committed to leaving no place in the Olympic Games for International Sports Federations and National Olympic Committees that don't adopt the Code."

The World Anti-Doping Code is the first document to harmonize the rules and regulations concerning anti-doping across all countries and all sports. The document was approved by delegates at the World Conference on Doping in Sport, which brought together 1,200 participants in Copenhagen (Denmark) from March 3 to 5, 2003.

The list of sports organizations who have formally adopted the Code, as well as governments who have signed the Copenhagen Declaration Against Doping in Sport, affirming their intention to adopt and implement the Code, can be found on WADA's website.

Frederic Donze, media relations manager
Tel: +1-514-904-8820
Cell: +1-514-979-8820
Email: frederic.donze@wada-ama.org
Website: www.wada-ama.org



New IPC Logo To Reflect Modern Era of Paralympic Sport



Madrid, Spain - Phil Craven, International Paralympic Committee (IPC) President, announced at a press conference held at the international sports convention SportAccord in Madrid, Spain, that the IPC moves into a new era of sport for athletes with a disability. New tasks and goals are currently being established following a just recently concluded Strategic Review of the organisation's structure, roles and responsibilities. Said Mr. Craven: "One of our goals is to focus on sport development starting at a grass roots level - especially in less developed countries."

Reflecting this advance into a modern era, Mr. Craven also presented the new IPC logo, which represents the IPC as a dynamic and global sports movement full of motion, thus perfectly reflecting the new motto "Spirit in Motion".

Concerning the progress of preparations of the Athens 2004 Paralympic Games, Mr. Craven underlined that the IPC is confident that the Organising Committee will fulfil the set aims, staging successful Games for elite athletes with a disability. He added, though, that the potential of the legacy of the Paralympic Games might not be fully taken advantage of by the city of Athens and the entire Greek nation.

The Paralympic Games are the equivalent of the Olympics for athletes with a disability. They will take place from September 17 to 28 2004, using the same venues and facilities as the Olympic Games.

Dr. Susanne Reiff
IPC Media and Communication Director
Adenauerallee 212-214
D-53113 Bonn, Germany
Phone: +49 (228) 209 7230
FAX: +49 (228) 209 7209

**Press release IOC/IAKS AWARD 2003:
Gold for Australia, Austria and Germany
22 Medals and 5 Special Distinctions for
Exemplary Sports and Leisure Facilities -
Presentation at FSB 2003 in Cologne**



INTERNATIONAL
OLYMPIC
COMMITTEE



INTERNATIONAL
ASSOCIATION FOR
SPORTS AND LEISURE
FACILITIES



The ten-strong Jury for the IOC/IAKS AWARD 2003, composed of members of the IOC and IAKS, architects, engineers, landscape designers and sports scientists, met in Cologne from 10th to 12th July. The Chairman was Erhard Tränkner, Honorary President of the Federal of German Architects (BDA). The IOC was represented by Ching-Kuo Wu, architect and personal IOC member from Taiwan.

The IOC/IAKS AWARD is the only architecture award of international importance for existing sports and leisure facilities. This factor makes it possible for the everyday serviceability of the submitted facilities to be assessed as well. Eligible to compete were sports facilities built between 1995 and 2000 and which have therefore been in operation for at least two years.

67 teams of operators and designers from 17 countries from all 5 continents took part in the competition jointly sponsored by the International Olympic Committee (IOC) and the International Association for Sports and Leisure Facilities (IAKS).

The Jury awarded 3 Gold, 12 Silver and 7 Bronze medals and 5 Special Distinctions.

The three gold medals went to:

Telstra Stadium, Sydney, Australia Architect: HOK Sport + Venue + Event joint venture, Bligh Lobb Sports Architecture, Brisbane

Rennweg equestrian hall, Vienna, Austria Architect: Prof. Dipl.-Ing. Dr. techn. Diether S. Hoppe, Vienna

Westbad swimming pool, Munich, Germany Architect: Reichert-Pranschke-Maluche Architekten GmbH, Munich

The architects FaulknerBrowns from Newcastle upon Tyne, United Kingdom, received what are now their 12th and 13th AWARDS for Exemplary Sports and Leisure Facilities. With their two Silver medals at this year's AWARD for the Manchester Aquatics Centre and Xscape Milton Keynes Indoor Skidome, FaulknerBrowns has continued its run of success in sports architecture that started back in 1987.

The total of 27 AWARDS are distributed among 10 countries as follows:

	Gold	Silver	Bronze	Special Distinction
Argentina		1		
Australia	1	3	1	1
Austria	1	1	2	1
Chile			1	
Germany	1	3	1	3
Japan		1		
New Zealand	1		1	
South Africa		1		
United Kingdom		2		
USA			1	

The projects were assessed not only for their functional and design qualities, but also in terms of their integration into the urban or rural landscape and for their consideration for the environment. The assessment also took account of social, technical and climatic conditions, which differ from country to country.

The AWARDS will be presented at the Opening Ceremony of the 18th International IAKS Congress in conjunction with the international trade fair FSB - Amenity Areas, Sports and Pool Facilities -s on 5th November 2003 in Cologne.

Further information

Internationale Vereinigung Sport- und
Freizeiteinrichtungen e.V. (IAKS)
Carl-Diem-Weg 3
D-50933 Köln Tel. +49-(0)221-491 29 91
Fax +49-(0)221-497 12 80
E-Mail: iaks@iaks.info

Australian Association for Exercise and Sports Science (AAESS) Launches Australian University Course Accreditation Program

Phil Hamdorf

Australian Association for Exercise and Sports Science, Australia

The Australian Association for Exercise and Sports Science (AAESS) recently launched its National University Course Accreditation Program under the acronym "NUCAP". AAESS President, Dr Phil Hamdorf, says that NUCAP represents a significant step forward for exercise and sports science in Australia. "For a number of years we have offered professional accreditation in exercise and sports science to AAESS members; now students will be able to identify courses that meet AAESS professional education criteria and can lead to professional accreditation in their chosen career" says Dr. Hamdorf.

AAESS' NUCAP offers several major benefits. Firstly, it will provide a new level of quality assurance, providing valuable professional feedback to course content and design. Secondly, students and prospective students aspiring to a career in the rapidly growing exercise and sports science field will have assistance in identifying courses that will lead them to the professional accreditation that they will require. Finally, universities will be able to market "AAESS Accredited" courses that are designed to meet the criteria established by the professional association representing Australian exercise and sports science practitioners.

Dr Hamdorf explains that AAESS has enjoyed a close working relationship with Australian universities, which have been closely involved since the establishment of the Association in 1991. The development of NUCAP, he says, is a natural progression in the growth of exercise and sports science education in Australia. Increasing recognition of exercise prescription and the role of Accredited Exercise Physiologists by medical practitioners, health benefit organizations and insurers is increasing demand for accredited professionals. Ultimately, NUCAP will streamline the process of professional accreditation; Graduates of AAESS accredited universities will be clearly identifiable as meeting the requirements as an AAESS accredited Exercise Physiologist.

To ensure that NUCAP is introduced as equitably as possible, and that no one university achieves an unfair competitive marketing advantage by being able to offer the first accredited courses, AAESS has established a close-off date for an initial tranche of accreditations. All NUCAP applications lodged by 29 August 2003 will be accredited concurrently and, where complying, will be concurrently accredited on 30 June 2004.

Further information about the NUCAP program can be obtained by contacting the AAESS Executive Officer at stevescott1@bigpond.com

Phil Hamdorf
President, Australian Association for Exercise and Sports Science
27 Valetta Road
Kidman Park 5025
South Australia
Australia
Ph: +61 84166677
Fax: +6184166762
Email: hamdorf.philip@saugov.sa.gov.au

Report from the International Sports Press Association (AIPS) on the 66th AIPS Congress held in Porto, Portugal from May 28-June 1, 2003.

Togay Bayatli
AIPS President, Turkey

Although there were a few criticisms overall, AIPS had a very informative and good working Congress. Can you imagine that one month before Congress, the organisers told us that they had no Russian and Arabic interpreters.

Our Secretariat in Budapest worked hard and solved this problem and AIPS covered the cost of the interpreters.

One criticism concerned the planning of the Congress and I think that this is important. We will send a questionnaire to each National Sports Writers Association this autumn and ask them for proposals for the preparation of the New York Congress next year. The contribution from the national associations is necessary. AIPS is a world organisation and we need to do better and better every year.

Lodging in Athens:

The prices of the media villages in Athens for the 2004 Olympic Games was major Congress issue - rightly so. Let me inform you that the number of the media in Athens 2004 has increased by 2,000. The figure rose from 18.500 to 20.500 due to the new system of the IOC in the TV coverage of the Games. It has nothing to do with the written press: the number of the written press remains the same.

I attended the third World Press Operations briefing in Athens as a member of the IOC Press Commission. It was a three-day meeting and there were also complaints about the prices of media hotels and media villages. During this meeting I asked Mr Syros Capralis, Executive Director of ATHOC 2004 to reconsider the price policy. He said that it was too late to change this.

However, he came up with two interesting advantages. For the hotels, he said that when you rent a room, you could rent it for one or two persons, provided that you pay for the breakfast of the second.

As for the media villages, they advise the journalists to stay in AG Andreas Village where a twin room is 70 Euro per day. The single room is 100 Euro which is cheaper than Sydney and Barcelona. It takes 30 minutes to the main press centre and the village is near the sea with excellent natural surroundings.

The other village is a university which is located at the centre of the city, and a single room is only 170 Euro. It is much more advantageous to be accommodated in the media villages than in the hotels.

In every village for the first time in the history of the Games, there will be an Olympic News Service. Info2004 will be installed in all media villages - a major assistance to the media.

The Main Press Centre and the International Broadcasting Centre are adjacent to the OAKA which is the Olympic Park area with the athletic stadium and venues for swimming, tennis, basketball and cycling. Both MPC and IBC are equipped with state-of-art technology and are very comfortable.

Other Congress notes: A minutes silence was held for AIPS colleagues who had died during the year - Frank Taylor - Honorary President; Abelardo Raidi - Honorary member; John Bromley - president, SJA of Great Britain; Chris Brasher - president, SJA of Great Britain; Kenneth Wolstenholme, Tommy Long and Geoffrey Page, all Great Britain; Daniel Mortier - Belgium; Israel Paz, Israel; Mansoor el Ugeli Kaas, Libya; Bruce Dworshak, FIFA Media Dept; Sergio Decaux, Roberto Fascoli and Juan Castro Torterol, all Uruguay.

Leading AIPS Card holders: Japan - 858 cards; Germany - 484; China - 428; Turkey - 386; Denmark - 368; Sweden - 303; Switzerland - 296; France - 248; Czech Republic - 247; Austria and Hungary - 234.

Congress was addressed and presentations made by official delegates from the 2010 Winter Olympic Games Bidding Committees - Pyeon Chang, Salzburg and Vancouver.

There were keynote speeches and presentations from Bob Condron and Amy Stanton, officials from the USA/USOC re the 2004 AIPS Congress in New York; from Keith Cooper, UEFA Press officer and Antonio Florencio, chief press officer for Euro 2004 in Portugal, Jayne Pierce, media advisor for the Paris Athletics World Championships, Carlos Goncalves for the European Fair Play Movement, Marcus Ziegler, FIFA Communications Department and Costas Vernicos, Media Director for Athens 2004.

Dr. Joao Havelange was accepted as an Honorary Member of AIPS, 56 votes in favour, five against and three abstentions.

Mr Togay Bayatli
President
34140 Ataköy
Istanbul, Turkey
Ph: + 90 212 56007
Fax: +90 212 560005
Email: aips@mail.matav.hu



Association Internationale des Ecoles Supérieures dxEducation Physique (AIESEP) Report

*Ronald S. Feingold, Ph.D.,
President AIESEP, USA*

World Congress, la Coruna, Spain

La Coruna, Spain proved a perfect backdrop for AIESEP's 2002 World Congress. The quaint city of A Coruna, where over 400 attended the AIESEP World Congress, is at the northwestern tip of Spain in the region of Galicia overlooking the Atlantic Ocean.

The conference opened with welcomes from key university and governmental officials, including the head of Galicia Sports, A Coruna, University President, INEF Chair, and both A Coruna Mayoral Office and Galicia Regional Government President. Official presentations were made by Ron Feingold, AIESEP President and D. Manuel Fraga Iribarne, Presidente de la Xunta de Galicia.

The theme of the Congress was "Professional Preparation and Social Needs", with keynote presentations from Daryl Siedentop (USA), Francisco Carreiro da Costa (Portugal), Fernando del Villar Alvarez (Spain), Carlos Marcelo Garcia (Spain), Rafael Martin Acero (Spain), Gilles Klein (France), Neil Armstrong (USA), Jose Devis Devis (Spain), and the CAGIGAL Lecture was presented by Maurice Pieron (Belgium). In addition there were over one hundred individual research papers and over 200 poster presentations. A few highlights, besides the Cagigal Lecture and keynote presentations included Doune Macdonald's critique of the social responsibility model; Lyndal Groom's presentation on the role of physical education and citizenship; Ming-kai Chin's reforms in China to meet the 21st century; Richard Tinning's presentation on the challenges of preparing teachers to teach a socially critical curriculum; David Kirk's analysis of young people's constructions of muscularity and gender; M. Onofre and Luis Cavalho's analysis of occupational socialization; and Steven Tan's presentation of teaching games for understanding. Besides numerous papers on socialization, other themes spread throughout the congress, included a number of papers relating to socialization in adapted physical education, specific case study analyses of different cultures and the role of physical education, and "teaching games for understanding - TGFU". In regard to TGFU, this congress marked for the first time a special task force meeting on TGFU, chaired by Joy Butler. Over twenty members were in attendance at the TGFU business meeting, and special workshops are scheduled for Melbourne in 2003 and Hong Kong in 2005.

Every four years, the annual AIESEP Congress includes a General Assembly and the election of the AIESEP officers and board members. This election was significant because it brought forth a number of new board members, eight in all out of twenty, and expanded the board into Asia and Eastern Europe. The new board includes the following: Ron Feingold (USA) re-elected as president; Francisco Carreiro da Costa (Portugal), Secretary general; Jean-Francis Grehaigne (France), treasurer; Wolf Brettschneider (Germany), Eitan Eldar (Israel), Doune Macdonald (Australia) and Maurice Pieron (Belgium), Vice Presidents; Bart Crum (Netherlands), Israel Harari (Israel), Jo Harris (England), Miguel Gonzalez (Spain), Mary O'Sullivan (USA) Sock Miang Teo-koh (Singapore) are continuing board members, and the new board members include Keh Nyit Chin (Taiwan), Ming-kai Chin (Hong Kong), Marc Cloes (Belgium), Carlos Goncalves (Portugal), Pilvikki Heikinaro (Finland), Luis Seno Lino (Madeira), Nathalie Mahut (France), Andrzej Wit (Poland), plus affiliates FIEP Manoel Tubino, ICSSPE Gudrun Doll-Teppe, IFAPA Karen DePauw and John Cheffers (President Emeritus).

Overall, all who attended thought that this was one of the better congresses, the speakers were excellent and congress management was perfect, including the location.

Thomas McKenzie

AIESEP 2003 IOC President's Prize Recipient

Dr. Thomas I. McKenzie is currently a professor at San Diego State University where he has been since 1980. He has authored over 110 refereed papers and presented over 250 keynote lectures related to pedagogy, physical activity, exercise, sport and psychology. Professor McKenzie has also been a consultant in sport psychology to both the US Men's and Women's Olympic Volleyball Teams, spanning over fifteen years. However, Professor McKenzie is most well known for his innovative elementary and fitness education program, known as SPARK. In the investigation of his innovative curriculum, plus his work on childhood obesity, Professor McKenzie has been the key investigator or co-investigator on over ten grants, totaling over twenty million dollars.

Professor McKenzie is a Fellow of the American College of Sports Medicine, a Fellow of the Research

Consortium of AAHPERD, a Fellow of the American Kinesiology and Physical Education Academy, and was the 2001 American Alliance Scholar of the year.

His investigations into obesity in youth, sedentary living, and psychological motivators of youth in their physical activity needs have placed Professor McKenzie as the leading world authority in youth and physical activity. What sets Professor McKenzie apart from other researchers and scholars is the fact that he not only investigates the problems and determines the needs, but also then attempts to implement programs to fulfill the needs. As a result, his innovative programs on youth and physical activity, have impacted thousands of teachers and millions of children, world wide.

It is with deep gratitude for his commitment to youth and his significant and important contributions to the literature as well as his important innovative program developments that we honor Professor Thomas McKenzie as the IOC Presidents Prize recipient.

Cagigal Lecture Recipient

Jürgen Baur, Potsdam, Germany

The AIESEP Board selected as its 2004 CAGIGAL LECTURER, Jürgen Baur of Germany for his research and publications on children and youth sport. His work has made its mark beyond sport pedagogy, and has become important literature within other disciplines besides sport pedagogy, such as youth studies, socialization theory, and development psychology. His highly influential and voluminous theoretical work on sport, games and play has paved the way for a genuine sport related socialization theory and has also delivered the theoretical framework for current and future empirical studies. He also has developed a framework for investigations related to talent identification in youth sport and parental influences on childrens physical activity. Finally, his work on the transformation studies following the break up of the former East Germany has made a significant addition to the literature. Professor Doctor Baurxs Lecture will be conducted at the 2004 Pre-Olympic Conference in Greece.

Maurice Pieron Named Interim Secretary General

After serving AIESEP as Secretary General for over thirty years, and the past five as a Vice President, Maurice Pieron, formerly of the Universite de Liege, Belgium was asked once again to lend a hand. This time he will be working with his colleague and new board member, Marc Cloes. Francisco Carreiro da Costa of Portugal, who was current Secretary General, found it impossible to continue due to his new administrative responsibilities at the Technical University of Lisbon.

Ronald Feingold
President, AIESEP
Adelphi University
Woodruff Hall
11530
Garden City, New York
United States of America
Ph: +1516 877 4262
Fax: +1516 877 4258
Email: feingold@adelphi.edu

The World Commission on Science and Sports

Tom Reilly
President WCSS, UK

The first half of 2003 has proved to be a very busy period for the World Commission of Science and Sports. Three of the Steering Groups have held their major Congress within this period. The 2nd World Congress of Science and Cricket was held in Cape Town from 4th-7th of February. The event was well attended and superbly organized by Richard Stretch from the University of Port Elizabeth. Delegates had the privilege of attending the opening ceremony for the Cricket World Cup. The 3rd World Congress on Science and Cricket was fixed for Barbados in 2007.

The next major scientific event was the 5th World Congress on Science and Football held at Lisbon, 11th-15th April 2003. Jan Cabri and his team did a marvellous job in hosting the Congress. The quality of the keynote speakers was top-class and the subject matter varied and interesting. A highlight of the occasion was the demonstration of amputee football by the English team, facilitated by Dave Wilson and held at the training grounds of Sporting Lisbon. A feature of the Congress was the outstanding promotional presentation by the organizers of the next Congress in Turkey (2007) who emerged victorious after a very competitive bidding process.

A separate report on the 3rd World Congress of Science and Racket Sports is provided by Adrian Lees, Chair of the Steering Group for Science and Racket Sports. It is included here as an Appendix. The meeting was again hugely successful, reflecting the range of research topics being addressed in this field.

Apart from these main events, the WCSS was co-host of the Football Association's Coaching Association Conference at the Reebok Stadium in Bolton during February. The meeting was organized by Allsports Agency and included over 200 delegates. Among the speakers was Raymond Verheijen, physiologist with the successful Korean team at the World Cup in 2002.

A one-day symposium on "Scientific Aspects of Football Training" was organized as a satellite meeting of the European College of Sport Science Conference in Salzburg on July 13th. About 50 delegates attended, from 21 countries with invited speakers from Norway, Sweden, Denmark, Austria, Belgium, Italy and the United Kingdom. Proceedings will be published as a special issue of the Journal of Sports Sciences during 2004.

The Journal of Sports Sciences is now published in partnership with the World Commission of Science and Sports. This arrangement commenced in November 2002. A special issue of the Journal in September 2003 includes a review of their areas by the Chairs of each of the Steering Groups. A review of "cycling science" is included, heralding the likelihood of an emerging Steering Group for cycling. It is hoped that this group will be formalised fairly soon.

Appendix 1

Third World Congress on Science and Racket Sports

Adrian Lees

World Commission for Science and Sports, Chair of Steering Group for Science and Racket Sports, UK

The Third World Congress of Science and Racket Sports and The Eighth International Table Tennis Federation Sports Science Congress was held at the National Institute of Sport in Paris, France from May 17-19th, 2003. The aim of the joint Congress was to provide up-to-date information on current applications of sports science to the different racket sports (badminton, table tennis, tennis, squash and other racket games), together with the opportunity to share ideas across disciplines in an effort to better understand the science of racket sports.

Over 100 delegates from 24 countries attended the Congress for two and a half days of intense scientific activity. A total of 56 oral presentations were made and 54 posters presented. These covered all of the major racket sports with 62 presentations on table tennis, 20 on tennis, 7 on badminton, 6 on squash and 15 covered general aspects.

The highlights of the Congress were the keynote lectures in the areas of (1) match analysis (Peter O'Donoghue, Ireland) in which we learned of the scope of hand and computer notation analysis, the reliability of notation analysis as a scientific tool, and the way in which notation analysis can be used to give insights into the strategy used by players in different tournaments under different conditions of play; (2) injury and rehabilitation (Babette Pluim, Netherlands) which, through a video, provided a unique insight into the different movement, stroke and footwork patterns used in the four different racket sports and how the frequency, extent

and speed of these movement patterns could clearly be related to the types of lower extremity; applied biomechanics (Adrian Lees, UK), in which the audience were shown how qualitative analysis could be conducted using images collected from video recordings, and how principles of mechanics could be applied to help understand the techniques used by players at all levels; intercepting flying objects (Joe McIntyre, France) in which the complexities of the way in which the brain perceives and reacts to flying objects were presented in an easy to understand way; and finally sports psychology (Elisabeth Rosnet, France) where general principles were illuminated by specific examples of how racket players behaviour can be controlled and performance improved. These addresses gave delegates up-to-date overviews, informed them of current practice with interesting applications and provided some insight into the way these scientific disciplines have contributed to the development of racket sports in general.

The oral presentations complemented these themes and the papers addressed issues such as: Physiology (training protocols to simulate match play, dehydration and the effect of a protein based sports drink); Ergonomics (the effect of ball size changes on the physiological response of players, ball diameter influence on movement precision); Sports Medicine (detailed anatomical motion analysis of the shoulder, the effect of racket play on bone mineral density); Biomechanics (the power of the tennis serve, analysis of the movements producing different types of ball spin); Equipment (measurement of ball spin, comparison of performance characteristics of different diameter balls); Match Analysis (influence of gender and court surface on play, patterns of play of elite racket players); Sports Psychology and Motor Skills (sources of stress for young players, anticipating serve direction). In all, a tremendously wide range of topics was covered. The peer reviewed papers will be published in *Science and Racket Sports 3*, Routledge, London early in 2004.

The number and wide range of presentations kept delegates busy but there was time to enjoy the city of Paris and to receive Parisian hospitality, particularly at the culturally diverse "banquet". Most sincere thanks are extended to the Congress organisers (Jean-Francois Khan) and to all those who helped in making the Congress a success and we look forward to the next congress which for Table Tennis will be in 2005 and for Science and Racket Sports 2007.

Prof. Dr. Thomas Reilly
President
World Commission of Science and Sports
15-21 Webster Street
Liverpool L32ET
England
Ph: +44 15123143
Fax: +44 1511314353
Email: t.p.reilly@livjm.ac.uk

News from the Sport Association of Arab Woman

*Prof. Dr Nabilah Ahmed Abdulrahman
The Sport Association of Arab Woman, Egypt*

The first Arab symposium of Woman and Sport was held in Cairo from the 14th to 15th of December 2002 under the auspices of Prof. Dr. Ali Aldin Helal, President of the Executive Board of the Arab Ministers of Youth and Sport Council, with the cooperation of Youth and Sport Administration in the Arab League and the Sport Association of Arab Woman. The symposium was titled: **"The Reality of Woman Sport in Arab Countries"**

A subtheme of the symposium was "Qualification and its importance in reinforcing the role of woman in National Sport", with delegates recommending that: Cooperation on Arab, local level must occur between governmental and nongovernmental organisations to realise equity between males and females in practicing and in the leadership of Sport (Work, management, coaching and refereeing).

Equipment must be guaranteed for the use of Arab females for practicing of physical education. Asking sports institutions to formulate work teams to study how woman can be assisted to enter leadership positions .

Adopting the faculties of physical education and qualifying centers leaders in all fields.

Mass media must deliver a balanced and suitable covering for Arab females sporting activities at all levels.

Prof. Dr. Nabilah Ahmed Abdulrahman, President of the Executive Board of the Sport Association of Arab Woman, and Mrs Nour Alhoda Karfoul, General Secretary of the Sport Association of Arab Woman have participated in a symposium which was held in the United Arab Emirates from 17-18 June, 2003. " Woman Sport ,Reality, Ambition" was auspiced by the Excellency Sheikh Ahmed Ben Said Al Maktoom, President of the National Olympic Committee, Dr. Ahmed Saad Alshrif, President of United Arab Emirates Schools Federation and was chaired by Mrs Mounira Safar, President of the Woman Sport Committee in the United Arab Emirates Schools Federation It was the first time that such a symposium was held in a Gulf country and the following recommendations were made: That an Association or Federation be established to take care of woman in sport.

That plans or systems for preparing the scientific leaders for the sport movement be made. That coordination between institutions and organisations related to youth and sport is ensured, through the establishment of an Administration for Woman Sport in the High Institution of Youth and Sport.

Ensuring the National Olympic Committee supports Emirate's Women participating in sport. The Sport Association of Arab Woman now intends to organise a sports administration seminar in December 2003 to realise one of the aims of the Association, which is to activate the role of Arab woman in the administration of sport.

The seminar will last from 3 to 5 days, under the umbrella of the Arab League and will be chaired by Prof. Dr. Ali Aldin Helal, President of the Exective Board of the Arab Ministers of Youth and Sport, with the cooperation of the Faculty of Physical Education for Men from Helwan University.

The subthemes of the seminar will be:

Sport administration

Time administration in the sport field

Administration and information technology

Leadership in the sport field

Professionals in the sport field from The Arab countries will deliver lectures.

Prof. Dr Nabilah Ahmed Abdulrahman
The Sport Association of Arab Woman
55 Moustafa Kamel Street
Flemming, Alexandria
Egypt
Ph: +2035 465171
Fax: +2035 459678
Email: saaw_alex@hotmail.com

Update from the International Council for Coach Education (ICCE)

Dr. Uri Schaefer
President ICCE, Israel

As we are approaching the end of the second quarter of 2003 I take this opportunity to update you all on a number of important issues that have involved the ICCE - the International Council for Coach Education in 2003 namely:

Mr. John Stevens, Chief Executive Officer of Sport Coach United Kingdom and ICCE Vice-President for Europe, is in contact with the organizing committee of the Saloniki Congress and is representing the ICCE as an adviser to the Congress Committee. Mr. Stevens has informed us recently on the activities related to the ENSSEE (European Network for Sport Sciences, Education, and Employment and on the invitation to attend the 7th Forum of ENSSEE to be held in Lausanne in September 2003. Mr. Stevens and Mr John Bales, President of Coaching Association of Canada and Secretary General of ICCE, intend to take part in this conference and will represent the ICCE. Mr. Stevens also participated in the Coaching Committee Working Group (CCWG). At this meeting he introduced the ICCE to the CCWG and proposed that the ICCE President and General Secretary meet with the ENSSEE in order to find ways for further collaboration and co-operation.

From our member in the South African sub-continent - Mr. Hennie Fick we recently learned that a structured programme on coach education and enrichment has been developed at the University in Pretoria. This is a major step forward in the ICCE's ongoing efforts to have coaching and Coach Education, recognized as a profession world wide.

Our member from Asia - Avia Chan from Hong Kong - reported to the ICCE on their ongoing preparations to host the regional ICCE conference in 2004.

A major effort is also being undertaken by our General-Secretary and President of Coaching Association of Canada, Mr. John Bales, in hosting the ICCE Global Coach and Sport Leadership 2003 Conference in Vancouver. This will be held between October 30th-November 2nd 2003. The ICCE Board members will meet on October 29th and the date for the General Assembly is scheduled for October 31st. (this will be announced shortly). I urge all Association Board members to publicize this important event and to which all are welcomed. Further details can be received from Mr. John Bales - jbales@coach.ca.

I am pleased to inform you that Dr. Peter Davis, Director of the USOC Sport Science and Sport Coaching Department has joined the Board of the ICCE. He is replacing Dr Suzie Tuffey Riewald - who is no longer with the USOC.

Mr John Bales ICCE General-Secretary and President of the Coaching Association of Canada , Mr John Stevens ICCE Vice-President for Europe and Chief Executive Officer of Sport Coach United Kingdom are continuing their contacts with leading members of the IOC in order to obtain recognition for the ICCE.

The ICCE is pleased to welcome its new members and would like to encourage the Association's Board members to recommend to all organizations involved with Coach Education and Coaching, to join the ICCE. For registration with the ICCE please contact our Secretary General Mr John Bales at: jbales@coach.ca

Dr. Uri Schaefer, ICCE President, will attend ICSSPE Association's Board meeting, in Pretoria South Africa, in September 22nd 2003.

For more information related to the ICCE please see our website : www.icce.ws

I look forward to our further cooperation for the mutual benefit of us all, in all the areas of our expertise.

Dr. Uri Schaefer
President ICCE
C/- Wingate Institute of Physical Education and Sport
Netanya, Israel
Ph: +972 986 3954
Fax: +972 986 39513
Email: uris@wingate.org.il

Federazione Italiana Yoga Sport

*Dr. Pietro Ernesto Bonvini
Federazione Italiana Yoga Sport, Italy*



The Federazione Italiana Yoga Sport recently participated in the XVII International Yoga and Yogatherapy Convention which incorporated the Latin-American, the Iberian and the Portuguese Yoga and Yogatherapy Conventions. This was organised by the Purna Yoga Ashram of Portugal and by Federacao Portuguesa de Yoga, under the patronage of the International Yoga Federation. The event took place from July 18th to 20th in Santa Maria da Feira (Porto) Portugal. Also held in Santa Maria da Feira, at the same time, was the World Yoga Sport Championship, which included competition in 5 different Yoga Sport disciplines:

- Olympic Yoga Sport
- Individual Artistic Yoga Sport
- Pair Artistic Yoga Sport
- Pair Rhythmic Yoga Sport
- Mallakhamb*.

Members of the Federazione Italiana Yoga Sport took part to the World Championships, with Dr. Pietro Ernesto Bonvini serving as referee and Dr. Monica Carlevaro serving as referee and secretary at the Jury Desk. Both Dr. Pietro Bonvini and Dr. Monica Carlevaro also gave lectures on "Therapy of Yoga Chikitzā" and "Therapy of Meditation".

* Mallakhamb is a very ancient yoga practice and discipline which is now taking root as a real and true sport in the international scene. Mahesh R. Atale from India, this year published a the booklet on the Art and History of Mallakhamb.

Dr. Pietro Ernesto Bonvini
Yogacharya Gurur Priya Giri
Director Scuola Yoga Ananta
President of Federazione Italiana Yoga Sport
Vico Carmagnola 7/7 (via XXV Aprile)
16123 Genova
Italy
Ph/fax: +39 010 2468 123
Email: ananta@yogaananta.it
Web: <http://www.yogaananta.it>

WFATT World Congress

*Dr Michael Ferrara
President World Federation
of Athletic Training and Therapy, USA*



The Canadian Athletic Therapists Association was proud to host the 2003 World Congress for the World Federation of Athletic Training and Therapy. The Congress, "Olympic to Extreme" Injuries in North American Sports, was a great success with 94 delegates from 6 different countries.

The curriculum provided insight into injuries and injury management from Rugby to Rodeo and Surfing to Speed Skating with speakers from Japan, the United States and Canada. The Congress was highlighted with the keynote speaker Dr Stuart Hutchison, a mountain climber, photographer, and expeditionary doctor speaking on high altitude illnesses and injuries experienced in his extensive climbing career.

The accredited institutions of Athletic Therapy from Canada were invited to exhibit, allowing them the opportunity to share with the international delegates information on what Canada has to offer in the way of education for the profession of Athletic Therapy.

We would like to thank our sponsors, Parallel, Gebauer Company, Gatorade, Medex Health, Human Kinetics, Professional Disposables International (PDI), HealthLink Technologies, National Athletic Trainer's Association (NATA), Tourism BC and Tourism Victoria for their contributions and hosting of the Exhibitors luncheon.

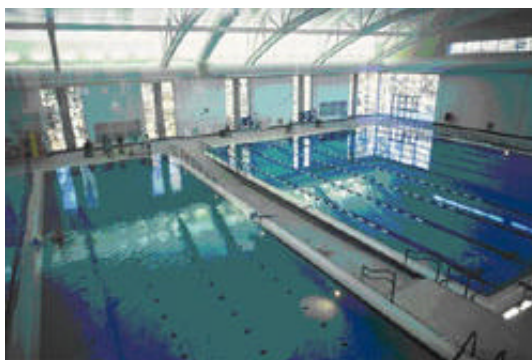
The Congress hosted many social events including the welcoming social, pub crawl, whale watching, golf tournament and banquet, and Victoria, British Columbia's weather did not disappoint.

The WFATT committee entertained bids from different countries to host the next Congress with Scotland winning the 2005 bid and Japan hosting in 2007. We look forward to the opportunity to once again meet and share the wealth of knowledge from across the world in the years to come.

Dr Michael Ferrara
President
World Federation of Athletic Training and Therapy
mferrara@coe.uga.edu

Lakeshore Foundation Becomes Newest USOC Training Site

*Jeff Underwood, President
Lakeshore Foundation, USA*



There are very few symbols that are recognized around the world, regardless of language or cultural differences. Yet, the Olympic Rings are almost universally recognized and respected because they represent the pinnacle of athletic achievement.

These five interlocking rings bring to mind the ideals of hard work, dedication, excellence, and success. They inspire young people to set goals, make sacrifices, and strive to be their best. They motivate athletes across the globe to represent their sport and their nation in a spirit of sportsmanship and goodwill. And they inspire a sense of pride in country and a frenzy of enthusiasm among those who watch from the sidelines.

Though the Olympic Rings are recognized on every continent, they are not easily obtained. Those entrusted with the Rings have earned the right to use them as a result of their accomplishments, support, and commitment to the ideals the Rings embody.

The Lakeshore Foundation in Birmingham, Alabama has now joined the ranks of the few facilities in the United States that provide a permanent home to the Olympic Rings. On April 4, 2003, after a four-year quest, the United States Olympic Committee's Executive Committee designated Lakeshore Foundation as an official U.S. Olympic and Paralympic Training Site. This is the first official designation in seven years, is the only USOC training site designation in the southeastern United States, and most notable, marks the first Paralympic designation in the Nation.

Lakeshore Foundation looks forward to its role in assisting both Olympic and Paralympic athletes reach their dreams. Other official training facilities in the U.S. are in Lake Placid, Colorado Springs, Chula Vista, and Los Angeles. This makes Lakeshore Foundation one of only five locations to have this distinction, so for many Olympic and Paralympic athletes the road to Athens, Greece in 2004 and Beijing, China, in 2008 will come through Birmingham, Alabama.



Lakeshore Foundation earned this honor for many reasons. One reason is its history of providing quality competitions and training opportunities for athletes with disabilities. Most recently, Lakeshore has hosted major national and international disability sporting events, including the 49th National Wheelchair Basketball Championship, 2002 and 2003 National Junior Wheelchair Basketball Championships, 2001 National

Wheelchair Rugby Championship, 1996 Junior National Wheelchair Track and Field Championship, and the 1996 Paralympic Weightlifting Trials, among many others. International delegations from 26 countries have competed or trained at Lakeshore, and 17 United States Paralympic athletes have come from its programs.

The USOC recognized Lakeshore Foundation's commitment to people with disabilities that began more than twenty years ago with a single wheelchair basketball team, formed to give people with disabilities the simple opportunity to be active and independent. From those humble beginnings, Lakeshore Foundation has grown to become a leader in the worldwide Paralympic movement, equipped to train, not only America's elite Paralympic athletes, but Olympic hopefuls as well. As stated by Michael E. Stephens, Founder of Lakeshore Foundation, "This designation represents the fulfillment of a dream that has been many years in the making. We have come a long way in a short time and we are changing the lives of the individuals we serve."

The Lakeshore training site is housed in a new facility that opened in October 2001. This 126,000 square foot multipurpose facility includes a three-court fieldhouse, 200m track, boccia courts, aquatic center with two pools, marksmanship range, fitness and free weight areas, massage and training rooms, two compliments of full service locker rooms, research and education suite, meeting and conference rooms, and ample administrative and ancillary spaces. On campus is also an eight-court, lighted tennis complex, in addition to housing and food services. Other services available to athletes include sports medicine, strength and conditioning, and sports science.



While many of Lakeshore Foundation's admirers point to the new multimillion-dollar state-of-the-art facility as Lakeshore's primary strength, there is more to the story than the strength of facilities alone. In truth, it is a combination of facilities, equipment, staff and attitude that make Lakeshore Foundation unique and prepared to fulfill its mission of promoting active and independent lifestyles to people with disability. In addition to its broadly recognized athletic program, the Foundation serves thousands of people annually through a general fitness and aquatic program, outdoor adventure activities, statewide youth programs, and a variety of other activities.

Lakeshore Foundation looks forward to contributing to the Olympic and Paralympic movements. In particular, through this unique designation, and the increased public awareness it will bring, people will begin to learn more about the Paralympic movement and its athletes, and recognize these athletes as an important part of the overall Olympic family. Furthermore, as so well stated by Cheri Blauwet, Paralympic athlete, "With the development of this training complex at Lakeshore Foundation comes an opportunity for Olympic and Paralympic athletes to reach the next tier of athletic excellence. Just as Paralympic athletes will benefit from training with Olympic athletes, Olympic athletes will also benefit from training with Paralympians. This milestone shows that we can put aside stereotyping regarding disability. We will convene here to laugh and smile in victories, and to cry in defeats, but what is important is to realize we are together."

Jeff Underwood, President
Laurie Malone, PhD, Director of Research & Education
Lakeshore Foundation, USA

International Summer School for Young Researchers 2003

Tomasz Skiba

Academy of Physical Education (AWF), Warsaw, Poland

The 1st International Summer School for Young Researchers 2003 was held from June 29 to July 5 in AWF's Water Sports Centre in Piekna Gora (Mazurian Lake District).

The aim of the School was to bring together Polish and foreign postgraduate students in order to exchange research and cultural experience, to establish personal links, and to attend a series of lectures and seminars delivered by invited professors.

The lectures (17 hours in total) and seminars presented during the School were by:

Prof. Pekka Luhtanen (Biomechanics - KIHU Jyväskylä, Finland)

Prof. Andrzej Wit (Biomechanics - AWF Warsaw, Poland)

Prof. Romuald Stupnicki (Biometry - AWF Warsaw, Poland)

Prof. Jerzy Kosiewicz (Philosophy - AWF Warsaw, Poland)

Prof. Roman M. Kalina (Ph.D. Courses at AWF Warsaw - AWF Warsaw, Poland)

Representatives of the following universities participated in the School:

University of Guadalajara, Mexico

John Moores University Liverpool, United Kingdom

Politechnical University of Lisbon, Portugal

University of Zagreb, Croatia

Semmelweis University, Budapest, Hungary

Palacky University, Olomouc, Czech Republic

Academy of Physical Education, Kaunas, Lithuania

Academy of Physical Education, Warsaw, Poland.

The participants also presented oral reports and posters on their own. Final versions of these presentations were discussed and modified during the seminars.

As well as lectures and seminars, the participants took part in regular courses of windsurfing, sailing and kayaking. There were also meetings and discussions regarding contemporary social and political issues, as well as sightseeing tours.

The lectures and reports will be published.

Tomasz Skiba

Academy of Physical Education (AWF)

34 Marymoncka Street

01-968

Warsaw 45

Poland

Ph: +48 22 865 1080

Fax: +48 22 865 1220

Email: rektor@awf.edu.pl

Physical Education and Sport in the 3rd Millenium Slovakia, Prešov, June 26-27, 2003

*Prof. Michal Belej
FHPV PU, Presov*

An international conference, organised in close co-operation between the Department of Physical Education and Sports, Faculty of Humanities and Sciences, Presov, and the East Slovak branch of the Slovak Academic Society for Physical Education and Sports, under the auspices of the International Association of Sport Kinetics (IASK), was held at Presov University. The Conference was opened by Prof. Ph. Dr. Karol Fec, CSc., Rector of Presov University, under whose auspices the Conference took place. The introductory paper, Physical Education and Sport in the 3rd Millenium, was presented by Prof. Michal Belej (Faculty of Humanities and Sciences, Presov University) who critically assessed the current situation, identified its reasons, and indicated the perspectives in the field of physical education and sports at various levels, ranging from the youth, through performing up to the top levels. His presentation was followed by invited papers from Slovak and international authors, divided into four sections.

Section I. Current trends in performing and top sports.

Invited papers:

Prof. Starosta, W. (Institute of Sport, Warsaw, Poland): "The Development of Physical and Co-ordination Skills in Current Sport Training".

Dr. Laczó, E. (Faculty of Physical Education and Sports, Bratislava, Slovakia): "The Development and Continuous Evaluation of Specific Physical Condition Skills in Top Sport".

Prof. Kampmiller, T. / Dr. Vanderka, M. (Faculty of Physical Education and Sports, Bratislava): "Current Trends in the Development of Physical Condition Skills".

Prof. Ljach, V. (AWF, Cracow, Poland): "Development of Co-ordination Skills in the Long-term Training System".

Prof. Fec, K. - Fec, R. (Faculty of Humanities and Sciences, Prešov University): "Prognosing the Performance in Acrobatic Jumping in Sport Gymnastics on the Basis of Biomechanical Jump-off Technique Analysis".

In addition, 29 poster presentation from Slovakia and abroad were presented. These concerned various aspects of the training process in different sports, age and performance categories.

Section II. Perspectives of Physical Education and Sports at Schools in Terms of Healthy and Health-handicapped Pupils.

Invited papers:

Prof. Frömel, K. (Faculty of Physical Culture, Palacký University, Olomouc, Czech Republic): "An International Context of Development Trends in Physical Education and Sports at Schools".

Doc. Bebcáková, V. - Dr. Mikus, M. (Faculty of Humanities and Sciences, Presov University): "Physical Education at Schools at the End of the 2nd Millenium as a Point of Departure for its Future Direction".

Prof. Kasa, J. (Faculty of Physical Education and Sports, Bratislava): "New Directions and Trends in Physical Education and Sports at Schools".

This Section also included 38 poster presentations, that concentrated for the most part, on the problems and development trends in teaching physical education at individual school types.

Section III: Development of Sport for All - an Important Free Time Factor.

Invited papers:

Prof. Junger, J. (Faculty of Humanities and Sciences, Prešov University): "Sport for All and Free Time".

Prof. Labudová, J. (Faculty of Physical Education and Sports, Bratislava): "The Influence of Motion upon the Health Condition Changes and the Occurrence of Risk Factors in a Citizenxs Routine".

This Section was completed with 10 papers from Slovak and international authors who discussed various motion activities in free time, with the aim of improving one's physical condition.

Section IV. Education of Romany children and youth.

Invited papers:

Doc. Bernasovská, J. - Prof. Bernasovský, I. (Faculty of Humanities and Sciences, Presov University): "An Optimum Somatic Development of Romany Children as an Important Education Factor".

Prof. Felix, K. (Pedagogical Faculty, UKF, Nitra): "Socialization of Romany Youth through Physical Education and Sports".

Doc. Horváth, R. (Pedagogical Faculty, Prešov University): "Somatic And Motor Predispositions of Primary School Romany Children".

This specific and highly topical Section was completed with four other papers from Presov University, discussing motion predispositions and education problems concerning Romany children.

The papers were widely discussed. In total, 107 papers were presented at the Conference, including 53 Slovak, 38 Polish, 12 Czech, 3 Hungarian authors, and one author from the U.S.A. Given the considerable extent (697 pages), the organisers have published the proceedings of the Conference in an electronic form (CD), which was provided to each author who presented. The Conference was closed by Prof. Dr.habil. W.Starosta, IASK President, who, on behalf of this International Association, expressed his gratitude to the organisers for their effort and to all participants for their active and disciplined participation in the Conference.

51st International Luge Federation (FIL) Congress

Silvia Schanze

International Luge Federation, Germany



FIL-Congress went on a journey through time in Davos

Berchtesgaden(cf) - the place was a perfect choice. In this way the 51st FIL-Congress from June 13th to 14th, 2003 will be remembered by those present as a meeting of the international "lugging family", which illustrated like no other meeting before, what great tradition luge sport has. The Congress began with detailed descriptions of the historical championships and races.

The first documented luge race was in 1883. At that time, it took the winner more than 9 minutes to reach the finishing line. This had considerably changed by 1965, when the World Championships were held in Davos, as the World Champion of that year himself, Hans Plenk, vividly recorded. In addition to Hans Plenk, many other protagonists of the great luge tradition were also present at the meeting and also told about probably the most important event of luge sport -the foundation of the FIL as an independent federation in 1957.

One of the highlights of the Congress was the appointment of Milo Kriz as an honorary member of the FIL, shortly before his 80th birthday. In his words of thanks he bridged the gap between tradition and the present as well as the future when he stated with emotion: "I am glad to see so many old faces and friends here - but I am also glad that so many young people are among the delegates and also on the Executive Board. They are the future. That makes me happy."

President Josef Fendt and General Secretary Svein Romstad also demonstrated their contentedness in their report of activities regarding the past season. In this context, Josef Fendt informed the Congress that the number of participants in the 30 FIL competitions had again been high, with more than 500 athletes from 31 nations. He particularly emphasized the significance of the rising number of participants in the youth competitions. Fendt also stated his satisfaction and delight, from an international viewpoint, with the results of the men's competitions in Sigulda. There, the places of 1st through to 6th were won by six different nations. This is, according to Fendt, a clear indication that the FIL is on the right track with its development program.

The media also honor exciting, varied and eventful competitions. From the viewpoint of the International Luge Federation, frequently changing winning nations in the competitions result in higher TV viewing figures outside of Germany and Austria. The television presence during the past season, especially by ARD, ZDF and Eurosport, was characterised by Josef Fendt as extremely positive.

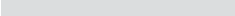
The treasurer of the FIL, Vice President Harald Steyrer, added further details to the positive report of Josef Fendt. The budget for the forthcoming season is complete. The financial affairs of the FIL are in the best possible order. Minor deviations from the original budget estimates are, according to Steyrer, a result of the general development of interest rates and the unstable exchange rates between Dollar and Euro. Over the medium term, however, the tense financial situation in the sponsoring market must also be taken into consideration. At this point Harald Steyrer particularly thanked the FIL sponsors for their long-standing and reliable commitment.

On the second day of the Congress the near future of luge sport was planned. After a very positive and reassuring report by Ivo Ferriani of the Olympic Organising Committee of the 2006 Games in Turin, in which Ferriani confirmed that all details concerning the construction of the Olympic race track had been finalised and also presented a timetable for test races. The World Championships 2007 on an artificial track, and the European Championships 2006 on a natural track, were unanimously awarded by the Congress to Igls and Umhausen respectively.

The gap back to tradition is to be bridged by a new institution, proposed and initiated by Vice President Claire DelNegro. In the "Hall of Fame" of luge sport, outstanding athletes of merit, recommended by the national federations, will be admitted. The first athletes to be admitted will be Margit Schumann, Klaus Bonsack and Paul Hildgartner.

Overall, it was harmonious a Congress in Davos which was staged by the organisers with a lot of loving care and professionalism. Just a family celebration of the lugging family!

Silvia Schanze
International Luge Federation
Rathausplatz 9
83471 Berchtesgaden
Germany
Ph: +49 8652 66960
Fax: +49 8652 66969
Email: office@fil-luge.org



Report from Bundesinstitut für Sportwissenschaft (BISp)

Klaus Klein
BISp, Germany

Seit Herbst 2002 bietet das BISp ein sportpsychologisches Internet-Informations- und Kontakt-portal für den Leistungssport unter der website "www.bisp-sportpsychologie.de" an.

Über das Kontaktportal wird erstmalig in Deutschland eine umfassende Expertendatenbank von erfahrenen in der Sportpraxis tätigen Sportpsychologen zur Verfügung gestellt. Mit dem Portal sind viele Vorteile verbunden, wie:

- Schnelle, direkte und individuelle Auswahl möglicher Ansprechpartner;
- Sportartspezifische als auch problembezogene Expertenauswahl;
- Information über Kosten sportpsychologischer Beratung/Betreuung.

Im Informationsportal werden umfassende Informationen über Inhalte, Themen und Arbeitsfelder der Sportpsychologie im Leistungssport angeboten. Angeboten werden Antworten auf häufig gestellte Fragen (FAQ's), Erfahrungsberichte, Literaturempfehlungen, Datenbanken und ein Diskussionsforum.

Beide o.g. online-Angebote stellen einen bedeutsamen Beitrag des BISp im Rahmen der Bund-Online-Initiative 2005 dar.

Das BISp führt aus Anlaß des 40-jährigen Jahrestages des Elysee-Vertrages drei deutsch-französische Workshops zum Thema Anti-Doping und zu zwei Themen aus der Sportökonomie durch. Zwei der drei Workshops finden im Oktober in Bonn statt (Anti-Doping; Wirtschaftliche Auswirkungen von Sportgroßveranstaltungen). Der dritte Workshop (Sport als Wirtschaftsfaktor) wird in Frankreich durchgeführt.

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 2002 wurden insgesamt 13 bilaterale Maßnahmen auf dem Gebiet des Sports durchgeführt. Thematische Schwerpunkte der Expertengespräche mit Vertretern von sechs europäischen Nachbarstaaten sind die Themen Behindertensport, Dopingbekämpfung 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. Die Liste umfasst nunmehr 31 international tätige deutsche Sportwissenschaftler und wird ständig aktualisiert. Es wird darum gebeten, Anmerkungen und Ergänzungen zu richten an: Klaus Klein, Bundesinstitut für Sportwissenschaft, Graurheindorfer Str. 198, 53117 Bonn. Tel: 01888 640 9060, email: klaus.klein@bisp.de. Die List kann eingesehen werden unter: www.bisp.de, Rubrik Aktuelles.

Hilfe aus der Wissenschaft ist eine Voraussetzung für internationale Erfolge des deutschen Leistungssports. Dr. Klaus Carl (in: BISp (Hrsh.): BISp-Jahrbuch 2001, Bonn 2002, S. 65-78) dokumentiert die wachsende Bedeutung wissenschaftlicher Unterstützung und das gute Abschneiden deutscher Sportler bei den vergangenen olympischen Winterspielen 2002 von Salt Lake City und stellt die Unterstützung durch das BISp für die olympischen Wintersportarten im einzelnen dar. Neben dem Transfer von Erkenntnisgewinnen aus wissenschaftlichen Projekten zu medizinischen und trainingswissenschaftlichen Forschungsvorhaben, insbesondere über wissenschaftlich orientierte Betreuungsprojekte, in die Praxis sind auch Ergebnisse aus sozialwissenschaftlicher und technologisch orientierten Forschungsprojekten zunehmend bedeutsam.

Klaus Klein
Bundesinstitut für Sportwissenschaft
Graurheindorfer Str. 198
53117 Bonn
Germany
Ph: 018888 640 9060
email: klaus.klein@bisp.de
web: www.bisp.de

Web Watch - Resources on Talent Identification

*Gretchen Ghent,
Publications Officer International Association for Sport Information*

Many government sport councils, national sport federations or national sporting organizations have programs in place that identify young people who show sport skills and other sporting talents. Researchers who want to find information on how to put talent identification programs in place or find a set of criteria for identifying talent can look to the Internet and sport databases to find other research or description of programs.

Searching a database such as Sportdiscus is a good place to start. By searching under the term Talent Identification in this database will find over 270 references or citations.

Using Google <http://www.google.com> and Teoma <http://www.teoma.com> was most productive in finding fulltext papers and programs produced by sport councils, organizations, coaches and academic researchers. See the following websites and fulltext documents:

Fulltext Documents and Programs

Searching for New Sport Stars 2003 Programme, Hong Kong Sports Development Board
<http://www.hksdb.org.hk/SFNSS2003/index1.htm>

Talent detection identification and development? a swimming perspective, by Clive Rushton, Director of Coaching, Wellington: Swimming New Zealand, May 2003, 20p.
http://www.swimmingnz.org.nz/managed_content/index/files/Talent_ID.pdf

Talent identification and development, by Ralph Richards, Western Australian Institute of Sport, Paper presented as the 1999 ASCTA Convention, 19p. <http://www.wasa.asn.au/html/coaching/rtr/tid-ascta.rtf>

Talent identification & development programme: academic review, Edinburgh: sportscotland, 2002, Cost: 20 GBP. A summary of this programme available at: <http://www.sportscotland.org.uk/contents/whatsnew.htm#tal>

Talent identification and selection in sport, by Robert M. Malina, Director, Institute for the Study of Youth Sports, Michigan State University, 1997. 5p. <http://ed-web3.educ.msu.edu/ysi/Spotlight1997/talent.html>

Talent identification in elite gymnasts: why body size is so important, by Joanne Richards, [for the Western Australian Institute of Sport Gymnastics Program], Moray House, School of Education, University of Edinburgh, 1999. 5p. <http://www.education.ed.ac.uk/cis/gym/papers/jr.html>

Talent identification: what makes a champion swimmer? By Tim Ackland, Moray House, School of Education, University of Edinburgh, 8p. Paper presented at the ISBS annual convention 1999.
<http://www.education.ed.ac.uk/cis/swim/papers-ISBS1999/ta.html>

Talent Search: about the National Talent Search Program, Canberra: Australian Institute of Sport
<http://www.ausport.gov.au/ais/talent/index.htm>

Bibliographies

Talent identification and ?development, Information sheets, London: Sport England, 36p. Cost 3 GPP.
http://archive.sportengland.org/resources/pdfs/bibs/talent_bib.pdf

Talent Search: Useful talent identification references, Canberra, Australian Institute of Sport, 2 p.
<http://www.ais.org.au/talent/references.htm>

Researched and Written by:

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)

C/o The University of Calgary Law Library

2500 University Dr. NW, Calgary, Alberta, Canada T2N 1N4

Tel: 403-220-6907 FAX: 403-282-6837 Email: gghent@ucalgary.ca

NASLIN website: <http://www.sportquest.com/naslin/>

Scholarly Sport Sites: <http://www.ucalgary.ca/library/ssportsite>

IASI Website: <http://www.iasi.org/>

ICSSPE Website: <http://www.icsspe.org/>



The Journal of Physical Activity and Health (JPAH)

Dear Colleague,

[The Journal of Physical Activity and Health \(JPAH\)](#) will premiere in January 2004. We encourage you and your colleagues to consider submitting your work to the JPAH, which will publish original research and review papers examining the broad aspects of the relationship between physical activity and health, and will include studies of physical activity as an exposure as well as an outcome. As an exposure, the journal will publish articles examining how physical activity influences all aspects of health. As an outcome, the journal will invite papers that examine the behavioral, community, and environmental interventions that may affect physical activity on an individual and population basis.

Call for Papers



Journal of Physical Activity and Health

Human Kinetics is pleased to announce the January 2004 launch of a new journal focused on the relationship between physical activity and health. The *Journal of Physical Activity and Health* (JPAH) will publish original research and review papers examining the relationship between physical activity and health, studying physical activity as an exposure (how physical activity influences all aspects of health) as well as an outcome (the behavioral, community, and environmental interventions that may affect physical activity on an individual and/or population basis). JPAH will be an interdisciplinary journal published for researchers in fields of chronic disease (e.g., cancer, heart disease, mental health, weight control, neurologic deficits, etc.) where physical activity may play a role in prevention, treatment, or rehabilitation. JPAH also will devote attention to original research on issues related to physical activity assessment and measurement, surveillance, community interventions, and health outcomes.

Co-Editors of the *Journal of Physical Activity and Health* will be **Steven N. Blair**, president and chief executive officer of The Cooper Institute and a past president of the American College of Sports Medicine, and **James R. Morrow, Jr.**, professor of research and measurement in the department of kinesiology, health promotion, and recreation at the University of North Texas in Denton, and a past editor-in-chief of the journal *Research Quarterly for Exercise and Sport*.

Submissions guidelines can be found at:

<http://www.humankinetics.com/products/journals/submissions.cfm?jid=JPAH>

Or contact:

Journal of Physical Activity and Health,
12330 Preston Road
Dallas, Texas 75230

Or e-mail:

jpah@cooperinst.org.

Journal of Physical Activity and Health

Steven N. Blair and James R. Morrow, Jr., Co-Editors
Submission Guidelines

The *Journal of Physical Activity and Health (JPAH)* publishes original research and review papers examining the relationship between physical activity and health, studying physical activity as an exposure as well as an outcome. As an exposure, the journal publishes articles examining how physical activity influences all aspects of health. As an outcome, the journal invites papers that examine the behavioral, community, and environmental interventions that may affect physical activity on an individual and/or population basis. The *JPAH* is an interdisciplinary journal published for researchers in fields of chronic disease (e.g., cancer, heart disease, mental health, weight control, neurologic deficits, etc.) where physical activity may play a role in prevention, treatment, or rehabilitation.

Manuscripts should present hypothesis-driven or descriptive studies, the results of which are considered novel and important. Manuscripts generally should not exceed 25 pages inclusive of all pages (approximately 5,000 words), should not include more than 10 tables/graphics, and with the exceptions contained within these guidelines, should follow the Uniform Requirements for Manuscripts Submitted to Biomedical Journals (visit <http://www.icmje.org/index.html> for more detail).

Submissions must include a cover letter stating that the manuscript has not been published in another journal (except in abstract form), is not presently under consideration by another journal, and will not be submitted to another journal before a final editorial decision from *JPAH* is rendered. The author must provide a statement regarding any financial interest in the research.

Manuscripts should be electronically submitted to www.humankinetics.com/JORS/ in MicroSoft Word® or rich text format (.rtf). Graphics should be submitted in .tif or .jpg formats. Authors may be asked to provide Human Kinetics with photo-ready graphics and/or hard copy of the text. Authors are advised to very carefully check the typing of the final copy, particularly the accuracy of references, and to retain a duplicate copy to guard against loss. Final review of the pre-published text is the responsibility of the authors. Authors of manuscripts accepted for publication must transfer copyright to Human Kinetics.

The manuscript must include a title page that provides full names of all authors, institutional affiliations of all authors, a brief running head, 3 to 5 key words not used in the title of the manuscript, and date of manuscript submission. The corresponding author must provide full mailing address, phone and fax numbers, and email address. The order of submission must be **1) Title page, 2) Abstract, 3) Text, 4) Acknowledgments, 5) References, 6) Tables, 7) Figure Captions, and 8) Figures**.

All manuscripts must have a structured abstract of no more than 300 words that includes **1) Background, 2) Methods, 3) Results, and 4) Conclusions**. The entire manuscript must be double-spaced, including the abstract, references, and tables. Line numbers must appear on each page in the left margin. Separate word counts for the abstract and the body of the text should be provided on the title page. A brief running head and page numbers are to be included on the upper right corner of each page. Graphics should be prepared with clean, crisp lines, and be camera-ready. Stripe patterns or solids (black and white) are better choices for shading. Graphics created on standard computer programs will be accepted. Each figure and photo must be properly identified. A hard copy may be requested. If photos are used, they should be black and white, clear, and show good contrast.

For studies involving human subjects, the Methods section must include a statement regarding institutional approval of the protocol and obtaining informed consent. For studies using animals, the Methods section must include a statement regarding institutional approval and compliance with governmental policies and regulations regarding animal welfare.

For reference lists, authors should follow the guidelines found in the *American Medical Association Manual of Style: A Guide for Authors and Editors*, 9th edition).

Examples of Reference Style:

Journal Articles: Surname of first author, initials, then surname and initials of each coauthor; title of article (capitalize only the first word and proper nouns), name of the journal (italicized and abbreviated according to style of Index Medicus), year, volume, and inclusive page numbers:

Melby CL, Osterberg K, Resch A, Davy B, Johnson S, Davy K. Effect of carbohydrate ingestion during exercise on post-exercise substrate oxidation and energy intake. *Int J Sport Nutr Exerc Metab*. 2002;12:294-309.

Book References: Author(s) as above, title of book (italicized and all major words capitalized), city and state/province of publication, publisher, and year.

Pearl AJ. *The Female Athlete*. Champaign, Ill: Human Kinetics; 1993.

Chapter in an Edited Book. Same as book references, but add the name of the chapter author(s) and title of chapter (capitalize first word and proper nouns) before the book information and the page range at the end:

Perrin DH. The evaluation process in rehabilitation. In: Prentice WE, ed. *Rehabilitation Techniques in Sports Medicine*. 2nd ed. St Louis, Mo: Mosby Year Book Inc; 1994:253-276.

Authors

The primary criteria on which manuscripts submitted to the *JPAH* are judged include the adherence to accepted scientific principles and methods, the significant or novel contribution to research in fields of chronic disease (e.g., cancer, heart disease, mental health, weight control, neurologic deficits, etc.) where physical activity may play a role, the clarity and conciseness of the writing, and interest to the readership.

Manuscripts will be reviewed by at least two reviewers, with the review process expected to take from 4 to 6 weeks. There are no page charges to contributors.

Extra Web Resources

<http://www.unlockresearch.com>

Physical Education Research

Larry Locke, Professor at the University of Massachusetts-Amherst, has put together a Web site that features physical education research. The purpose of the site is to provide encouragement and support to physical educators who wish to retrieve, review, and think about research reports that might be helpful in the conduct of their professional work. The site provides 4 features that will change on the first day of each month including The Research Report of the Month, The Research Textbook of the Month, The Research Journal of the Month, The Research Reading Guide of the Month.

<http://www.play-the-game.org>

Play the game is a non-profit initiative that works

- to raise awareness of sport's role in local, national and global development
- to support democracy, transparency and cultural variety in sport and media world-wide
- to provide media professionals with inspiration and research tools for reporting on key topics including the cultural, political, social and economic aspects of sport
- to strengthen cross-border and cross-sector contacts between the participants
- to help them to meet the challenges of a globalised sports and media world

They recently launched a website with over 100 in-depth articles written by experts and media professionals from around the world, that deal with sensitive themes such as doping, corruption, sexual harassment, commercialisation, human rights and political abuse of sports - and also discuss how sport can find a positive role to play in the development of our societies. Articles may be added by submission.

A search engine is available on the site.

Another feature of the website is the Play the game Magazine 2002, with reports from the last Play the game world conference in November 2002. The downloadable version is free. Read about the debates on the Olympics and human rights in China, the widespread abuse of young people in Canadian ice hockey, the growing illegal doping trade, the new roles of female athletes, the challenges to sports journalism, and a bunch of other interesting themes.

Database of the Bundesinstitut für Sportwissenschaft (BISp) on the Internet

Press release 26-11-2002

The databases of the BISp, SPOLIT (literature), SPOFOR (research) and SPOMEDIA (audio-visual media) were presented during a workshop called "eLearning in sport science and sport", held on 21 November 2002 in Saarbrücken. The databases have now been uploaded to the internet and you will find them at www.bisp-datenbanken.de

The databases consist mainly of directories for references, research activities, and videos in the area of sport sciences. To date there are approx. 55,000 references, 4,600 research references, and 1,400 sport videos available.

On the release of the databases to the internet the director of BISp, Dr. Martin-Peter Büch, announced: "With these databases the BISp already meets the requirements of the Federal Government to provide citizens with all services online by 2005."

For more information please visit www.bisp.de (auf Deutsch)

Book Review

Jacob Kornbeck
Brussels

Deutscher Sportbund (2001): Handbuch internationale Sportstrukturen. Frankfurt am Main: Nationales Olympisches Komitee für Deutschland.

252 pages

ISBN: 3-89152-087-5

price: n/a

publisher's website: <http://www.dbs.de>

Tokarski, W. & Steinbach, D. (2001): Sportpolitik und Sportstrukturen in der Europäischen Union. Aachen, et al.: Meyer & Meyer Verlag (Edition Sport & Freizeit, vol. 6)

228 pages

ISBN: 3-89124-341-3

price: EUR 18.90

publisher's website: <http://www.meyer-meyer-sports.com/>

The two books reviewed here are compilations of data about sport government structures, both in the public sector and in the NGO arena. Based on different approaches, they try to bring together a maximum of information in a systematic way. This is no easy task, as structures vary according to national context and may be difficult to analyse due to cultural differences, and it is not rendered easier by the fact that realities keep changing. Undoubtedly, parts of these two publications will already be outdated at the time of writing this review, just two years after the books were made available. Even though, in a book market with few titles of this type, even slightly outdated ones will always be helpful, as indeed are these two volumes. Both books are in German language, but they have been reviewed in this journal because they will prove invaluable to colleagues with a reading knowledge of that language.

The DSB book has sections with a global perspective, and others which focus on single countries. Tokarski & Steinbach, by contrast, have chosen to focus solely on the EU context, by looking first at the EU level and secondly at that of its Member States. This is an important difference, and as such the books cannot be compared too closely, since they do not promise to provide the same selection of data.


The DSB volume has five main headings: Structures in Europe (I), Worldwide Structure (II), National Structures of Selected Countries (III), Glossary (IV) and Relevant Internet Addresses (V). Chapter I falls into three parts: one devoted to government structures (with sections on EU Institutions and the Council of Europe); one about "mixed structures"; and one with NGO's. Chapter II has nine sections on organisations like the IOC and other worldwide bodies, including ICSSPE. Chapter III covers France, Greece, the UK, Italy, Norway, Austria, Russia, Australia, Japan, Kenya, Columbia, South Africa, Uruguay, the USA and the People's Republic of China.

The second book, by Tokarski & Steinbach, has a more limited scope, but also a clearer focus in that it is about Europe and European integration. After a brief introduction about the rather marginal role of sport in the EC/EU process, there are chapters about the history and functioning of the EU (2, 3 and 4), European sport policies, at both EU, Council of Europe and NGO level (5), national structures (public and NGO) (6), as well as an epilogue. Chapters 2-4 form a general introduction to the EU with additional social data about Member States and notes on laws and procedures at EU level. It is largely descriptive. Chapter 5 is more analytical and to some extent also speculative, for example a chart presenting a graphic representation of what the authors call "the structure of European sports" incorporates EU and Council of Europe structures, national structures and NGO's, and suggests a place for the European Sports Forum (which is organised and funded by the European Commission) between these structures. Such a representation is more than mere description, as it is not based solely on official texts. It could be said to represent a certain academic-analytical view of reality and wish to make sense of it. In so doing, the authors progress from the more formal style with which they set out, towards a more speculative one, in accordance maybe with the theme of "traces" ("Spuren") referred to in the introduction. From a more legal-institutional perspective, they move on to a more social science-oriented, functional one. This of course implies that chapters cannot always be compared with each other. Notwithstandingly, many individual subsections are really descriptive, like the one about the EU's involvement in anti-doping questions (which is a quite good summary of developments in this field). Like the DSB book, this one is also packed with information. This implies an almost built-in obsolescence of parts of the data presented, as structures will be amended or replaced. Also, many specific elements in national contexts

can be difficult to appreciate by foreign commentators. For example, it did not come as a surprise to me that the chart with Belgian state and NGO structures (p. 173) mixed up the country's regions and communities (only the latter are competent in the area of sport): Belgian institutions are so hard to grasp, even for nationals and residents of the country, that even well informed authors, like Tokarski & Steinbach, had difficulties. This observation of mine should not be interpreted as a serious critique of their work but rather a confirmation of the cultural limits to studies of this kind.

Readers from different backgrounds and settings (academics, students, professionals) will find much relevant material in these two books. They are well structured and the DSB book has the additional virtue of containing many useful contact details. In a reductionist perspective, the DSB book may be compared to an almanach. It is easy to use and practice oriented, but this also makes it become obsolete more quickly. Conversely, the study by Tokarski & Steinbach is more analytical and more academic (in the positive sense), but of these two books it will probably be the more interesting to read in five or ten years from now. Both books are worthwhile but with different qualities.

Jacob Kornbeck
Rue du Cornet 19
B-1040
Bruxelles
Ph: +32 22962778
Fax: +32 22957747
Email: Jacob.KORNBECK@cec.eu.int



Contact

Executive Board

President

Prof. Dr. Gudrun Doll-Teppe

Institute of Sport Science - FU
Berlin
Fabeckstraße 69
14195 Berlin
GERMANY
Tel: + 4930 83853183
Fax: + 4930 838 55837
Email: gudrundt@zedat.fu-berlin.de

Vice-President

'Physical Education, Physical Activity and Sport'

Prof. Dr. Margaret Talbot

Central Council of Physical Recreation
Francis Street
London SW1P 2DE
UNITED KINGDOM
Tel: +44 207 854 8500
Fax: +44 207 854 8501
Email: M.Talbot@ccpr.org.uk

Vice-President 'Sport Sciences'

Prof. Dr. Tony Parker

Queensland University of Technology
School of Human Movement Studies
Victoria Park Road
Qld 4059 Kelvin Grove
AUSTRALIA
Tel: +61 738643512
Fax: +61 738643980
Email: T.Parker@QUT.EDU.AU

Vice-President 'Scientific Services'

Prof. Dr. Colin Higgs

School of Human Kinetics and Recreation
Memorial University of Newfoundland
A1C 557 St. John's, Newfoundland
CANADA
Tel: +1 709 737 81 29
Fax: +1 709 737 35 24
Email: chiggs@mun.ca

Editorial Board Chairperson

Prof. em. Dr. Jan Borms

Vrije University Brussels
Pleinlaan, 1050 Brussels
BELGIUM
Tel: + 32 53 667108
Email: jborms@vub.ac.be

Speaker Associations' Board

Prof. Dr. Karen P. DePauw

International Federation of Adapted Physical Activity (IFAPA)
Virginia Tech Graduate School (0325)
Sandy Hall
24061 Blacksburg, VA
USA Tel: +1 540 2317581
Fax: +15402311670
Email: kpdepauw@vt.edu

Treasurer

Prof. Dr. Darlene A. Kluka

Grambling State University
Dept. of HPER
Grambling, Louisiana 71245
USA
Tel: + 1 318 274 2294
Fax: + 1318 274 6053
Email: eyesport@aol.com

Executive Director

Christophe Mailliet

Am Kleinen Wannsee 6
14109 Berlin
GERMANY
Tel: +4930 80500360
Fax: +49 30 8056386
Email: cmailliet@icsspe.org

Regional Co-ordinator Africa

Prof. Dr. Lateef O. Amusa

University of Venda for Science and Technology
Centre for Biokinetics, Recreation & Sport Science
Private Bag X5050
0950 Thohoyandou
SOUTH AFRICA
Tel: + 27 015 9628076
Email: amusalbw@yahoo.com

Regional Co-ordinator Arab Region

Dr. Essam Badawy

National Sport Research Center
Ministry of Youth and Sport Building
26 July Street
Meet-okba Giza
EGYPT
Tel: + 20 2 3470923
Email: icsspe@alshabab.gov.eg

Regional Co-ordinator Australia/Oceania

Dr. Graham Costin

Queensland University of Technology
School of Human Movement Studies
Victoria Park Roas
Qld 4059 Kelvin Grove
AUSTRALIA
Tel: 0061738643980
Fax: 0061 738643980
Email: g.costin@qut.edu.au

Regional Co-ordinator Eastern Europe

Pierre Joseph de Hillerin

Centrul de Cercetari Pentru Probleme de Sport
B-dul Basarabi nr. 37-39
73403 Bucharest
ROMANIA
Tel: +40 1 3249104
Fax: +40 1 3249149
Email: hillerin@sportscience.ro

Regional Co-ordinator Asia
Prof. Jin Jichun

Beijing University of Physical Education
North Road of Zhongguancun
100084 Beijing
P.R. of CHINA
Tel: +86 10 62989713
Fax: +86 10 62989297
Email: JINJC4190@sina.com.cn,
bupe@public.bta.net.cn

Regional Co-ordinator North America
Prof. Dr. Bruce Kidd

Faculty of Physical Education & Health, University of Toronto
55 Harbord Street
M5S 2W6 Toronto, Ontario
CANADA
Tel: + 1 416 9787943
Fax: + 1 416 9786978
Email: bruce.kidd@utoronto.ca

Regional Co-ordinator Western Europe
Prof. Dr. Roland Naul

Willibald Gebhardt Research Institute
Ellernstr. 31
45326 Essen
GERMANY
Tel: + 49 201 1837614
Fax: + 49 201 1837624
Email: roland.naul@uni-essen.de

Regional Co-ordinator Latin America
Prof. Dr. Victor Matsudo

Physical Fitness Research
Laboratory of Sao Caetano do Sul - CELAFISCS
Av. Goiás, 1400 09520 Sao Caetano do Sul
BRAZIL
Tel: +55 114358980
Fax: +55 114359643
Email: celafiscs@celafiscs.com.br

Prof. Dr. Ommo Grupe
Eberhard-Karls-Universität
Tübingen

Wilhelmstraße 124
72074 Tübingen
GERMANY
Tel: +49 7071 2972628
Fax: +49 7071 292078
Email: ommo.grupe@uni-tuebingen.de

Dr. Ken Hardman

International Society for Comparative Physical Education and Sport (ISCPES)
Oxford Road
M139PL Manchester
UNITED KINGDOM
Tel: +44 1612 754964
Fax: +44 1612 754962
Email:
Ken.Hardman@btinternet.com

Mrs. Susi-Käthi Jost

Swiss Olympic Association
Ob. Aareggweg 114
3004 Bern
SWITZERLAND
Tel: +41 31 302 41 89
Fax: +41 31 302 41 88
Email: susi-kathi.jost@bluewin.ch

Dr. Michael McNamee

University of Gloucestershire
Executive Board Member Leisure and Research Unit
GL50 4AZ Cheltenham, Glos.
UNITED KINGDOM
Tel: +44 1242 544028
Email: mmcnamee@glos.ac.uk

Dr. Zsolt Radák

Semmelweis Egyetem Testnevelési és Sporttudományi Kar
Alkotás u. 44
1123 Budapest
HUNGARY
Tel: + 36 1 356 5764
Fax: + 36 1 356 6337
Email: radak@mail.hupe.hu

Prof. Dr. Alicja Rutkowska-Kucharskas

Academy of Physical Education
ul. Paderewskiego 35
51-617 Wrocław
POLAND
Fax: +48 71 3482281
Email: rutali@awf.wroc.pl

Justice Lauri Tarasti

Supreme Administrative Court
Unioninkatu 16, 00130 Helsinki
FINLAND
Tel: +358 9 1853315
Fax: +358 9 1853382
Email: lauri.tarasti@om.fi

Dr. Karin A. E. Volkwein

International Association of Philosophy of Sport
Department of Kinesiology
19383 West Chester, PA
USA
Tel: +1 610 4362153
Fax: +1 610 4362860
Email: kvolkwein@wcupa.edu

Associations' Board Representative
Prof. Dr. Ronald S. Feingold

Association Internationale des Ecoles Supérieures d'Education Physique (AIESEP)
Woodruff Hall
11530 Garden City, New York
USA
Tel: +1 516 877 4262
Fax: +1 516 8774258
Email: FEINGOLD@adelphi.edu

Associations' Board Representative
Mag. Julika Ullmann

International Committee of Sport Pedagogy (ICSP)
Rennbahnstr. 29
3109 St. Pölten
AUSTRIA
Tel: +2742 280 4570
Fax: +2742 280 1111
Email: julika.ullmann@lsr-noe.gv.at

ICSSPE Associations' Board

Speaker Dr. Karen P. DePauw Address – See Executive Board	Association Internationale des Ecoles Supérieures d'Education Physique (AIESEP) Prof. Dr. Ronald S. Feingold President Woodruff Hall 11530 Garden City, New York USA Tel: +1 516 877 4262 Fax: +1 516 877 4258 Email: FEINGOLD@adelphi.edu	International Sports Press Association (AIPS) Togay Bayatli 34740 Ataköy Istanbul TURKEY Tel: +90 212 5600707 Fax: + 90 212 5600055 Email: aips@mail.matav.hu
International Paralympic Committee Mr. Philip Craven President Adenauerallee 212 53113 Bonn GERMANY Tel: +49 228 2097200 Fax: + 49 228 2097209 Email: info@paralympic.org	International Society for Sports Psychology Prof. Dr. Keith P. Henschen President Dept. of Exercise and Sport Science University of Utah 250 S. 1850 E. Rm. 200 UT 84112-0920 Salt Lake City USA Tel: +1801 5817558 Fax: +18015853992 Email: Keith.Henschen@health.utah.edu	International Association for Sports and Leisure Facilities (IAKS) Dr. Stephan J. Holthoff-Pförtner President Carl-Diem-Weg 3 50933 Köln GERMANY Tel: +49 221 4912991 Fax: +49 221 4971280 Email: IAKS-@t-online.de
International Sociology of Sport Association (ISSA) Prof. Dr. Joseph Maguire President LE11 3TU Loughborough UNITED KINGDOM Tel: +44 1509 223328 Fax: +44 1509 223971 Email: J.A.Maguire@lboro.ac.uk	International Society for the Advancement of Kinanthropometry (ISAK) Prof. Dr. Mike Marfell-Jones President Private Bag 11 022 Palmerston North NEW ZEALAND Tel: +64 6 9527001 Fax: +64 6 9527002 Email: M.Marfell-Jones@ucol.ac.nz	International Association for Sports and Leisure Facilities (IAKS) Mr. Klaus Meinel Manager Carl-Diem-Weg 3 50933 Köln GERMANY Tel: +49 221 4912991 Fax: +49 221 4971280 Email: iaks@iaks.info
Trim and Fitness International Sport for All Association (TAFISA) Prof. Dr. Jürgen Palm Hubertusanlage 32 63159 Heusenstamm GERMANY Tel: +49 6106 4421 Fax: +49 6106 5399 Email: juergenpalm@aol.com	International Association for Sports Information (IASI) Mr. Alain Poncet President 11, avenue du Tremblay 75012 Paris FRANCE Tel: +33141744119 Fax: +33148081960 Email: alain.poncet@insep.fr	International Federation of Adapted Physical Activity (IFAPA) Prof. Dr. Gregory Reid President IFAPA 475 Pine Avenue West Montreal, Quebec H2W 1S4 CANADA Tel: +1 514 398 4184 ext. 0578 Fax: +1514 398 4186 Email: gregory.reid@mcgill.ca
World Commission of Science and Sports (WCSS) Prof. Dr. Thomas Reilly President 15-21 Webster Street L3 2ET Liverpool UNITED KINGDOM Tel: +44 151 2314323 Fax: +44 151 1314353 Email: t.p.reilly@livjm.ac.uk	International Society for the Advancement of Kinanthropometry (ISAK) Prof. Dr. Hans de Ridder Secretary General Potchefstroom University for CHE 2531 Potchefstroom SOUTH AFRICA Tel: +27 18 2991791 Fax: +27 18 299 1825 Email: mbwjhdr@puknet.puk.ac.za	

International Council for Coach Education

Dr. Uri Schaefer
President
Wingate Institute of Physical Education and Sport
42902 Netanya
ISRAEL
Tel: +972 9 8639544
Fax: +972 9 8639513
Email: uris@wingate.org.il

International Society for the Sociology of Sport (ISSA)

Dr. Mari-Kristin Sisjord
The Norwegian University of Sport and Physical Education
P.O. Box 4014 Ullevaal Stadion
0807 Oslo
NORWAY
Tel: +47-23 26 24 26
Email: mari.kristin.sisjord@nih.no

International Association of Physical Education and Sport for Girls and Women (IAPESGW)

Prof. Dr. Margaret Talbot
President
Address – See Executive Board

International Society for the History of Physical Education and Sport (ISHPES)

Prof. Dr. Thierry Terret
President
Université Lyon 1 - CRIS
27-29 Bd du 11 novembre 1918
69622 Villeurbanne cedex
France
Tel: +33 472 43 10 92
Fax: +33 472 44 80 27
Email: Thierry.Terret@univ-lyon1.fr

International Society for Comparative Physical Education and Sport (ISCPEs)

Prof. Dr. Jan Tolleneer
Tervuursevest 101
3001 Leuven
BELGIUM
Tel: +32 16 329005
Fax: +3216329196
Email: Jan.Tolleneer@kulak.ac.be

Fédération Internationale d'Education Physique (FIEP)

Prof. Dr. Manoel José Gomes Tubino
President
Rua Souza Lima 185
22081-010 Rio De Janeiro
BRAZIL
Tel: +55 215217850
Fax: +55 215219833
Email: manoeltubino@aol.com

International Committee of Sport Pedagogy (ICSP)

Mag. Julika Ullmann
Chairperson
Address – See Executive Board

International Association of Philosophy of Sport

Dr. Karin A. E. Volkwein
Address – See Executive Board

WomenSport International

Prof. Kari Fasting
Vice President
The Norwegian University
NIH, Box 4014, Ulleval Stadion
Sognsv. 22 NO-0806 0806 Oslo
NORWAY
Tel: +47 23262405
Fax: +47 23262414
Email: Kari.Fasting@nih.no

Editorial Board

Chairperson

Prof. em. Dr. Jan Borms
Address- See Executive Board

Ms Gretchen Ghent

University of Calgary Law Library
2500 University Dr. NW
T2N 1N4 Calgary
AB Canada
Tel: +1 403 220 6097
Fax: +1 403 282 6837
Email: ggghent@ucalgary.ca

Prof. Dr. Herbert Haag

Christian-Albrechts-Universität Kiel
Olshausenstrasse 74
24098 Kiel
GERMANY
Tel: +49 4318803770
Fax: +49 431 8803773
Email: sportpaed@email.uni-kiel.de

Dr. Denise Jones

University of the Western Cape
Private Bag 7535
Belleville
SOUTH AFRICA
Tel: +27 21 959 2245
Fax: +27 21 959 3688
Email: jjones@iafrica.com,
djones@uwc.ac.za

Prof. Dr. Darlene A. Kluka

Address- See Executive Board

Dr. Pekka Oja

UKK Institute, P.O. Box 30
33501 Tampere
FINLAND
Tel: +358 3 2829 111
Fax: +358 3 2829 559
Email: pekka.oja@uta.fi

Dr. Jonathan Reeser

Marshfield Clinic
1000 North Oak Avenue
54449 Marshfield, Wisconsin
USA
Tel: +1 715 387 5327
Fax: +1 715 387 5776
Email: jreeser@tznnet.com

Dr. William F. Stier
State University of New York
College at Brockport
350 New Campus Drive NY
14420 Brockport, New York
USA
Tel: +1 716 395 5331
Fax: +1 716 393 2771
Email: bstier@brockport.edu

Assoc. Prof. Andrew Hills
Advisor
Queensland University of
Technology
Victoria Park Rd
4059 Kelvin Grove
AUSTRALIA
Tel: +61 73864 3286
Fax: +6173864 3980
Email: a.hills@qut.edu.au

Ex-Officio Member
Ms. Tamie Devine
Publications and Scientific Affairs
Manager
ICSSPE Executive Office
Am Kleinen Wannsee 6
14109 Berlin
GERMANY
Tel: +4930 80500360
Fax: +49 30 8056386
Email: asmyth@icsspe.org

Ex-Officio Member
Prof. Dr. Colin Higgs
Address- See Executive Board

Ex-Officio Member
Mr Christophe Mailliet
Address- See Executive Board

Working Groups

World Commission of Science and Sports (WCSS)

Prof. Dr. Thomas Reilly
President
15-21 Webster Street
L3 2ET Liverpool
UNITED KINGDOM
Tel: +44 151 2314323
Fax: +44 151 1314353
Email: t.p.reilly@livjm.ac.uk

International Committee of Sport Pedagogy (ICSP)

Mag. Julika Ullmann
Chairperson
Rennbahnstr. 29
3109 St. Pölten
AUSTRIA
Tel: +2742 280 4570
Fax: +2742 280 1111
Email: julika.ullmann@lsr-noe.gv.at

Working Group on Developing Countries

Prof. Dr. Victor Matsudo
Address- See Executive Board

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