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ENSSHE 2001

Forum in Budapest
August 30–
September 2

Sport for Women

From Gender
Equality
to Gender Equity

Kinesiology

Launching
Kinesiology
in Medical
Education

Interviews

Gudrun Doll-Teppe
Hans Jürgen Meyer

7th Annual Congress
of the European College
of Sport Science
Athens 24-28 July, 2002



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Hungarian Society of Sport Science

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ÉS SPORTMINISZTERIUM

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Sport Science as an International Domain



In the flying age of ours it is hard to define how many people read in general. Despite the constant and continuous changes however the world of science - which is the key important catalyst of the main changes by its achievements - is firm where the priorities of ideas and thoughts are essential. The same applies to the necessity of publications since they are important components of the evolution.

Turning to the real question: is there any real demand of getting the newest results as well as original studies? Certain inquiries indicate that most of the people interested in summaries only, some others try to orient themselves exclusively through the main works of the most outstanding professionals on the given field. Still, in spite of the transformation and furthermore crisis of traditional periodicals, for this relatively young scientific area such as sport science there is no other way to follow than the traditional one used by our predecessors. Following this later trail, the Editorial Board of the Hungarian Review of Sport Science as a result arrived to the stage of issuing the English version of the magazine.

At the beginning, remember, it was fundamental to make the publication of the periodical possible in its original language that is Hungarian and also to insure its accessibility for all the interested readers and particularly for the researchers. However for developing a more sophisticated relationship on the international scene and in order to advance together with the main streams of foreign trends, the editors decided to step forward and go ahead with the English edition. They are full with hope and expectations and believe that on this way they can satisfy various demands. As to the Hungarian researchers the English issue is an obvious offer to introduce themselves on the international stage and as to the interested foreigners, they can have a good chance to take a closer look at the reasons, resources and components which have guaranteed the progress and success of Hungarian sport for decades.

Based upon our experience, beside the main features, studies our publication tries to satisfy a wide range of interested readers with different other writings and information too.

Hoping for your satisfaction and sympathy, please accept our new product with good heart.

PART I

ENSSHE AND THE FORUM IN BUDAPEST

What is ENSSHE¹

The European Network of Sport Sciences in Higher Education (ENSSHE) was established as a European association in Luxembourg in 1989 in response to the shared conviction that the sports sector can make a positive contribution to realising the European idea. Since then the association has been actively involved in furthering European integration as embodied in the Maastricht Treaty.

From its original focus on Higher Education, the association has developed to encompass all aspects of sport education, training, employment and research. European integration has important consequences for the increased employability and mobility of workers in sport and sport education - and as consumers become more critical, competition between those who offer sporting activities increases and there is an increased emphasis on quality and professionalism, in order to meet their needs. At the same time there is a need to ensure an equality of opportunities available in sport.

Mission

While fully respecting the autonomy of member countries it is the mission of ENSSHE to encourage greater European co-operation amongst all organisations involved in the development of education, training, research and employment in sport and physical education, in order to develop better quality sporting opportunities for all.

Outputs

Since 1995 ENSSHE has organised a biennial Forum where institutions can introduce them, collaborate and make agreements. Based on the Forums - European masters, diplomas or intensive programmes have been developed and carried through in physical education, coaching, sport management, physical activity for the elderly, exercise and health and fitness, sport biology, sport history, and swimming - resulting in a substantial amount of student and teacher exchange, supported by the SOCRATES/ERASMUS programme.

Other outputs

A research programme in relation to children and physical activity: The European Youth Heart Study (EYHS), involving until now 12 research centres in Europe. The Socrates supported Information Technology programme in European Sport and sport sciences (ITES) (<http://www.uni-saarland.de/fak5/swi-eu>).

A European Qualification Structure for '5 Levels of Coaches' Training' and the Training of Exercise and Fitness Professionals;

A range of qualitative studies of occupations such as: coach, sports management, physical education teacher, exercise and fitness professionals as well as detailed classification of sport activities and occupations and comparative analyses of the European labour market;

Consultant to the European Commission and the IOC in relation to sport and employment matters;

Close co-operation with Central and East European countries, with a permanent secretariat at the Semmelweis University, Faculty of Physical Education and Sport Science in Budapest.

A very important report to the European Commission, Directorate General X, about Sport and Employment in Europe, which will be discussed later in this article.

Work in progress

Besides further stimulus to the initiatives listed above, much effort is being given at the moment to the upgrading of the website (<http://www.ensshe.lu/>) as the most important communication tool of ENSSHE.

Another important issue is the development of an organisation for employment in sport, the European Observatory on Sport and Employment (www.eose.org), which is planned as a division of ENSSHE.

Work will also continue on further comparative, qualitative and prospective studies in relation to the sport market in general and employment in sport in particular, as well as initiation of a working group on quality care in training, education, and employment.

Together with the European College of Sport Sciences (ECSS) exemplary modules at Master and Ph.D. level in different topics in sport sciences will be developed. The modules will be offered to students all over Europe.

Finally, substantial effort will be made to a continuing development of the work related to the use of information technology in sport sciences. All members of ENSSHE will be invited to take part in the work of establishing a thematic network the aim of which will be to clarify what has been done and what has to be done in future - to make IT to a natural and very useful tool in relation to lifelong learning in sport and physical education.

Sport and employment in Europe.

As mentioned earlier, ENSSHE has been very much involved through EOSE in the area of sport and employment, and the European Commission, Directorate General X, to do a report on this issue, asked the association. The authors of the report are Nathalie Le Roux, Pascal Chantelat and Jean Camy from Université Claude Bernard LYON1, IFR-STAPS, 27, 29 bd du 11 novembre 1918 69622 Villeurbanne Cedex (more than 10 contributors from all the European countries have to be acknowledged. It was completed in 1999 and the full report is available on: http://europa.eu.int/comm/sport/key_files/empl/a_emp_en.html

THE 6th Forum of ENSSHE

The main professional event of ENSSHE is the biennial conference called Forum. The previous events of ENSSHE were organised in Lisbon (1991), in Cologne, Germany (1993), in Bordeaux, France (1995), in London, UK (1997), and in Jyväskylä, Finland (1999). Based on the decision of the Coordinating Group of ENSSHE the 6th ENSSHE Forum was organised in Budapest between August 30 and September 1, 2001. This was the first time in the history of ENSSHE, when its major professional event was brought to an associated member country. The local partner of the organisation was the Faculty of PE and Sport Sciences of Semmelweis University, formerly the Hungarian University of Physical Education. The staff of Institute of Sport and Coach Education completed the technical realisation of the Forum organisation, lead by Mr. László Petrovics.

¹Excerpt from the article of Nathalie Le Roux and Karsten Froberg

Title of the Forum

Every ENSSHE Forum holds a title, which represents the main theme as well as the focus of the event. In 2001, when the ENSSHE Forum was organised in Budapest, the ENSSHE Coordinating Group confirmed the title, which was: *iSport in Europe – Steps Towards Integration*. This was an excellent opportunity to encourage the partners in Central and Eastern Europe for the active participation in the professional activity of ENSSHE.

The Forum in NUMBERS

24 European and one overseas country (USA) representatives participated in the Forum. The total number of participants has reached the 150. Many countries delegated more participants; the biggest group came from Finland. During the Forum the invited experts presented 6 keynote speeches and 29 papers.

DISSEMINATION OF THE PRESENTED PAPERS

Power Point presentations submitted by the authors can be found at www.ensshe.lu Internet site.

Final Program

THURSDAY AUGUST 30, 2001

Opening Ceremony

1. ENSSHE – Karsten Froberg, president
2. Ministry of Youth and Sport –, executive adviser
3. Semmelweis University Faculty of Physical Education and Sport Sciences – Mihály Nyerges, dean

1st Plenary Session

Chairpersons: Karsten Froberg (Denmark) and Mihály Nyerges (Hungary)

Keynote Speakers:

Paolo Parisi (Italy): "Integration and Co-operation in the European University System"
Albetro Madella (Italy):

FRIDAY AUGUST 31, 2001

2nd Plenary Session

Chairpersons: Leo Clijsen (The Netherlands) and Etele Kovacs (Hungary)

Keynote Speakers:

Herve Savy (France): "Integration and Social Dialogue"
Bernadette Tesch-Segol (UNI Europa): "European Social Dialogue"

Workshop Session I

Coaching and vocational training I.

Subtitle: European Master Programs in Coaching

Chairperson: Christophe Debove (France)

Experts:

JosÉ Rodrigues (Portugal): "Project of the European Master in High Level Sport Coaching"

Kari Keskinen (Finland): "European Master of science degree in the science of sport coaching at the university of Jyväskylä"

Information technology I.

Chairperson: Zsolt Csende (Hungary)

Experts:

Christopher Igel and Gisela Rosendahl (Germany): "On the added value of internet-based tertiary education: Evaluation of an online seminar in the field of sport science"

Christopher Igel and Gisela Rosendahl (Germany): "On the evaluation of the internet-based E-Journal 'Motor Control and Learning'"

Finn Berggren and Lars Elbaek (Denmark): "From Vision to Implementation of ICT-Learning Application in Physical Education"

Zsolt Csende (Hungary): "New developments of the 3 dimensional object oriented instructional database at HUPENET"

Regional co-operation in relation to the European integration

Chairperson: Raymond Claude (Luxembourg)

Experts:

Karen Petry (Germany): "Chances and Limits of Interregional Co-operation in Sport"

Tibor Kozsla (Hungary): "The Importance of Regional Co-operation in Central and Eastern Europe"

3rd Plenary Session

Chairpersons: Christophe Debove (France) and Zsolt Radak (Hungary)

Keynote Speakers:

Gertrud Pfister (Germany): "Integration and Gender"

Patrick Duffy (Ireland): "Implementation of V Level System in Ireland: Partnership as a Means of Achieving Integration"

Poster Presentations

Moderated by: Tibor Kozsla (Hungary)

SATURDAY SEPTEMBER 1, 2001

Workshop Session II.

Bologna declaration

Chairperson: Gert van Driel (The Netherlands)

Experts:

Paolo Parisi (Italy): "The Bologna Declaration - and the Italian University System in relation to Sports Science"

Karsten Froberg (Denmark): "The Bologna Declaration – Towards a European Higher Education Structure in the Sport Sector"

Information technology II.

Subtitle: "Adopting a VLE Approach to Learning within Sport Science: Examples and Issues"

Chairperson: Kari Keskinen (Finland)

Experts:

John Erskine (United Kingdom): "A Comparison of two different uses of a Virtual Learning Environment to deliver Sports Science Material to Undergraduate Students"

John Erskine (United Kingdom): "The Challenge of Assessing 'Learning' within a Virtual Learning Environment"

Ulrike Rockmann and Claudia Reiter (Germany): "The Challenge Hypermedia - technical, theoretical and practical reflections"

Gender perspective

Chairperson: Karen Petry (GER)

Experts:

Gertrud Pfister (Germany): "Women in Leadership - Action Alliance to Increase the Proportion of Women in Leading Positions in Sport"

Susan Bandy (Hungary/USA): "The Promotion of Gender Equality and Gender Equity in Sport: A Brief Overview"

Workshop Session III.

European/International Projects

Chairperson: Tibor Kozsla (Hungary)

Experts:

Tilo Friedmann (EU Office of German Sports): "EU programmes - accessible to Sport? Examples of funded projects, notes on present and future possibilities"

Eva Kellermann (Hungary): "International co-operation and funding possibilities: experience and perspectives (TEMPUS, SOCRATES, LEONARDO, CEEPUS)"

Sport management

Subtitle: "Integration of Theory and Practice in the Preparation of European Sport Managers"

Chair: Mihaly Nyerger (Hungary)

Experts:

Livin Bollaert (Belgium)

Alberto Madella (Italy)

Social dialogue

Subtitle: "Preparing a social dialogue committee in the sport sector in Europe"

Chairperson: Leo Clijnen (The Netherlands)

Experts:

Bernadette Tesch-Segol (Uni Europa)

Herve Savy (France)

Workshop Session IV.

European/International research projects

Chairperson: Karsten Froberg (Denmark)

Experts:

Gudrun Doll-Tepper (Germany): "The necessity of comparative research in Physical Education and Sport"

Lars Bo Andersen (Denmark): "The structure and some results - a European Multi-Centre Study of Children"

Judit Farkas (Hungary): "European Thematic Network: Educational and Social Integration of Persons with a Handicap Through Adapted Physical Activity"

Outdoor activity and recreation

Chairperson: Allan Pilkington (United Kingdom)

Experts:

Mairit Pellinen (Finland): "European Animator - Experiential Expert in Outdoor Tourism"

Ian F. Lewis (United Kingdom): "A European Outdoor Animator Award: A project set up to find innovative solutions to the problems found in training, assessing and recognising Adventure Sports Leaders in Europe."

Anette Bischoff (Norway): "Outdoor Activities in the Scandinavian Countries - background and examples of curricula"

Coaching and vocational training II.

Subtitle: Integration of vocational and higher education

Chairperson: Gert Egstrup (Denmark)

Experts:

Pat Duffy (Ireland): "The V Level System in Ireland"

Etele Kovacs (Hungary): "Integration of Coaching Education on Post Secondary and University Levels in Hungary"

SUNDAY SEPTEMBER 2, 2001

Closing Plenary Session

Summaries of the workshops by the workshop chairpersons.
Concluding thoughts: Alberto Madella (Italy)

PART II

KEYNOTE SPEAKERS

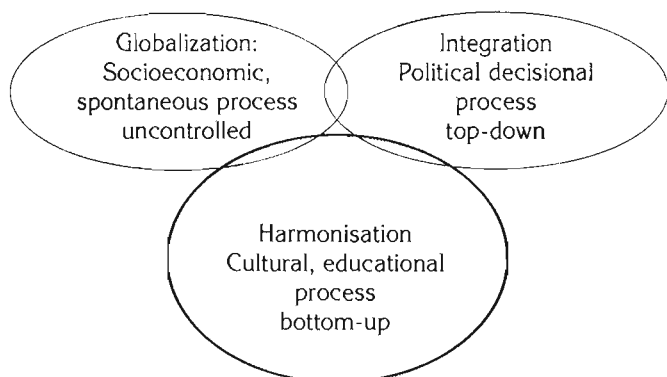
The following includes the papers of the three keynote speakers. With the exception of Gertrud Pfisteris paper, which is presented in its entirety, the other papers are presented in the format of an outline taken from the slides of the presentation.

Integration and Co-operation in the European University System

Paolo Parisi

Professor of Biology and Rectoris Delegate
University Institute of Movement Sciences (IUSM), Rome
President, European College of Sport Science (ECSS)

1. THE SOCIOCULTURAL CONTEXT, AND THE TRANSNATIONAL NATURE OF THE UNIVERSITY



Early universities were transnational in nature

Students' mobility was the rule and new universities frequently originated from students migrations

2. EUROPEAN INTEGRATION AND UNIVERSITY CO-OPERATION PROGRAMS

Aims of the European Community in the area of education

From art. 149 (ex 126)

- European dimension of education
Students' and teachers' mobility,
- academic recognition of titles and periods of study
- Co-operation among teaching institutions

Magna Charta Universitatum

Bologna 1988

"A university transcends geographical and political frontiers, and affirms the vital need for different cultures to know and influence each other."

"Universities encourage mobility among teachers and students [and] consider a general policy of equivalent status, titles, examinations essential to the fulfilment of their mission."

Socrates mobility program

First phase - Socrates I: 1995-1999

850 M Euro initial budget

275,000 European citizens involved

1,500 Universities, 8,500 schools, and 500 transnational programs supported

Socrates mobility program

Second phase - Socrates II: 2000-2006

1850 M Euro budget

15 EU state members, EFTA states, EU associate state members of Central and Eastern Europe, Cyprus, Malta, and Turkey

- Reinforcement of previous objectives, namely:
 - Innovation in teaching technologies, distance learning
 - European dimension of education at all levels
 - mobility, cooperation, curricula integration
 - Increased study of languages

- Emphasis on life-long learning and improvement of working opportunities

Leonardo da Vinci program

First phase – Leonardo I: 1995-1999

730 M Euro budget

130,000 young Europeans

involved in mobility programs to improve

occupational possibilities

3000 projects with over 60,000 participants

Leonardo da Vinci program

Second phase – Leonardo II: 2000-2006

1150 M Euro budget

- Main objectives:

- Training aimed at promoting spirit of innovation and entrepreneurship

- Better training, especially of young people

- Promote life-long learning

- European Master in Adapted Physical Activity, Leuven

- European Master in Biology of Physical Activity, Athens

- European Master in Physical Activity for the Elderly, Rome

- European Master in Health and Fitness, Bristol

- European Master in Sport Coaching, Rome

- European Master in Exercise and Sport Psychology, Leuven

- European Master in Sport Management, Leuven

...and many others...

3. THE BOLOGNA PROCESS: BUILDING A COHERENT EUROPEAN HIGHER EDUCATION SPACE

The Sorbonne Declaration

Paris 1998

Harmonising the Architecture of the Higher Education System in Europe

- Increased students' and work mobility
- Increased link of education to employability
- Life-long education
- Harmonise two main cycles and common credit system

Higher Education Structures in Europe - Major Trends

- Extreme complexity & diversity of existing structures
- Most countries of the world apply two-tier system but many in Europe do not, or are just starting
- No significant convergence towards a 3-5-8 model: Bachelor 3 or 4 yr, Master usually 5 yr, PhD 7 or 8 yr
- Governmental push toward shorter studies. Official length exceeded by 2-4 yr in many countries

The Bologna Declaration

Bologna 1999

signed by Education Ministers of 29 European countries:

Austria, Belgium, Bulgaria, Czech Rep., Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovak Rep., Slovenia, Spain, Sweden, Swiss Conf., United Kingdom

Bologna Declaration

Nature of the Declaration

Not just a statement: A binding commitment

Not an imposition upon national systems: A commitment undertaken by each country to reform its own system

Not a path toward standardisation: Fundamental principles of autonomy and diversity affirmed and respected

An action program, with specific objectives and a deadline: 2010

Bologna Declaration

The Declaration's Objectives

- Adoption of a system of comparable degrees, based on two main cycles. First cycle of at least 3 yr, relevant to labour market.
- Implementation of a European Diploma Supplement, to increase titles transparency and employability.
- Establishment of a system of credits (such as the ECTS, European Credit Transfer System).
- Recognition of credits acquired in other contexts than higher education system.
- Promotion of European dimension in higher education: interinstitutional co-operation, integrated programs of study, etc.
- Elimination of remaining obstacles to free mobility.
- Promotion of European quality-assurance systems.

4. STEPS TOWARD INTEGRATION: FOLLOW-UP STRUCTURE AND IMPLEMENTATION OF THE PROCESS

Implementation of the Bologna Process

as acknowledged in Prague 2001

In general, objectives established have received wider acceptance than was possible to anticipate.

"Convergent change is being introduced or planned by governments and institutions not simply because they feel an obligation to comply with the Bologna Declaration, but because there is a compelling need for them to move in that direction in their own interest: the main merit of the Bologna agreement was to formulate an already existing need of Europe".

Large Follow-up Group: Lisbon, June 2000

- Mobility is receiving unanimous support.
- Introduction of ECTS is spreading.
- Concept of recognising credits acquired in other contexts than HE system increasingly shared.
- Awareness of the employability issues is rising. Professionally oriented programs (mainly Bachelor, but also Master) being implemented.

Objective relating to degree structure still somewhat controversial

- Continuing trend toward two-tier system though some highly specific degrees (typically medicine) remain organised as one cycle leading directly to a Master degree. Significant trend toward 3-yr duration for Bachelor programs, but many examples of 4-yr programs remain.
- Creation of quality assurance and best practice systems encouraged at both national and international level.
- Relevance of the European Network of Quality Assurance in Higher Education (ENQA) and similar bodies.

"Transnational education is an area of explosive growth which does not easily lend itself to regulation through conventional legal measures, but where there is a clear need for improved consumer protection".

Council of Europe, June 2000

Lifelong learning essential to

- face challenges of competitiveness and new technologies improve quality of life for all equal opportunities
- #### Trends and Perspectives in the area of Sport and Movement Science in Europe

Levels of integration and co-operation

Continuing co-operation through Socrates II, Leonardo II, Youth, focused on Intensive Courses and related initiatives aimed at scientific, technical, or professional upgrading.

Development of programs of the new generation, involving full European programs of study, leading to degrees equally valid in the various countries academically and professionally.

Established and emerging areas for the development of European curricula of academic and/or professional interest

- Sport coaching,
- Biology of physical activity,
- Physical activity for the elderly
- Adapted physical activity
- Physical activity for children
- Physical activity in health and prevention
- Fitness and Wellness
- Movement therapy and sport rehabilitation
- Sport management
- Sport journalism
- Sport informatics

Some roles for European organisations

- Catalyse implementation of the Bologna process, with institutional co-operation programs and curricular integration. Monitor and co-operate with labour market. Promote quality assessment and best practice systems. Promote accreditation/certification programs.
- Promote life-long education & training schemes.

Sports Employment in Europe: Scenarios and Approaches

Alberto Madella

National Olympic Committee - Italy

Index of the presentation

- Goals and topics
- Context:
 - The growth of the sport market and occupation
 - The European Observatoire for Sport Employment (EOSE)
- Approaches and tools for investigating the sports employment in EU
- Situation and trends in sport employment
- National models and configurations
- National Observatoires

Goals and topics focus on general European trends and scenarios

- present a set of specific research tools to analyse the sport employment in Europe
- a validated methodological framework to explore the regulatory mechanisms of the employment in the sport sector
- indicate solutions for national/EU policy makers to monitor sectoral employment actions and optimise the education-employment relation

The context New (EU) rules, governance systems and actors

- TV sport as object of global consumption
- Growth of informal, self-organised sport;
- Lower impact of traditional federation sport (20%)
- Hypersegmentation of sport demand; new segments
- Increase of income and life standards - leisure consumption
- Professionalization and higher quality of the supply
- Internationalisation of sport markets
- Integration of actors and concentration
- Impact of technologies
- New models of financing and sponsoring

The increased economic and employment potential of European sport is clear but the lack of proper & comparable data

makes it difficult to develop and monitor policies and educational actions.

ENSSHE has developed from its original focus on higher education and is working to bridge the gap between education, research and employment.

EOSE (European Observatoire on Sports Employment)
Division of ENSSHE - www.eose.org

Main objectives of EOSE is to establish European umbrella organisation able to:

- Support and strengthen education and employment links across member countries.
- Establish a Sport Labour Market Intelligence Unit
- Provide regular statistical analysis on the enterprises and occupations in the sport and sport related sector across Europe
- Share good practice and expertise
- European skills forecasting mechanisms

The results of EOSE project are:

- International sport employment data for research and decision making
- Basic profiles of skills and competencies of selected sport & related professions
- Research on professional itineraries/careers
- Methods and research tools useful for launching a systematic strategy of comparative research, communication and support

Methodology for collecting quantitative data International Partnership Coordination with Eurostat and most of the National Institutes of Statistics Massive use of official statistics in an original framework Development of a proprietary classification system, related to European official Nomenclatures (NACE & ISCO-88) to facilitate comparability NEARS n NEORS

Methodological approach

- National Labour Force Surveys as the major source of quantitative data
- National standardized data (2 time intervals)
- Breakdown variables
- gender
- age classes (16-24; 25-49; > 50)
- professional status (employed / self-employed)
- duration of work (full time/part time)
- qualification
- Supplementary socio-economic background data

Proprietary Classification tools

European Classification of Sport and Sport related Economic Activities (NEARS)

European Classification of Sport Occupations and Sport related Occupations (NEORS)

The structure of the sport sector (EOSE adaptation of NACE model)

SPORT ECONOMIC ACTIVITIES (Nace O.92.6 4 digits)

Sport Economic activities in the strict sense

(1) facilities management

(2) supervision of technical activity by clubs and others - > 8 digits

SPORT RELATED ECONOMIC ACTIVITIES

Service activities needed for sport or generated by it (e.g. Goods and sport articles production and distribution, sport journalism, lotteries, building of facilities television, transports, hotels, public administration, training and education etc..). - > 6 digits

92. RECREATIONAL, CULTURAL AND SPORTING ECONOMIC ACTIVITIES

92.6 *Sporting economic activities*

- 92.61 Operation of sports arenas and stadiums
 - 92.63 Other sporting economic activities
 - 92.61sp1 Operation of outdoor sports facilities
the official list of sports is used to desegregate till 8 digit :examples :- a golf will be classified as : 92.61sp19.41- a aeronautics sports facilities will be classified as : 92.61sp11.35
 - 92.61sp11 Operation of air sports facilities
 - 92.61sp12 Operation of outdoor nautical and aquatic sports facilities
 - 92.61sp13 Operation of outdoor stadiums
 - 92.61sp14 Operation of winter sports facilities
 - 92.61sp15 Operation of mechanical sports facilities
 - 92.61sp19 Operation of other outdoor sports facilities n.e.c.
 - 92.61sp2 Operation of indoor sports facilities
 - 92.61sp21 Operation of multipurpose sports complexes
 - 92.61sp22 Operation of swimming pools and aquatic centres
 - 92.61sp23 Operation of indoor collective sports centres
 - 92.61sp24 Operation of fitness centres
 - 92.61sp25 Operation of racket sports halls
 - 92.61sp26 Operation of indoor ice rings
 - 92.61sp27 Operation of bowlings and other indoor games facilities
 - 92.61sp29 Operation of other indoor sports facilities n.e.c.
 - 92.61sp9 Operation of sports arenas and stadiums n.e.c.
- The structure of the sport professions
(EOSE adaptation of ISCO-88 model)

SPORT OCCUPATIONS (Core) (ISCO 3475) 8 digits

Sport occupation in the strict sense: persons who practice sport or directly supervise sport training for remuneration

SPORT RELATED OCCUPATIONS (5 digits)

Other socially recognised professional groups with high level of skills related to sport.

ISCO level of classification goes to the 4th digit, from 5th to 8th digit is an original contribution of EOSE

Sport occupations

- 3475.1 Professional sport athlete
- 3475.11 Professional sport athlete

Paid participation in competitive sport, regular participation in training activities as a main activity.

- 3475.1102 Professional track and field athlete
- 3475.1105 Professional basketball player
- 3475.1107 Professional boxer
- 3475.1110 Professional racing cyclist
- 3475.1113 Professional soccer player
- 3475.1117 Professional ice hockey player
- 3475.1123 Sailing professional athlete
- 3475.1128 Professional tennis player
- 3475.1129 Professional volley-ball player
- 3475.1141 Professional golf player
- 3475.1156 Professional rugby player
- 3475.1159 Driver of racing car (automobilism)
- 3475.1160 Driver of motorbike (motorcycling)
- 3475.1161 Jockey (Turf)

Sport related occupations

- professional managers of sports or sports-related organisations;
- sports physicians;
- physical education and sports teachers in the school environment;

- sports journalists and other specialists in communication through or on sport;
- physiotherapists specialised in sport;
- agents or promoters of events or professional sports persons;
- sellers of sports goods;
- caretakers of sports facilities and other reception staff;
- maintenance workers of sports facilities.

2. PROFESSIONALS

21. PHYSICAL, MATHEMATICAL & ENGINEERING SCIENCE

- 214. Architects, engineers and related professionals
- 2141. Architects, town and traffic planners
- 2141.9 Architects specialized in sport and leisure facilities /equipments
- 2141.91. Architects specialized in sport and leisure equipments
- 2141.92. Architects specialized in sport and leisure facilities
- 22. Life science and health professionals.
- 222. Health professionals (except nursing)
- 2221. Medical doctors
- 2221.9 Sport medical doctors.
- 2221.90. Sport medical doctors

What are the products of this methodology?

- Total job trends
- Part time and full time employment
- Employment by age groups
- Employment by gender
- Self employed work
- National comparison with high potential for desegregation

Main product

SPORT AND EMPLOYMENT IN THE EUROPEAN UNION (SPORT ET EMPLOI DANS L'UNION EUROPEENNE)

Report developed on request of EU dgX; available in all the EU languages.

Co-ordination: N. Le Roux, P. Chantelat & J. Camy

Main Results – Europe One million employees in the sport sector in Europe.

- Remarkable growth in the last 10 years, (more than 50%, with maximum of 75% in some areas)
- Part time employment is growing (from 13,5% to 16,4%)
- The rate of young employees (<25 years) is low (^ 21%) and not growing
- Self-employed is low (15%) and not growing
- The presence of women is high (from 40% in 1990 to 42% in 1998)
- National rules on employment an training are still very different; even if a process of convergence is developing

Professions in the sport sector in Europe

PROFESSIONAL ATHLETES: 20,000

INSTRUCTORS: 350,000

COACHES: 50,000

ANIMATEURS: 50,000

REFEREES, JUDGES: 1,000

PROFESSIONAL SPORT MANAGERS: 50,000

P.E. TEACHERS: 300,000

SPORT PHYSICIANS: 5,000-10,000

SPECIALISED PHYSIOTHERAPISTS: 3,000

TRADE & SPORT ARTICLES: 50,000

AGENTS AND EVENT PROMOTERS: 5,000

JOURNALISTS & COMMUNICATION EXPERTS: 20,000

Qualitative reports on professions and training exercise and fitness instructor

- Basketball Coach
- Mountain Guides
- Physical education teacher
- Life saving professions
- General report on sport management occupations (tasks, knowledge, skills)

Guide for the qualitative data collection

- regulation of the profession
- organisational context of the profession
- professional status and working conditions
- tasks and competencies
- professional organisations
- training and access to the profession
- career opportunities
- future development
- background quantitative statistics

Tracking of graduates

- European survey with common tools
- Flanders
- Germany
- France
- Italy
- Employment in other sectors
- Unemployment

Possible scenarios

- Individualised standardisation of services
- Double system of sport supply
- Integration and co-operation between the different actors
- Improvement of the skills of the voluntary workers in the non-profit sector
- Development of a professional sector facilitating the qualitative development of the sport supply
- Better relationship between education, training and employment

Future developments

- Lack of data on seasonal work
- No longitudinal information on careers
- Limitations of the classifications (proposals of amendments to the nomenclatures to the National Statistical Institutes, towards a greater convergence)
- Problems of assignment and self-attribution to classes by entrepreneurs or professionals
- Lack of information on the impact of training and education
- Differences among the countries - > need of National Observatoires
- Governments and social partners must be more involved

Scope of National Observatoires

- To provide a permanent base for qualitative and quantitative analysis
- Influence and advise policy makers in:
 - Government
 - Employers and Social Partners
 - Education and Training Providers
 - Work as brokers between employers and education

Integration and Gender

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The history of sport belonged to men, women had to fight for integration - and the future? Belongs the future of sport to women? What does this mean? What was it about sport that was (and perhaps still is) masculine - and what is feminine? What is integration and how will it look like?

1 Is football a man's game? Introduction

For many years there was a popular conviction - which is possibly still deeply rooted in everyday thinking - that certain movements and certain types of sport are either suitable or unsuitable for men or women: that, for example, it is natural and taken for granted that men box and play football while women enjoy gymnastics and dancing.

This assumption, based since the beginning of the 19th century on the theory of the polarity of gender characteristics, was confirmed not only by everyday practice but also by science. In 1953 the renowned philosopher F.J.J. Buytendijk affirmed for example: "Football as a game is first and foremost a demonstration of masculinity ... No one has ever been successful in getting women to play football @. Kicking is thus presumably a specifically male activity; whether being kicked is consequently female - that is something I will leave unanswered" (in: Pfister 1998, 190).

Cross-cultural comparisons - whether comparisons of different sport cultures existing at the present time or studies of different periods of the past - clearly reveal, however, that it is not the movements in themselves that lead to the labelling of sporting activities as either masculine or feminine but rather the meanings and interpretations that are linked with them as well as the social constructions of masculinity and femininity, and also the structural and symbolic gender arrangements in a given society. But what significance does this have for an analysis of gender relations in sport? And what does this mean for the integration of women (and men) into sport?†

In order to answer these questions and to have a reference point for integration one must distinguish between different areas and levels, namely:

- the participation in sport (number and percentage of men and women active in physical activities and sports)
- sport in the media (presentation of male and female athletes; sex of the journalists, spectators/readers/viewers)
- control and management of sport (numbers and percentages of females among sport officials and in decision making committees)
- education and training (numbers and percentages of female coaches)
- analysis and research - topics and women and men among sport scientists.†

Physical education is an area where integration has to be obtained but also an area of the most important means to reach integration in the fields mentioned above.

In the following analyses I will use datas and information from Germany, but I know from many studies that the trends in the European countries are quite similar.†

2 From Men's Associations to a Women's Movement - the Participation of Men and Women in Physical Activities

2.1 General trends

Sport was developed by men and for men. It was not until the end of the 19th century that women took part - at first only spo-

radically - in gymnastic or sporting activities. This is true for Europe as well as for the USA. In spite of great opposition and numerous obstacles the number of women members in gymnastics and sports clubs steadily grew. Then, in the 1920s, women became increasingly 'infected' by the enthusiasm for achievement, for competitions and for breaking records. In 1928 female athletes were accepted into the inner circle of the Olympic Family and allowed to take part in the athletic events of the Games for the first time (Pfister/Langenfeld 1982; Pfister 1994).

After the Second World War the interest in sport continued to grow, not only in Germany but all over the world. This was not only reflected in the optimistic reports of the sports associations and the German Sport Federation (Deutscher Sportbund), which year after year announced increasing numbers of members. In opinion polls, too, more and more people affirmed that sport played an important role in their lives and ever greater numbers described themselves as active players of some form of sport - at least until the middle of the 1990s (Opaschowski 1995). However, a differentiated analysis with regard to age, social and ethnic background as well as to types of sport, intentions, providers, etc. shows that this continual growth can in no way be said to apply to all areas. Certain sections of the population have not yet been reached by the sport boom and in some areas (e.g. physical education) one may even talk of a decline.

After the Second World War there was also an increase in the numbers of girls and women active in sport. The difference between the sexes with regard to actively taking up sport continually narrowed thanks to the relatively large increase in the number of women who took up a sport.

Today, 39% of sports club members in Germany are female (that is almost nine million girls and women) and some areas like riding stables as well as fitness studios are firmly in women's (or girls') hands (Bestandserhebungen DSB; see Pfister 2001).

Judging by current trends in sport as well as in demographic structures, it can be assumed that the dominance of men in the world of sport will continue to decrease. Indications of this are to be seen, among other things, in the increasing interest in health sport and sport for senior citizens; and women are more interested in these areas than men. Moreover, the proportion of women in age groups over 60 is increasing and it is becoming easier to awaken interest in sport among older women. On this basis, therefore, it does not seem too unrealistic to predict a "female future" for sport, at least, if we use a quantitative perspective. However, it must be borne in mind that gender represents only one determining factor in whether or not a person takes up sport. Ethnic and social background as well as religion combine with gender to form typical patterns of either active practice of sport - or total abstinence. In other words, girls and women from Islamic cultural backgrounds and/or lower social strata rarely take up sport for a variety of reasons (Kleindienst/Cachay 1997).†

2.2 "Male" and "female" sports

If one takes a closer look at the preferences which both sexes have in sport, the impression that the differences between the sexes are gradually vanishing must be corrected - or at least qualified.

An analysis of the types or forms of sport practiced by men and women shows an ambivalent picture, however (see Pfister 2001). What is conspicuous is that more and more women are taking up sports that up until recently were absolutely taboo for the female sex. And this, of course, is given lots of attention in the media. For me as a historian, these "sex changes" of certain

types of sport are highly fascinating. Today, for example, it is taken for granted that women participate in the biathlon (formerly a military discipline), water polo, the marathon, the 'Iron Man' and cycling contests - sports that were exclusively practiced by men right up until the 1970s. Physical contact, martial art and strength-based sports like weight-lifting, bodybuilding, ice-hockey, football and boxing are now all practiced by women, too. Weight-lifting, ice-hockey and football have even become women's Olympic disciplines.

Does this mean that women have now conquered the last strongholds of male sports?

In all discussions of women taking up "male sports" it must be remembered that we are talking about a very limited number of - mostly young women - women who take an interest in such sports.

The great majority of women active in sport (just like many men, too) take up so-called "gentle" sports like cycling, hiking or swimming. And it is in these sports that one can best identify similar trends between the sexes.†

Largely unnoticed by the media but clearly distinguishable in statistics and results of surveys, "female domains" of sport are emerging. Different forms of gymnastics and dancing as well as health and fitness sports are almost exclusively taken up by women. The membership of the German Gymnastic Federation (Deutscher Turnerbund), which provides a great number of health-oriented courses as well as all kinds of gymnastics from aerobics to rhythmic sport gymnastics, is now over 70% female. These tendencies are part of a "body boom", which was largely sparked off and sustained by women. Concern about their bodies, the styling of their appearance, everyday body management and also body techniques aiming at psychological well-being have become characteristic of the somatic culture of girls and women. A further sport which has become an exclusive domain of girls and women is horse-riding. At riding stables boys are today a tiny minority.

A development which receives much attention is the emergence and rise (and sometimes also the decline) of so-called "trend sports", whereby one should not forget that these are actively taken up by a negligible proportion of the population. Some of the new movement activities, like roller-skating, appeal to both sexes and many age groups alike, whereas many others, from sport climbing to skateboarding, are definitely located in a young male environment. Especially those forms of sport which involve risk and are played aggressively contribute greatly to the "re-production" of gender differences and are to be interpreted as the presentation and demonstration of masculinity (Schwier 1998).

To sum up, it can be concluded that, although they may be permeable, new dividing lines have developed in sport between the sexes. The tendency is: Participation without "real" integration. On the one hand, few sports remain from which one or other of the sexes is formally excluded (for example men from synchronised swimming). And in view of past developments it can be assumed that restrictions which still exist for men or for women in certain sports will sooner or later be lifted completely. On the other hand the sporting interests of the two sexes seem to be becoming increasingly different.†

2.3 Women in "male" sports - chances and challenges

But what is the significance of the integration of women or of men into sports which are (still) regarded as typical of the other sex?

First of all, admission to a certain type of sport does not mean that gender differences no longer apply. On the contrary, in such cases new and subtle forms of demonstrating gender can be observed in many sports. For example, in figure-skating, in

spite of the increasing "feminisation" of the patterns of movement, masculinity must still be demonstrated (perhaps now even more so than before). And the example of bodybuilding (impressively described by Leslie Heywood in her book "Body-makers") shows that there are apparently no limits to the possibilities of constructing and manipulating both body and gender. During their training, female body-builders, at least those not intending to appear in a beauty contest in their "fitness class", must accumulate enormous masses of muscle while at the same time reducing subcutaneous fat in order to achieve the necessary definition of the muscles. This causes the breasts to all but disappear, with the result that these women have to have breast implants in order to be able to demonstrate the required femininity. †

Especially in top-level competitive sport, it is generally agreed that the demonstrative presentation of femininity and eroticism increases the "market value" of female athletes (or first makes them at all "marketable"), in particular in so-called "male sports". I only need mention the women athletes or the American women football players who presented a feminine image in the world championships by wearing makeup and tying their hair back in ponytails.

It must also be taken into consideration that the integration of women in "male sports" itself leads provokingly to a comparison of the sexes, thus contributing to a reinforcement of gender differences since the differences between the sexes seem to be 'embodied' in sport. If the male body and men's achievements are taken as the standard, then women appear, for example in athletic disciplines, to be the "weaker sex".

Finally, it must not be forgotten that the integration of women in "male sports" has so far been accompanied by an extensive adaptation to existing ideologies, structures and practices. It remains to be seen whether or not women succeed in establishing a different, distinct way of practising traditional "male" sport disciplines which corresponds to their abilities, experience and their life circumstances. Differences in the practice of sport are clearly noticeable, though. For example, in some disciplines female athletes seem to be more popular among the spectators than their male counterparts because in women's contests the original spirit of the game is still recognisable. Men's tennis and volleyball, for instance, have become so fast and powerful that long exchanges are becoming rare. Women players, on the other hand, must try to get the better of their opponents through skilful moves. However, in women's sport, too, the trend is towards ever greater achievement, which ultimately means that women must adopt the techniques and tactics of men players.

Whereas women have thus taken an interest in "male sports" and adjusted to the "traditional" norms and values prevailing in this area in their striving towards integration, men's interest in typically feminine forms of movement is, by contrast, extremely small. This is true not only of leisure sporting activities but also of competitive sports. Men, like Bill May, who take up synchronised swimming or sport aerobics are rare exceptions (Der Spiegel 1999, H. 39, 251). And I strongly doubt whether a man has ever dared to take up rhythmic sport gymnastics.

In the analysis of gender-specific sport cultures the question arises whether, and if so, how the different values, practices and presentations of gender will combine to form new values and practices, and perhaps lead to forms of sport which are gender-neutral.

It would be interesting to use "postmodern" or constructionist approaches - i.e. the notion of new patterns, strange combinations, extraordinary configurations and patchworks of concepts and practices - in order to examine the question of whether sporting activities (from aerobics to football, for example) are developing towards a new mixture of "male" and "female" sport cultures as a result of their being practised by both sexes. †

3 Sport in the Media - Human Interest Stories, Nudity and Football, Football, Football

3.1 Female athletes and their representation in the media

It is impossible to analyse the situation or the development of sport without any consideration of the mass media. An event only becomes reality when it appears in the media. Even if this sentence is perhaps too radical to be generally true, it can nevertheless be said that the mass media construct a new sporting reality, watched and read by the public. And for sponsors the only sporting events (and along with them the sportsmen and women) which "really exist" are those shown on television.

In the sporting reality constructed by the media women are rarely to be seen (Creedon 1994; for Germany Klein 1986). A look at the sports pages of daily newspapers reveals that nothing or very little has changed since the research undertaken in the 1980s which revealed the enormous underrepresentation of women in both the print and the visual media. Women's sport covered less than 5 % of the space given to sport in German mass media. Moreover, the presentation of female athletes continues, on the whole, to contribute - among other things to the emphasis put on femininity and sexual attraction - towards a marginalisation of women's sports. The title "Goldm%del, Rennmiezzen und Turnk,ken" ["Golden Gals, Racing Kittens, Gymnastic Babes"] which Klein and Pfister (1985) chose for their study on this subject is still very topical. It is not to be denied that the women athletes themselves are actively involved in the presentation of their achievements, the production of their image and their appearance in the media. And, of course, greater attention is caused by volley ball players being photographed 'topless' or figure-skaters appearing nude in Playboy than by a women's handball team winning the national championships. Causing attention at (almost) all costs seems to guarantee at least financial success.

Currently, however, initiatives (like those discussed at a workshop of the German Institute of Sport Science (Bundesinstitut f,r Sportwissenschaften)) are being planned to improve, both quantitatively and qualitatively, the presentation of women athletes in the media. And there are indeed journalists who write interestingly and positively about sportswomen. If one looks at the development on the North American continent, what strikes one is that women's sports are now being given a greater amount of consideration and are being taken seriously. More than a dozen magazines specialising in women's sports also attest to the fact that women's sports meetings and the achievements of women athletes have become media events.

In Germany the reason given for the lack of interest still shown by journalists in women's sport is that the media provide consumers with what they want see or read. †

3.2 Female journalists and female sport consumers

And sports reports are still predominantly produced by men for men. Women are still a tiny minority of less than 10 % among sports journalists and those who dare to enter the 'lion's den' of sports journalism must adapt if they do not want to be 'mauled'. The fact is that it is much harder to persuade women to go to a stadium or sit in front of the TV set to watch football. But women's interest in sports reports also depends on the type of sport being shown: gymnastics or ice-skating are two sports that lead to increased numbers of women viewers. Thus, women are not, generally speaking, 'anti-sport'. With the right mixture of televised sports, women can doubtless be won over as a prospective audience for media sport. In the USA women have been discovered as a target group for sports broadcasts, and TV stations compete for the favor of women who up to now have taken no interest in sport. In media reporting on the Olympic Games in Atlanta, for example, they were catered to with background reports and human interest stories.

Any discussion of sport in the media must take account of the fact that the reporting and how it is received, the development of sport, the situation of women athletes as well as the status and the challenging nature of women's sport all influence one another in a complex process. The lack of interest shown by the media in women's football, for example, has had the effect that it is completely ignored by sponsors, which, in turn, affects game and training opportunities (and consequently standards of performance), thus contributing generally to the marginalisation of women's football. Without sponsors or the distribution of revenues earned in football the professionalisation of women's football is unthinkable. And when women players cannot train professionally and perform poorly and the games are unattractive to watch, then the prejudice is reinforced that women cannot play football, and there is no point in reporting on women's football matches. The result of this negative image is, in turn, that only few girls can find any enthusiasm for the game. All in all, this is a vicious circle.

But with regard to sport and the media, too, changes are to be expected, not least as a result of the spread of the new media. What consequences this will have for women's sport is something that I would not dare to predict. On the one hand there is a growing acceptance of women in "male" sports, which is observable in the mass media, too. The media, however, seem to find those women interesting who have an erotic appeal in strenuous sports. An example of this trend is the reporting on the USA world championships in women's football. On the other hand, there are increasing numbers of programmes and reports with aesthetically pleasing pictures and 'moving' stories aimed at a female audience. Furthermore, in private stations there is a focus on "male" sports, like soccer and automobile racing, the reason for which is the stations' orientation towards important target groups for advertising. The consequences of the increasing commercialisation of sports and television rights as well as of the growing importance of television in financing sports remain to be seen.

As mentioned above, sports stadiums (and especially the areas of the spectators behind the goals in football stadiums) continue to be male strongholds. Here, too, however, changes are taking place. What is new, for example, is that girls are enthusiastic football spectators and form fan clubs. But in contrast to male fans girl's interest in football is not to be explained by the need to identify with the stars, "let off steam" and/or demonstrate masculinity. For female fans (at least from what can be concluded from the information given by some of them) football stars seem to be the objects of their devotion in the same way as film stars or pop stars (Fechtig/Janke 1997).

4 Power in men's hands - the Structures of Control

4.1 The representation of women in decision making committees

The analyses of club and association committees that are available are unanimous in their conclusion that, now as before, the "corridors of power" in sport are controlled by men (Pfister 1998). The greater their influence and power, the smaller the number of women in paid or unpaid positions in sports clubs and associations. There is no integration of women in decision making committees and groups. The efforts of sports organisations in many areas and at many levels and in many countries to increase the number of women in top level positions have not been able to bring about any great change - yet. And hopefully initiatives, declarations and actions - like the Brighton Declaration on Women and Sport (1994), the Windhoek Call for Action (1998) and the IOC Resolutions (1996; 2000), as well as all the activities of different groups - among them IAPESGW (International Association of Physical Education and

Sport for Girls and Women, WomenSport International and an European Working Group will have finally some effect on the power structures in sport.

I cannot go into the complex causes of the underrepresentation of women in decision-making bodies here. I would only like to point out that the structures and mechanisms which hinder the rise of women to leading positions in sport are the same or similar to those prevailing on the labour market in general.

When one looks at the future, however, the question arises as to what will change when women have more say? One cannot assume that women are "by nature" more cooperative, more understanding or more mild-mannered than men. Nevertheless, empirical studies indicate that as a result of their experiences and their life circumstances women are able to change and give new impetus to the work, the goals and the strategies of political bodies (including those of sport politics). Further, they might ensure that the actual conditions of women's lives are taken into consideration in all discussions and decisions. Moreover, the greater involvement of women means that use is made of capacities and abilities that have been so far not used. This aspect should not be underestimated, given the complaints that can be heard from clubs about the lack of interest in doing unpaid voluntary work in "honorary" positions.

4.2 Women as coaches

Several studies about coaches in Germany revealed that coaching is a male domain. In nearly all types of sports, with very few exceptions (i.e. rhythmical sports gymnastics), the coaches on the regional, the national and the international level are men. Even in sports with a high percentage of female members like volleyball, no female trainer or co-trainer worked in one of the 45 men's teams on the national level and only 2 women, but 39 men coached one of the top female teams (Willmann/Zipprich 1995). And in the German Tennis Federation only 8% of coaches with an A- oder an B-Licence or a diploma are women (Giefl-Stüber 1995). There are various reasons for the underrepresentation of women in the coaching profession. On the one hand female coaches face all the barriers which prevent the integration of women in top positions in other areas. On the other hand female coaches are confronted with male values and are measured according to men's competencies and practices. Among other things, coaches are expected to present a high standard of performance in their sport, and it is men's sport which is looked upon as the "real sport". However, this are assumptions based on some pilot studies. Currently a research project in Germany aims at identifying the reasons for the male dominance in coaching.

The integration of women in the coaching profession would have been many benefits, among other things this would open carriers for female athletes and it would open an area of employment for women. Last but not least, female coaches can be role models for girls and women in sport.

4.3 Gender mainstreaming as a solution?

Over the past 30 years there has been continuing discussion on the development of strategies to increase the proportion of women in leading positions. In the 1970s, in connection with the rise of the new women's movement, systems of quotas were hotly debated. In the 1980s and 1990s the focus shifted to schemes on different projects and programmes which should encourage women to take over responsibilities in sport organisations and institutions. Now, a new recipe seems to have been found for increasing the presence of women at the highest levels of politics and industry. This is a recipe which in future might also be applied to sport and is called "mainstreaming".

Mainstreaming is an approach to gender politics which is being encouraged in the European Union in particular. With reference to the demands put forward at the Fourth Women's World Conference on 15th September 1995 in Beijing, mainstreaming was declared a "main pillar of European policy on equality" (Löffler 1998, p. 107). Stiegler (1998, p. 27) describes mainstreaming as the "permeation of the gender issue into ways of thinking, organisational forms and procedures that have up to now been male-centred". Löffler (1998, p. 10) emphasises that "women's affairs must not be allowed to remain an undercurrent of European politics but must flow into the 'mainstream' of industry, growth and opportunity across borders". Mainstreaming signifies the involvement of both sexes in all economic, social and political decision-making. The starting point is the realisation that social, economic and ecological problems can only be solved when the gender of both the decision-makers as well as those affected by the decisions are taken into account. This goes hand in hand with the advancement of women as a group subject to discrimination, the creation of a framework of conditions which enable equality of opportunity and the sharpening of awareness, especially among men. A key measure in all this is "gender controlling", the "analysis of all political activity under the aspect of the contribution each action makes towards equal opportunities" (Stiegler 1998, p. 21). This means, among other things, that the ideology of gender neutrality in politics is abandoned and that gender politics is not merely regarded as a women's issue. It is impossible, here, to go into the requirements or the problems of mainstreaming. One of the criticisms directed at mainstreaming is that this strategy might be used as an excuse to do away with projects exclusively designed for women. Furthermore, it is not enough simply to ensure equal numbers of men and women in individual areas or bodies. The rise of women to positions of management would lead to new inequality if at the same time no measures are taken to involve men more in the tasks traditionally designed for women as bringing up of children. And it is not easy to reconcile the interests and needs of men and women and to put mainstreaming into practice. This requires not only goodwill but also knowledge, competence and influence.†

5 Women in Sport Science - Women's Research in Sport Science?

5.1 *Is sport science a male domain?*

The subject of gender has been dealt with in German sport science ever since the 1970s and right up to the present day studies on gender in Germany have focused on girls and women. In England and America, by contrast, there has been a growing interest since the end of the 1980s in the subject of sport and masculinity (Messner/Sabo 1990). Research on men and gender in sport is undoubtedly a topic of the future in Germany, too.

It can be said generally that discussions, tendencies and findings of research on women and gender in the social sciences have been adopted by sport science - although frequently after a long delay and often in an abridged version.

These studies dealt first of all with deficits, discussion focusing on the disadvantages suffered by girls and women. In addition, the causes of gender differences were investigated, whereby especially theories of role-playing and socialisation were expected to produce explanations. This scientific approach was in keeping with the liberally-oriented wing of the women's movement, which advocated above all the formal equality of the sexes.

The conviction that both sexes were principally the same was called into question in the 1980s by approaches based on the assumption that there were indeed fundamental differences

between the two sexes (i.e. the sexes represented different forms of existence) and which rejected the prevailing social order on account of its patriarchal structures. Demands were made, among other things, for the revaluation of "female qualities" and ways of life. Approaches focusing on differences are based on various theoretical modes of interpretation, including psychoanalysis and the "standpoint theory", which combines Marxist and psychoanalytical approaches. According to this approach women, as the physical and social "reproducers" of children are anchored differently than men in our material reality. The practical consequences of this ideas was the setting up of counter-structures and women's organisations ranging from women's health centres and women's sports clubs to women's bookshops.

5.2 *Gender theories*

At present, various approaches are represented in the scientific community of gender research, the most important being social constructivism, postmodern gender theories and the so-called "queer" theory (Lorber 1998; Pfister 1999).

For Judith Butler (1990), the best-known representative of postmodernism, gender is produced in discourse - a text that must be deconstructed. The "queer" theory attempts to disprove the unequivocal nature of dual gender, using the example of how gender is enacted by homosexuals, transvestites or transsexuals (Jagose 1997). Here, special emphasis is put on the description of sex and gender discourses as well as the great variety of constructions and enactments of gender in everyday life.

By contrast, Judith Lorber (1994; 1998), an eminent representative of constructivism, describes gender not only as a structural category but also as individual practice. She stresses that gender is not something we have but something we do. "Doing gender" is the daily practice of creating identity and image; "doing gender" describes how we (must) constantly present ourselves as men or as women in our interactions. In this theory there is no denial of the biological foundations of gender but it is also assumed that biological gender and social gender have an influence on one another, that they are inextricably interwoven.

In sport, too, "doing gender" plays a key role, and this approach provides an good opportunity for analysing developments in sport from the point of view of gender. On the basis of constructivism the labelling of sports as "male" or "female" and the question of the "suitability" of men or women for certain types of sport becomes obsolete from a theoretical perspective, too. The constructivist theory of gender also provides the theoretical background for decisions taken in sport politics. Like liberal feminists, representatives of constructivism demand the "de-gendering" of work, the family and other fields of society. However, there are considerable differences in the theoretical reasoning as well as in the analyses. Lorber (1994) shows clearly how men and women adopt and assimilate a gender identity in the above mentioned social fields and how they constantly "do gender", thereby reproducing, in turn, gendered structures which are very difficult to change. This makes amply clear why, among other things, it is not sufficient, merely to grant women formal access to decision-making bodies, for example, or to make it possible for men to take over a greater share of the work in the family.

Gender theories of social constructivism fit to the "mainstreaming" approach described earlier. But they also point out that women and men do not exist as homogeneous groups - that, instead, gender is enacted in different ways depending, among other things, on the circumstances of a person's life. Gender along with social and ethnic origins thus combine to form typi-

cal patterns which structure identity, ways of thinking and interpreting the world, as well as ways of interacting and behaving.

The question arises, here, of the extent to which women's and gender research has found its way into the mainstream of sport science. On the one hand, it can be affirmed that in most studies and in most discussions gender is now taken into consideration as a category. However, this is frequently a "by-product", i.e. something that "must be covered", without any theoretical embedding. The result of this is that, not infrequently, differences between the sexes are emphasised, similarities overlooked and, generally, stereotypes reinforced.

6 Postfeminism, Backlash and Women's Boxing

6.1 Postfeminism

New trends seem, in the meantime, to have overtaken demands for equality between men and women. The current trend in the USA is postfeminism, not so much a theoretical construct as an attitude and philosophy of life. Young attractive women who combine sexual attraction with self-assurance criticise their feminist "mothers", members of the "second wave" of the women's movement, not only because of their hostility towards men, their 'persecution mania' and their victimisation mentality but also because of their theorising and above all their hostile attitude towards sexuality. Even if many of these accusations are just stereotypes, the criticism of feminism has certainly had an effect. Surveys in the reputable *Time Magazine* show that fewer and fewer women profess to having feminist ideals (*Time*, 19. Juni 1998, zit. in Hall 1999, 21). On the other hand, increasing numbers of women take feminist goals for granted, i.e. obtaining equal rights for both sexes, for example. Madonna, the Spice Girls and Ally McBeal, the lawyer heroine of the series of the same name, all seem to prove without doubt that today's women can get where they want and have lots of fun on the way. And they enjoy the attention they receive. Even in cyberspace masculinity and femininity are no longer staged as the polarity between Superman and a Playboy bunny. The "virtual superwoman" is called Lara Croft and is "sexy, smart and strong". On her expeditions Croft, an archaeologist - and also an "amazon with a wasp's waist, a silicon bosom and larger-than-life eyes" - fearlessly "sets upon any foe that gets in her way: animals, monsters and men" (*Sddeutsche Zeitung* Nr. 226. SZ Extra, 29.9.1999, 1; www.laracroftism.de). The feminists of the "third wave" represent and embody the conviction that "I'll win anyway because I'm a girl", as is claimed in the well-known song by Luciletric.†

6.2 Backlash

Parallel to these postfeminist tendencies, however, a backlash is identifiable in many areas: "Backlash has been constructed as a residual practice that halts or reverses the quest for equality. Triggered by the perception that women are making great strides toward equality, backlash is a reaction to the possibility that women may actually achieve equality" (Greendorfer 1998, 82; vgl. auch Faludi 1991). At present, backlash tendencies are observable in various fields. In the USA there is, for example, growing opposition to the policy of gender equality in sport guaranteed in Title IX. The financial backing of women's sports is opposed with the typical argument that doing away with men's privileges would jeopardise the existing sport system (Greendorfer 1998). Moreover, the rejection of the notion of "feminism" mentioned earlier can be interpreted as a symptom of backlash. And, finally, one must ask whether postfeminism and backlash are not closely interwoven, representing so to speak the two sides of the same coin. Indeed, analyses of the equality of opportunity for both men and women in various fields of society have shown that jobs and careers are



Reception at the University

"of course" open to today's new self-confident women but that frequently their careers end at a "glass ceiling" - a term current in England and the USA for a transparent but insurmountable barrier closing the way to the "corridors of power" for certain groups. "The glass ceiling is not simply a barrier for an individual, based on the person's inability to handle a higher level job. Rather, the glass ceiling applies to women as a group who are kept from advancing higher because they are women" (Morrison et al. 1992, 13; vgl. David/Woodward 1991). The barriers women face on their way to the top positions in the world of sport can be interpreted as glass ceiling.

6.3 Boxing and postfeminism

Young women's interest in formerly "male" sports like bodybuilding or boxing seems to correspond to the above mentioned postfeminist tendencies. For Ann Hall "women's boxing and women's bodybuilding are cultural metaphors, barometers if you like, of changes occurring in women's sport generally at the end of the century, as well as changes in feminism" (Hall 1999, 31). So far, no scientific analyses have been undertaken of women's boxing, but one thing is certain: whether one likes it or not, for women this sport has two sides. On the one hand boxing or wrestling could eradicate traditional myths about the "weaker sex". And, also, the aversion which we probably all have to women's boxing is extremely illuminating; at least, it shows the preconceptions and stereotypes which influence our judgment and our taste in general (in Bourdieu's use of the term). On the other hand it is clear from the reports and pictures we see of the sport that women boxers or wrestlers are marketed as sex objects and the matches as sensation events. Jennifer Hargreaves noted: "The diversities and representations of the female body in boxing make it difficult to assess the extent to which the sport is a subversive activity for women or an essentially assimilative process with a radical facade" (in Hall 1999, 9).

I am not concerned, here, with discussing arguments for and against boxing in general or women's boxing in particular. I would like, rather, to regard women's boxing as a postfeminist issue, as a part of a trend that is going to change the way women are viewed and judged. †

7 Summary

To sum up: The current developments in sport appear to be leading to, firstly, men and women being admitted to all sports; secondly, to the weakening of the myth of the stronger and weaker sexes; and, finally, to a greater variety of sporting interests taken up by both sexes. Opening up for both sexes types and forms of sport previously considered to be the domain of only

one sex increases the number of sports available to all and might result in a growing interest in sport among women as well as men. These developments, however, are not to be had free of charge, so to speak: the price one must pay for them is among other things a growing sexualisation and commercialisation of the female body - especially in top level sport. And many of the difficulties that only men were faced within sport initially have in the meantime caught up with women - who so far have found just as few solutions as men to such problems as the growing pressure of ever increasing performance or the manipulation of sporting bodies or the commercialization.

In this short summary, I want to emphasise again the problems on the sport for all level: There are still large groups of inactive persons - and more women than men do not play any sport. In addition, we can identify groups of women - immigrants for example - which have very few opportunities to participate into sport. Another important issue is the imbalance of power in sport.

There are some programmes and projects in order to solve these problems, but more concepts have to be developed and put into practice. Some of the projects will be presented and discussed in the workshops. I am sure that this conference will contribute to a better integration of gender into sport - maybe in the form of gender mainstreaming. But there have to be initiatives and changes in all of the above mentioned areas, only then will sport be really inclusive.

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PART III

ABSTRACTS OF THE PAPERS PRESENTED DURING THE WORKSHOPS



Prof. Karsten Froberg
and Prof. József Tihanyi

WORKSHOP NO. 1 THE BOLOGNA DECLARATION – THE INFLUENTIAL POWER IN SHAPING EUROPEAN HIGHER EDUCATION

The Bologna Declaration is not only a vague political statement signed by 29 countries in Europe. It is more than just this; it actually sets out an action plan: there is a goal (to achieve a European space for higher education), there is a calendar (completion of the European space within the first decade of the new millennium) and there is a programme of activities. What should be achieved are: readable and comparable degrees, undergraduate and postgraduate levels in all countries, with a first degree no shorter than 3 years and clearly relevant to the labour market, ECTS-compatible credit systems everywhere, a European dimension in quality assurance and an improvement of the free movement of students and teachers through structural reforms (basically, by taking away the remaining obstacles). This is the main thrust of the Bologna Declaration: a pledge freely taken by 29 countries to reform their own system in such a way that all systems converge.

The Bologna Declaration will have a profound influence on institutions of higher education throughout Europe. It will reform the structures of the higher education system in such a way that overall convergence emerges from the process at the

European level. For more information and the text of the Bologna Declaration visit this homepage: <http://www.eaie.nl/about/bologna.html>

The Bologna Declaration – Towards a European Higher Education Structure in the Sport Sector.

Karsten Froberg, ENSSHE President
Institute of Sports Science & Clinical Biomechanics,
University of Southern Denmark.

Two years after signing the Bologna Declaration and three years after the Sorbonne Declaration, European Ministers, representing 32 signatories, met in Prague in order to review the progress achieved and to set directions and priorities for the coming years of the process. The Bologna Declaration have been widely accepted and used as a base for the development of higher education by most signatories as well as by universities and other higher education institutions. Ministers reaffirmed that efforts to promote mobility must be continued to enable students, teachers, researchers and administrative staff to benefit from the richness of the European Higher Education Area including its democratic values, diversity of cultures and languages and the diversity of the higher education systems. It was especially appreciated how the work on quality assurance is moving forward. Quality is the basic underlying condition for trust, rele-

vance, mobility, compatibility and attractiveness in the European Higher Education Area. Ministers expressed their appreciation of the contributions toward developing study programmes combining academic quality with relevance to lasting employability and called for a continued proactive role of higher education institutions.

Tuning Educational Structures in the Sport Sector could be a next step of a Thematic Project. Such a project aims at pooling together and capitalising on available experience and recent developments in the sport sector, particularly from previous and on-going European Co-operation in the context of the Socrates programme.

The project could focus on four areas, which are representative of the sport sector: Sport Management, Physical Education, Health and Wellness and Coaching.

The main objectives of the project would be:

- to bring about a high level of Europe-wide convergence in four main subject areas in the sport sector by defining commonly accepted professional and learning outcomes.

- to develop professional profiles and desired outcomes, in terms of knowledge, skills & competences.

- to facilitate transparency in educational structures and to create networks that can present examples of good practice, and encouraging innovation and quality in the joint reflection and exchange.

- to develop and exchange information in relation to the development of curricula and to develop a model curriculum structure for each area, enhancing the recognition and European integration of diplomas.

- to elaborate a methodology for analysing common elements and areas of specificity and diversity, and how to tune them.

The anticipated outcomes of the project would be:

- A methodology to move forward in Europe-wide tuning of educational structures in the sport sector.

- Identification of the major obstacles in the process of convergence at the level of structures and possible ways forward.

- A common methodology for measuring student workload at European level in relation to professional profiles and learning outcomes including knowledge, competence and skills.

- A platform for discussion with professional bodies on these issues.

- A final report giving the experience of the four subject areas in the sport sector, in their efforts to tune and converge European educational structures in this sector.

- A set of recommendations to be offered to the Ministries, the Conferences of Rectors, Universities and the European Commission.

WORKSHOP NO 2 INTERNATIONAL PROJECTS

The theme of 'International Projects' in the 6th ENSSHE Forum also included several presentations in which the focus was upon the EU-related projects. Many European countries are eligible to participate in the EU projects with slight differences in terms of conditions. More and more opportunities are given for the Central and Eastern European countries for participation.

The organisers and the scientific committee of the 6th Forum had the fortunate opportunity to welcome personnel from large international associations. One of them was Gudrun Doll-Teppe, president of ICSSPE. She represents a large international association, which holds its hand on the pulse of every recent change and development in the field of PE and sport sciences all around the world. Her presentation gave the profes-

sionals very interesting data and motions that are presently available in this field.

The overall structures of the available funds are though still very difficult to understand. The presenters Dr. Judit Farkas and Ms. Éva Kellermann from Hungary, as well as Mr. Tilo Friedmann from Germany, were able to provide useful information and links for ongoing and possible projects.

The presentations also dealt with the issue of 'Outdoor Activity and Recreation' during the Forum. Representatives from Finland and Norway usually present this topic. This is not surprising since these countries are deeply involved and active in providing good structures and practices in this theme due to their available resources and favourable circumstances.

International co-operation and funding possibilities: experience and perspectives (TEMPUS, SOCRATES, LEONARDO, CEEPUS)

Éva Kellermann

Tempus Public Foundation, Hungary

The decade that has passed since the start of political changes in the countries of Central and Eastern Europe saw an opening up of the opportunities for European co-operation on full scale. The last decade has clearly shown that European co-operation provides and added value and genuine inspiration to developing capacities and activities of higher education institutions, yet at the same time, it also proved to be a real challenge concerning required capacities, resources and expertise.

A main tool of developing these capacities and improving performance in a regional, national and European environment has been the Tempus programme since the very beginning of the last decade. Tempus has been an experience, a joint effort, an innovative laboratory shared by almost all European countries, including EU Member States, EU candidate countries and also most other countries of Europe. Candidate countries ceased to be beneficiaries of the programme in 2000. Since then, the programme focuses on curriculum development, improving university management, implementing institution building programmes in the beneficiary countries, as well as mobility of professors and students. The EU candidate countries of Central and Eastern Europe might assist in these processes by the participation of individual experts in projects or by hosting mobility from beneficiary countries with the aim of disseminating candidate country experience or networking with the beneficiary institutions.

Having closed the transition period of being beneficiaries of the Tempus aid programme, now candidate countries face the challenge of participating in European community programmes on the basis of co-financing.

The SOCRATES programme supports projects in various fields of education. Candidate country universities and colleges are rather active in student and teaching staff mobility offered by higher education sub-programme ERASMUS. ERASMUS also supports the operation of extensive European thematic networks in various academic fields. Other activities supported by the sub-programme include curriculum development, intensive programmes and implementation of the European Credit Transfer System (ECTS); these opportunities are still to be explored better by the universities.

Making lifelong learning opportunities more available to European citizens has high priority in the SOCRATES programme. Sub-programme GRUNDTVIG promotes the development of adult education by supporting the following activities: large-scale European co-operation projects for developing adult education and lifelong learning; small-scale Learning Partnerships for launching and improving European co-operation activities

in the field; individual training grants for adult education staff; thematic and project networks. As GRUNDTVIG is open to universities carrying out research and/or adult curriculum development activities or providing educational opportunities for adult learners, the sub-programme is strongly advised for higher education institutions dedicated to physical education and sport for better exploration.

Developing teacher training – including the training of physical education teachers – is supported under public education sub-programme COMENIUS. Projects might aim at developing curricula, courses or teaching materials for teacher training, improving teacher training methodologies and strategies as well as organising practical trainings for student teachers abroad.

The SOCRATES programme for developing education is complemented by the LEONARDO programme, which promotes the improvement of vocational education and training. Grant schemes open to universities and colleges include pilot projects aiming at developing innovative curricula, courses, training materials and methodology related to certain professions as well as practical placement of students or mobility of training staff abroad.

A unique opportunity is provided to Central-European countries to exchange university students and teachers in the framework of the CEEPUS programme. Unlike the other programmes mentioned above, this higher education cooperation programme is not funded by the EU but exclusively by the participating countries: Austria, Bulgaria, the Czech Republic, Croatia, Hungary, Poland, Romania, Slovakia and Slovenia.

The above mentioned programmes offer a wide-range of opportunities to implement transnational projects and strengthen international co-operation: all higher education institutions working in the field of physical education and sport are warmly invited to make the best use of these opportunities to widen and develop their activities – not only the international ones!

“European Thematic Network: Educational and Social Integration of Persons with a Handicap through Adapted Physical Activity”

Judit Farkas

Hungarian THENAPA Representative
Faculty of Physical Education and Sport Sciences
Semmelweis University, Budapest

This thematic network is a good example of the indirect support and regulation of the EU to educational and social issues. As it is well known, education is a national matter in the EU. However, there is a financing technique through the Erasmus channel to help the academic sphere to define and develop a European dimension in, for example, one of the most complex fields. In order to ensure the full integration of school children with disabilities as well as athletes with disabilities, the general practitioners such as PE teachers and coaches need to acquire theoretical and practical knowledge.

The majority of the PE teacher and coaching education programmes do not include any content of the Adapted Physical Activity. The goal of THENAPA is to three-fold. First, to map the current practices in schools/sport clubs and to reveal the defects of higher education curricula in over 30 European countries. Second, to develop a master curriculum for all the related fields: P.E. teacher, coach, sport managers, and recreation specialists at all levels. Third, to promote the implementation of the master curricula in the participating countries.

Near the end of the 3-year project, the very positive impact of the project on the Hungarian sport higher education and the national standards is presented. The description of the project can be found at www.kuleuven.ac.be/thenapa.

European Animator – experiential expert in Outdoor Tourism

Mairit Pellinen

degree programme manager, international co-ordinator Sport Institute of Finland

This Leonardo da Vinci pilot project (1996-1999) has developed a continuing training programme in the field of Sport and Outdoor Animation in close co-operation with travel organisations. The project co-ordinator has been Sport Institute of Finland, educational partners from Scotland, Greece, Sweden, Hungary and Estonia. The target group has been mainly sport instructors and physical education teachers interested in the travel business.

Animation is a profession combining skills from tourism, show and physical education sectors, which enables self employment through versatile approaches in the growing market. The course outline includes such subjects as tourism, providing services and marketing, event management, cultural orientation, environmental aspects, drama and performance skills, music, outdoor sports, first aid and customer care.

The needs analysis was carried out in six countries in 1997. Animator course curriculum has been designed, implemented and modified. Scope: 8 months, 20 study weeks, 6-12 weeks work placement. As a result of the project, 200 animators have participated the pilot courses and curriculum development. The pilot testing have been carried out in Finland (50 students) in Estonia part of a Recreation Management course (90 students) and in Scotland (15 students). First pilot course in Hungary (10 students) has started in September 1999 and the first course in Sweden will start in September 2001. The Institute of Travel and Tourism (ITT) has accredited the animator training programme in Finland, Scotland and Estonia. During the project work placement has started with 100 companies. Students in Finland have built a network and founded the Animator Association of Finland 1999.

Sport Institute of Finland is member of Haaga Polytechnic. Animator qualification is now available as free elective studies for sport instructors and tourism and hotel management students. (Bachelor level degree courses, 140 credits). The studies are mainly organised at Sport Institute of Finland but the teachers are from both Institutes.

Educational partners: Dundee College (Scotland); Bosön Sports Institute (Sweden); Tallinn Pedagogical University; Democritus University of Thrace (Greece); Hungarian University of Physical Education (Hungary).

**A European Outdoor Animator Award
A project set up to find innovative solutions
to the problems found in training, assessing and recognising
Adventure Sports Leaders in Europe**

Ian F. Lewis

United Kingdom

1.0 Summary:

1.1 The Eurosala Project originated following developments over six years attempting to break down barriers to mobility of labour in the outdoor adventure industry across Europe. Some employers and many employees feel that due to the seasonal nature of the work it is necessary to have a European qualification structure that allows for easy travel and access to work according to activity seasons. Prior work has shown that it is a very difficult area to address due to an excess of independent interests which is stifling employment opportunities.

1.2 This Project confronted the blocks that had been met by previous work and found a way through. Perhaps a simple so-

lution, and perhaps elegant for this, it avoided confrontation with coaching qualifications which are jealously guarded by National Governing Bodies of Sport in most states. Core areas were linked with generic skills required by employers in adventure work.

1.3 Progression of Project:

1. Clarification and verification of employer's needs [Gr/IRL/UK/F]
2. Analysis of core areas
3. Creation of an outline qualification
4. Trialling
5. Review, Refinement and re-trialling
6. Framework qualification ready to be integrated with member state requirements [IRL/UK/GR/F].

2.0 The problem being addressed:

Adventure Sports employers and employees have worker needs concerned with the management and delivery of real adventure [unexpected outcome] experiences in education, development and leisure. Safe management of adventure threshold experiences is central to the client requirement. Repeat experiences and clients not feeling at risk are not options. The emerging professional workforce who manage groups in these environments do not have satisfactory awards recognisable between member states and even including sports coaching awards. This is aggravated by diverse, sometimes obligatory, requirements of Member States [e.g. BAPPT - Fr, NGB Awards - UK] for sports based technical qualifications, usually not but not exclusively from a coaching origin. And yet the workforce is becoming ever more mobile.

3.0 The Aim:

One award, assessable and recognised by all member states where experience and training gained in any member state can be validated and contribute to a single recognised award.

4.0 A Solution:

This solution evolved from five projects run between 1990 and 1999 through which, with further research and development as part of the 1998-2001 project, the European Outdoor Animator Award evolved. It created a new structure of award which included core areas from existing awards, but which also supports individual technical skills being added where employers, member states, personal interest or employment opportunity make this appropriate.

5.0 Partnership:

Ireland, UK, Greece and France were partners in the project, which provided for direct public, private and not for profit representation and also experience from training, tourism, education, recreation and sport. Additional perspectives were added through good contacts with the Member States' Outdoor Associations.

6.0 The Future:

It is hoped that the award framework will be used to develop European Winter Sports, Summer Land-based Sports and Water sports Awards through extension of the partnership.

7.0 Conclusion:

European mobility is vital for the fast growing Adventure Industry. This is both for the seasonally mobile 'snow/sun' employment market and the workers who move for development and in-

terest. It will improve quality and consistency of the adventure industry's product and it can overcome traditional blocks to adventure sports qualifications which, whilst a very important part of some workers' roles, are not universally required.

Preparing for a Social Dialogue Committee in the Sport Sector

Leo Clijssen

Secretary General of ENSSHE, The Netherlands

Research¹ has identified the growing employment potential in sport. There are many important issues that must be addressed (both at national and European level) if the potential of sport to offer quality and sustainable employment opportunities is to be realised. There is now a need for a focus on the employment and human resource challenges facing sport in all of its guises if socially and economically we are to capitalise on these opportunities. Because of the newness of the industry and its emergence as an employment sector, it is necessary and appropriate to lead this movement at a European level.

Four eligible types of organisations are identified by the European Commission:

- a) social partners, national and European employers- and employees organisations;
- b) organisations linked to industrial relations, i.e. universities, research centres;
- c) public authorities, national, regional and local authorities;
- d) non-governmental organisations involved in promoting fundamental social rights.

An initiative has been taken by the European Network of Sport Sciences in Higher Education (ENSSHE) and its division European Observatoire of Sports Employment (EOSE) and which is actively supported by the following participating partners, to prepare for a social dialogue committee in the sport sector:

- a) Uni Europa-Union Network International
- b) European Non-Governmental Sports Organisation (ENG-SO)
- c) The National Training Organisation for Sport Recreation and Allied Occupations (SPRITO)
- d) Arbetsgivar Alliansen (Sweden)
- e) Tjänstemannaförbundet HTF (Sweden)
- f) FNV Sport (Netherlands)
- g) Werkgeversorganisatie in de Sport (WOS, Netherlands)
- h) Fédération Communication et Culture (Cfdt, France)
- i) Conseil Social du Mouvement Sportif (COSMOS, France)

The state of the art of the project and all the reports will be published on the website of ENSSHE (www.ensshe.lu) and EOSE (www.eose.org).

Integration of Theory and Practice in the Preparation of European Sport Managers

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This workshop will confront and discuss some key issues for the preparation of the sport managers in Europe. There is a clear evidence of a positive trend in the employability of sport managers in Europe: the investigations carried out by the European Observatoire of Sport Employment have demonstrated that in the period between 1990 and 1998, the sport employment in the different UE countries increased in general of 50% and more (Carmy et al. 1999). The complexification of the sector environment and the increasing specialisation of tasks and organisations have produced an augmented request for well prepared sport managers, but the graduate (and postgraduate) students' skills often do not match properly the needs of the national job markets (Taks et al. 2000)

¹Sport et emploi en Europe, 1999, Rapport Final, European Network of Sport Sciences in Higher Education, PR-div/99-09/C8, Commission Européenne DGX.

Sport and Employment in the Third Sector

Within this context, the European Association for Sport Management is constantly reviewing and debating innovative experiences, strategies and actions carried out in Europe with the aim of enhancing the quality of the preparation of the sport managers.

During the workshop some selected examples developed in different European academic institutions will be presented and submitted for evaluation.

Particular attention will be given to some experiences carried out in France, Republic of San Marino, Lithuania, Belgium, United Kingdom, the Netherlands. Finally it will be illustrated the innovative approach of the MEMOS (International Post-master course run by a consortium of Universities and National Olympic Committees and supported by the Olympic Preparation of IOC).

WORKSHOP NO. 3 INFORMATION TECHNOLOGY (IT)

IT is one of the fastest developing fields in the world. Higher education cannot exclude IT either, where the possibilities are endless and large. This theme received major attention during the Forum. Two workshops were organised for accommodating the applicants' demand in presenting their works. The largest number of papers and presentations were conducted under this theme during the Forum. The approaches are slightly different, but their common aim is the service provided with the latest tools and techniques for the higher education sector. With the products of IT, the higher education sector can broaden its possibilities and provide the customers with a high quality service and methodology for their work.

New developments of the 3 dimensional object oriented instructional database at HUPENET.

Zsolt Csende

Department of Informatics and Multimedia
Faculty of Physical Education and Sport Sciences
Semmelweis University, Budapest

The purpose of this presentation is to introduce the new services of the integrated instructional material development system that is designed to give WEB based assistance and to increase the efficiency of the educational process of different courses. The object oriented virtual database besides its usage through the LAN allows us to produce instructional CD-ROMs, DVDs and videos to the market. The Exercise Science Faculty started the development of its LAN and Creative Environment in 1995. The multimedia services of the Interactive Instructional Material Database have been introduced in 1998. The local segment of the developmental facilities is a 100Mb/sec UTP Category 6 network. Its main frame is a SGI Indigo 2 computer with Softimage Creative Environment linked to an SGI Indy computer with the same software. For the development of the material we also use 3 IBM compatible PCs with 3D-Studio Max and Lightwave. This integrated developmental centre is linked through the LAN to the Digital Studio through the LAN. Based on the described infrastructure there is a continuously developing interactive instructional material database that assists the Faculty's educational processes and allows us to for operational cost generating purposes to develop instructional CD-ROMs, DVDs and videos for the market.

In the framework of this presentation we would like to provide a detailed description of the services and to present the developed materials that could be reached at http://www.hupe.hu/members/multim/index_e.html.

On the added value of internet-based tertiary education: Evaluation of an online seminar in the field of sport science²

Christoph Igel / Reinhard Daus

Institute of Sport Science at the Saarland University (Germany)

Against the background of the rise of new media, a global education market is developing, sparing no field of specialisation or educational institution. It has long since reached universities all over the world in general and the field of sport science in particular. The community have great expectations of teaching and learning supported by new media (eLearning) as for the first time the learner has the possibility to study independent of time and place, in an interactive and multimedia-supported environment, and a so far unknown intensity of communication can be facilitated between all parties involved in the teaching and learning process.

Starting out from these expectations, the presentation aims to depict the conception, realisation and evaluation of the online seminar iSport talenti which was carried through in the framework of the European pilot project iITES - Information Technologies in European Sport and Sport Sciencei (www.uni-saarland.de/ites). Special importance is attached to the question as to in how far the expected added value of the chosen form of eLearning can be verified and as to what opportunities and limits follow out of the integration of new media into tertiary-level teaching.

On the evaluation of the internet-based E-Journal „Motor Control and Learning”³

Christoph Igel / Reinhard Daus⁴

Institute of Sport Science at the Saarland University (Germany)

New information and communications technologies and their implications in university teaching and research represent a major challenge in today's educational landscape. Against the background of the development of international data networks and the almost unlimited possibilities for linking a wide variety of information objects, a number of tools for information selection and presentation are available that offer differing degrees of potential for change within the context of traditional scientific communication.

One tool to be notably affected by such processes of change is the scientific journal. As a fundamental component of every scientific discipline, it generally assumes the function of a discipline-specific information and orientation guide to the state of the art of the subject concerned and contributes to the realisation of a common knowledge base of the scientific community.

This presentation aims to give an insight into the conception, programming and evaluation of the E-Journal iMotor Control and Learningi, which has been realised in the framework of the European pilot project “ITES – Information Technologies in European Sport and Sport Sciencei (www.uni-saarland.de/ites). Special attention is paid to considerations on evaluation and monitoring of the E-Journal made in the context of the quality management of the developed prototype.

²The project is sponsored by the European Commission (Contract 71178-CP-1-1999-1-DE-ODL-ODL, 71178-CP-2-2000-1-DE-MINERVA-ODL)

³The project is sponsored by the European Commission (Contract 71178-CP-1-1999-1-DE-ODL-ODL, 71178-CP-2-2000-1-DE-MINERVA-ODL)

⁴in cooperation with the Institute for Sociology at the Saarland University (Germany)

From Vision to Implementation of ICT-Learning Application in Physical Education

Finn Berggren and Lars Elbaek

Institute of Sports Science and Clinical Biomechanics,
University of Southern Denmark

The presentation will introduce the process of a pedagogical research, which started as a vision about how to use new teaching methods based on Information and Communication Technology in the practical field of physical education.

The research resulted in the production of a learning application in which potentials and limitations of modern technology together with theory and practise of teaching have been incorporated.

In the presentation the approach to the development process will be based on an triangular model in which the first angle represents the idea and vision of the project including a definition of the concept of learning. The second angle describes the interaction between the technological reality and the original vision. The third angle represents the dynamic process between the users' experience with the application and the developers' on going programming of the application.

The research resulted in an awareness of the weak and strong aspects of using an ICT application in a problem based learning environment.

This experience has created a platform for the development and use of a new learning strategy in Physical Education, which will be presented at the conference.

A comparison of two different uses of a Virtual Learning Environment to deliver Sports Science material to students

John Erskine

Staffordshire University, United Kingdom.

Participants will be introduced to the general principles of a VLE. Secondly, via live demonstration, the content of two VLE supported modules delivered at Staffordshire University will be examined. The demonstration will focus on comparing and contrasting the use of a single VLE to produce learning outcomes in two very different modules and will highlight the potential flexibility of adopting a VLE approach to teaching and learning

The challenge of assessing iLearning within a Virtual Learning Environment

John Erskine

Staffordshire University, United Kingdom.

The use of Virtual Learning Environments in Higher Education is growing at a phenomenal rate. However, little evaluation of the impact of this new technology on student learning is taking place.

The workshop will outline some of the key questions that need examining in this regard and highlight

issues that should be addressed to ensure that the potential of VLEs becomes a reality in terms of student learning and understanding.

These two presentations should interest those delegates who wish to further their knowledge and understanding of the potential of VLEs by examining in some detail the content of two modules that have adopted a distributed learning format with VLE support. Additionally, delegates will be made more aware of the challenges surrounding assessing the impact of VLEs on student learning.

WORKSHOP NO 4. GENDER

Although discrimination exists in sport, there has been an increasing understanding that participation in sport is both a human right as well as an instrument of social change and human development. During the last twenty years there have been many initiatives designed to improve the participation of girls and women in sport, physical education, and physical activity at the local, national, regional, and international levels. As the focus shifted from gender equality to gender equity, the emphasis has been upon addressing structural inequalities in the context of gender and power relations. This focus is reflected in the growing international activity and advocacy by both governmental and non-governmental groups. The inclusion of sport under the umbrella of international human rights instruments such as the Nations Universal Declaration of Human Rights (1948) and the Convention of the Elimination of all Forms of Discrimination Against Women (1979) has provided the basis for the improved opportunities for girls and women in sport and physical activity.

Women in Leadership - Action Alliance to Increase the Proportion of Women in Leading Positions in Sport. Analyses, Concepts, Measures

Gertrud Pfister

Germany

Background

There is currently mounting frustration in organised sports about the fact that from club to association level it is becoming increasingly difficult to fill leading honorary positions. Today voluntary work in clubs no longer appears to be 'in' - even if, in a positive sense, sport (still) enjoys a special status. From what can be gathered from sports clubs and associations there is a shortage of people willing and able to devote their time and energy to sport (cf., among others, Jütting/Jochinke 1996; Zimmer 1996). On the other hand, recent investigations have shown that there is indeed a great potential to be harnessed among people capable of working in clubs and associations (cf., among others, VELTINS-Sportstudie 2000). Apparently, it is difficult to coordinate potential supply and demand in the sphere of honorary posts in sport. It also remains to be seen what effect the growing problems of top-level competitive sports and the criticisms raised about current developments in sport (commercialisation and doping to mention but two) will have on the standing of sport in society and on the preparedness of people to work actively in this field.

With regard to leading positions in sport women are under-represented in all areas and at all levels. This is confirmed by all the statistics and studies that are available, even if these may not as yet provide a consistent and comprehensive picture of the present situation since they do not cover systematically every area and every level of organised sports. Studies of the extent of female representation have so far only been carried out in the highest executive bodies of the German Sport Federation (Deutscher Sportsbund - DSB) and a number of sports associations (cf., among others, DSB 1998; Pfister 1998). Schemes on the advancement of women, which have been in effect for the past ten years (and which, as a rule, apply only to the national level) have not been able to bring about any decisive changes. And for the moment there is no evaluation available of the implementation of measures on the advancement of women either at the level of the regional sports associations or in the large clubs. We know even less about the

concrete steps taken to implement the measures and about the effects these have had.

"Women in Leadership" has meanwhile become a political issue. On 4th July 2000 the German parliament (Bundestag) held a debate on the subject of the discrimination of women in sport. Both the German NOC as well as the International Olympic Committee were urged to increase the percentage of women in executive posts in national and international sports bodies to 20% by the year 2005.

Aims

- The project "Women in Leadership" pursues the aim of increasing the proportion of women in executive sports bodies by
 - analysing the extent to which women are represented in executive sports bodies
 - evaluating the effects and results of schemes on the advancement of women
 - analysing the causes of the under-representation of women in executive posts
 - developing and implementing measures to encourage women to take up honorary posts
 - developing and implementing concepts of gender mainstreaming in sport
 - involving men in leading positions in the development of concepts and the implementation of measures.

By doing so, a number of synergetic effects may be achieved:

1. the experience and competence of women can be made use of;
2. the shortage of personnel in leadership positions can be remedied;
3. women are given equal opportunities of influence and decision-making.

Methods: Analyses, Concepts, Measures, Networks

The overall project is divided into two subprojects which are closely related to one another:

1. The research subproject will undertake the following tasks: research, empirical surveys and analyses, and collaboration in the development and selection of concepts. It will also accompany and evaluate the measures to be introduced.

This will be accompanied by the "field of practice" subproject, which, starting at a later date, will undertake the following tasks: collaboration in the development and selection of concepts, the implementation of these concepts in cooperation with associations and clubs, the supervision of measures and campaigns as well as the fostering of networks.

The Promotion of Physical Activity and Sport for Women: From Gender Equality to Gender Equity in Sport

Susan J. Bandy

Faculty of Physical Education and Sport Sciences
Simmelweis University

This paper traces the evolution of the promotion of sport and physical activity for females from its inception in the form of systems of gymnastics in the 19th century to the participation of girls and women in sport and the demands for gender equality and gender equity in the last decades of the twentieth century. More specifically, it focuses upon the importance of the United Nations' Universal Declaration of Human Rights (1948), the Convention of the Elimination of all Forms of Discrimination Against Women (1979), the 'Brighton Declaration' (1994), and the 'Windhoek Call for Action' (1998) as sport became recognized as both a human right and an instrument for social change and sustainable development. It notes the influence of these international instruments upon: the positions taken and

the recommendations of national, regional, and international women's sports organizations; the International Olympic Committee and UNESCO; and other governmental and non-governmental organizations. It is suggested that among the more important aspects of the 'Brighton Declaration' were the statements of the principles of equity and equality in sport and society. The 'Windhoek Call for Action' made apparent the need to use existing international instruments concerning gender equity such as the Beijing Platform for Action and the United Nations Convention for the Discrimination Against Women. The paper concludes with the importance of recent policy development of the European Union's Commission, the 'Community Framework Strategy on Gender Equality', in achieving a more equitable sports culture in Europe.

WORKSHOP NO. 5 COACHING

The other major focus of the 6th Forum in Budapest was upon issues pertaining to coaching education. This is a very complex and differentiated topic in Europe. ENSSHE has its own Coaching Committee, which has a leading role in the negotiation of educational structures, as well as methodologies in coaching. In the past, ENSSHE has developed the so-called European Qualification Structure for '5 Levels of Coaches' Training'. This model is well accepted by the respective bodies of the EU as well. The model is dedicated to assisting countries in applying their own system of coaching education in finding the appropriate level for harmonisation in this field. This model is the appropriate resource for identifying the EU-based qualification requirements. This global structure includes institutions where all the suitable human and additional resources are available, which facilitates the basic need for a school-based education qualification. There are several initiations in a few European countries, where interpretations of the minimum qualifications for a coach are led by the interest created by economic demands. These initiations must be integrated into the previously described system for its global acknowledgement, as experts and state officials agreed.

Hungary and the Faculty of PE and Sport Sciences are well prepared to host such negotiations in coaching. Hungary has great traditions in coaching, which are reflected in the results of large international sport events. This sector though is also facing unexpected difficulties. It is a general phenomenon that also coaching education requires a well-structured system, involving experts and professionals with excellent expertise.

University Diploma on European Master of Science Degree in the Science of Sport Coaching at the University of JYVÄSKYLÄ

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Department of Biology of Physical Activity,
University of Jyväskylä, Jyväskylä, Finland

Within the European Union there is a growing need for recognition of competencies among different professions of Sport to enable mobility in the European labour markets. Warrant for certificates and diplomas are evident. The University of Jyväskylä has taken the necessary actions to provide its students with a special Diploma after the completion of the Master of Science Degree in Sport Coaching. The Diploma is awarded on fulfilment of Level 5 training as defined by the European Structures for the 5 levels of Coaches' Training and based on the legal texts of the European Community Member States (Decision 85/368/EEC, Directive 89/48/EEC, Directive 92/51/EEC) and suggestions by the European Network of Sport Sciences in Higher Education.

The Diploma will certify that a person has completed the requisite academic studies according to the standing rules and requirements set by the Department of Biology of Physical Activity and the Faculty of Sport and Health Sciences of the University of Jyväskylä. The Diploma is given when the Degree of Master of Science has been completed with the following specifications: 1) Minimum of 1200 hours of studies in Sports Sciences, 2) Minimum of 1200 hours of studies in the chosen Sport, 3) A Specified Sports Discipline, 4) Minimum of two years experience in professional Sports Coaching, 5) Masters Thesis approved by the Faculty and 6) published separately as an original scientific / professional article and/or presented as an oral presentation in an international scientific congress. The first 12 Diplomas were awarded on April 18, 2001. The training programme for Sport Coaching in the University of Jyväskylä meets well with the requirements presented for the level 5 and 5+ programmes of the European Network of Sport Sciences in Higher Education. The European Diploma will help professional coaches to find their positions in labour markets.

Project of the European Master in High Level Sport Coaching

JosÉ Rodrigues*, Christophe Debove** & AndrÉ Canvel**

*Escola Superior de Desporto de Rio Maior (Portugal)

**Institute National de Sport e diEducation Physique (France)

1) General Presentation:

This project must involve, on a first time, one university or institute by country represented at the coaching committee. Each one have the responsibility to deliver one part of the European master program. The certificate should be gave to the students after they spent a certain number of modules. Each student could choose his own curriculum, concerning his needs and expectations defined at the beginning of the master.

The master should be delivered during two years. To organize their curriculum the students could use the schedule of sessions programmed into different institutes and universities involved in the master. Each place can propose different sessions to adapt to the specific students.

The students must build their own program from two points of reference:

- At least, two modules must be done in a different country from his own;
- The total amount must be six modules, more one option by the student that should have specific evaluation;

2) Target Public:

The students of this Master must be coaches from a high level, as national or international coach, or to have level 4 coach education certificate and sponsor by a national federation to be a national coach.

The language of this master should be the English, so it is important to the students to have enough competence to understand and communicate in that language.

The selection present with three criteria:

- the coach level of expertise;
- the professional project of coach education;
- the involvement of the national sport authorities.

3) Coach Education Structure:

The European Master in High Level Sport Coaching has four main aims:

1. engage in the knowledge and the learning of the high level coach;
2. to value a transversal and multidisciplinary approach that consider the complexity of the humanities, the economics, didactics, scientific, politics and ethics, etc., that are related with the high level coach role;

3. engage and improve the effectiveness of the relations and exchanges of competencies between the members of European Union related to high level coach education. Emphasise the professional knowledge and competencies to transform the conceptions and the practices related to coaching. We intent to create a better comprehension of coaching to perform better training process, promote better athletes, to develop the high level sport competition.

4. to allow to the high level coaches to have specific continuous education, in sense to help them in their jobs to perform better coaching, answering to this double aim:

- better expertise in their profession, face to an increasing concurrence and the dangers of high level competition;
- better attitude to the sport education and this program to the youth

"Integration of Post Secondary Coaching Education into the University Level Coaching Education in Hungary"

Etele Kovács

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Semmelweis University, Budapest

Hungary has great traditions and results in top sports. She has the highest number of Olympic gold medals per capita. Evidently, this success is partly supported by the multi-level, school-based and State-accredited coaching education system. The origin of this centralized model is the mix of the medieval Catholic and the later Prussian educational systems (contrary to the myth that it was the product of the socialist system). More and more comparative research reveals that there is a fundamental difference between the business and the educational sector: good economy is driven by the decentralized legal background, but the nationwide quality education can be assured only by national standards, more successfully by core curricula and requirements. The Hungarian educational policy declared the wish to continue this principle, but it doesn't mean that there are no reforms to be made.

Besides regularly updating the national coaching requirements with the help of a group of various competent professionals from all fields of sport, the rigid separation of the three levels of coaching education was eased. Meantime, the curricula of each level were harmonized. With the adaptation of the credit point system, the courses and more importantly, the knowledge can be built on each other more fluently.

The Hungarian University of Physical Education and its successor the Faculty of PE and Sport Sciences of Semmelweis University (established in January 2000 by the integration of three universities) had and has the leading role in the education of the future coaches at all levels. Therefore, it was the initiation of the university to modify the structure. To execute the already established and approved changes, the management of the Faculty created a new position at the Dean's level to safeguard the step-by-step process and co-ordinate the sport federations and the government officials.

Another facilitating factor was the new phenomenon and business: coaching education organised by the sport federations (e.g.: UEFA license in soccer). After its appearance it raised the question: how does it fit into the existing system. After introducing the new proposed system it will finally found its place.



This Chapter reporting on the ENSSHE Forum held in Budapest, has been edited by László PETROVICS, dr. Tibor KOZSLA, dr. Judit FARKAS and dr. Susan J. BANDY

The Promotion of Physical Activity and Sport for Women: From Gender Equality to Gender Equity

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Abstract

This paper traces the evolution of the promotion of sport and physical activity for females from its inception in the form of systems of gymnastics in the 19th century to the participation of girls and women in sport and the demands for gender equality and gender equity in the last decades of the twentieth century. More specifically, it focuses upon the importance of the United Nations' Universal Declaration of Human Rights (1948), the Convention of the Elimination of all Forms of Discrimination Against Women (1979), the "Brighton Declaration" (1994), and the "Windhoek Call for Action" (1998) as sport became recognized as both a human right and an instrument for social change and sustainable development. It notes the influence of these international instruments upon: the positions taken and the recommendations of national, regional, and international women's sports organizations; the International Olympic Committee and UNESCO; and other governmental and non-governmental organizations. It is suggested that among the more important aspects of the "Brighton Declaration" were the statements of the principles of equality and equity in sport and society. The "Windhoek Call for Action" made apparent the need to use existing international instruments concerning gender equity such as the Beijing Platform for Action and the United Nations Convention for the Discrimination Against Women. The paper concludes with the importance of recent policy development of the European Union's Commission, the "Community Framework Strategy on Gender Equality," in achieving a more equitable sports culture in Europe.

Introduction

The earliest efforts to promote physical activity for females in the modern circumstance began in the mid-19th century with the development of systems of gymnastics and the establishment of institutes and federations devoted to gymnastic training in North America and a number of countries in Europe. When

sport became more popular for girls and women in the latter part of the 19th century and began to replace gymnastics in programs of physical training and physical culture (which became programs of physical education), a number of national and international organizations were formed in the early part of the 20th century to promote the participation of girls and women in sport and physical activity. As the women's sports movement gained momentum in the latter part of the twentieth century, efforts led to the creation of more national, regional, and international women's sports organizations as well as conferences and resolutions devoted to achieving parity in sport and physical activity for girls and women. Initially the movement focused upon gender equality and was defined as an independent movement of women in sport, separate from the sporting world of men. However, as the control of women's sports was taken over more and more by men in the latter part of the twentieth century,¹ the battle for gender equality was, by necessity, within the context of sport generally, and the focus began to shift from gender equality to gender equity.² As women have continued to work towards gender equity in sport, initiatives have been linked to and placed within the context of universal human rights and women's rights, and women's sports organizations have connected with non-sporting organizations, recognizing that sport is both a human right and an instrument for social change and sustainable development.

The following traces the evolution of the promotion of physical activity and sport for females from its origins in systems of gymnastics to its current status as an aspect or component of universal human rights, noting the transition from the goal of gender equality to that of gender equity. Of particular importance in the movement have been the world conferences on women and sport and the "Brighton Declaration" and the "Windhoek Call for Action." Their influence upon such organizations as the International Olympic Committee, the United Nations, and the national, regional, and international women's sports organizations that

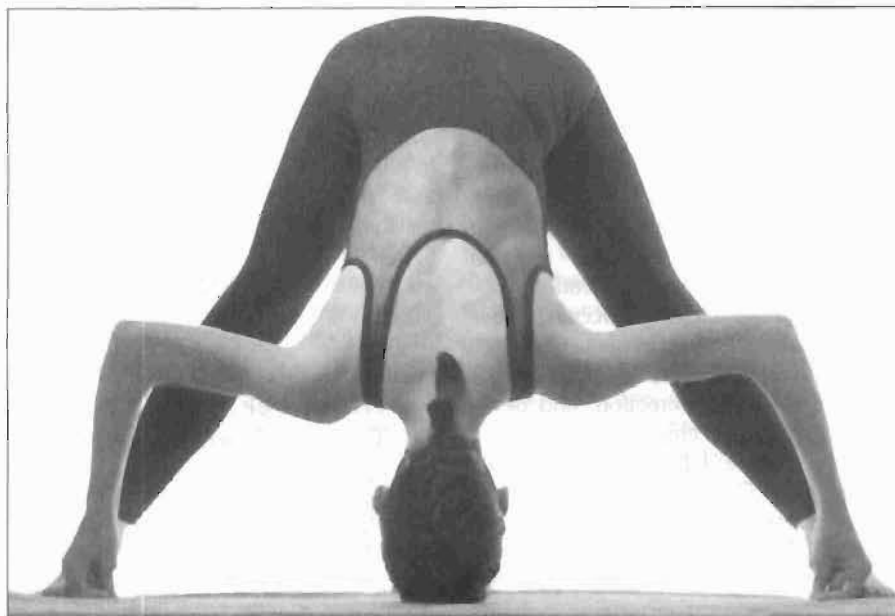
were formed in the last decade of the 20th century is of considerable importance. They have also been useful in achieving governmental support for the involvement of females in sport and physical activity as well as in the formation of guidelines for the development of non-governmental women's sport organizations.

Systems of Gymnastics, Federations, and Institutes

Efforts to promote sport and physical activity for females occurred in a number of countries in the mid-to-late 19th and early 20th centuries in the form of gymnastics and programs of physical training or culture. In the United States, Catherine Beecher and Diocletian Lewis developed systems of calisthenics/gymnastics specifically for women in the first half of the 19th century. In Denmark, the Institute for the Education of Female Gymnastic Teachers was established in 1878. In Finland, Elin Kallio formed an independent Finnish Women's Gymnastics Federation in 1896. Somewhat later, efforts in China led to the creation of the Shanghai Chinese Gymnastics School for Women in 1908.³

Early National and International Efforts to Promote Sport for Girls and Women

When sport began to replace gymnastics in the curriculum in physical education programs and as women entered sport in increasing numbers in the early 20th century, national organizations devoted to sport for women were created in North America and Western Europe. In the United States, national interest in promoting sport and physical activity for girls and women was realized in 1899 with the establishment of the National Association for Girls and Women in Sport (NAGWS). In 1917, the Fédération des Sociétés Féminines Sportives de France was formed, largely through the efforts of Alice Million Millat. In 1925 the Polish Women's Sport Association was formed. Within an international context, efforts to promote sport and physical activity for girls and women were also made. Earliest among these efforts was the establishment of the Fédération Sportive Fé-



minine Internationale (FSFI) in 1921 (also largely through the efforts of Alice Million Millat), which sponsored the Women's Olympics until 1934. With a focus upon physical education as well as sport, the International Association of Physical Education and Sport for Girls and Women (IAPESGW) was founded in 1949. Fostering professional development and international cooperation, IAPESGW led the way in advancing the interests of girls and women in physical education and sport at an international level with its first conference in Copenhagen, followed by conferences in different cities around the world every four years.⁴

International interest in the promotion of women in sport and physical activity in the first half of the twentieth century is perhaps more easily understood within the context of the promotion of equality between women and men that also occurred at approximately the same time, the earliest of which was the United Nations Charter. Following the first wave of women's international and transnational organizing in the 1920's and 1930's, with the establishment of such organizations as the International Council of Women (1883), International Woman Suffrage Alliance (1902), and Women's International League for Peace and Freedom (1915), the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, in 1948, which recognized the dignity and fundamental equal rights of all people in the world.⁵ This was the first step towards the goal of the United Nations of setting international standards to support women's rights and securing the legal foundation of equality between the sexes. The Declaration was soon followed by the European Convention on Human Rights.⁶

In 1979, the United Nations Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) was issued. The purpose of CEDAW is to promote equality of rights between women and men and to improve the status of women by eliminating gender based discrimination. Contained within CEDAW is the recognition that discrimination against women violates the principles of equal rights and respect for human dignity and is an obstacle to the equal participation of women in political, social, economic, community and cultural life. And further, it was created with the view that despite various international human rights (gender-neutral) instruments, extensive discrimination against women continues to exist.⁷ It identifies measures to ensure that women will have the rights to which they are entitled. With regard to sport, within the context of lifelong education, the Convention urges State Parties to provide "women's equal access to, and equal opportunities in, political and public life — including the right to vote and to stand for election — as well as education, health and employment" including "the same opportunities to participate actively in sport and physical education." These declarations became significant in the movement toward gender equity in sport at the end of the 20th century.

Renewed Interest in the Promotion of Sport at National and International Levels: Movement Toward Gender Equality

With the increased participation of females in sport in the late 1960's and early 1970's, concerted efforts to pro-

mote sports and physical activity for females were made in North America and the United Kingdom. In the United States the Women's Sports Foundation (WSF) was established in 1974, *WomenSports* magazine was first published in 1974, and the "New Agenda: A Blueprint for the Future of Women's Sports National Convention," the first conference devoted exclusively to females in sport in the United States, was held in 1983.⁸ Perhaps most importantly, the first federal legislation to promote gender equality and gender equity in sport in the United States, Title IX of the Education Amendments Act, was passed in 1972, and prohibited discrimination in all educational programs, including sport.⁹ At approximately the same time, similar organizations were created and conferences were held in the United Kingdom and Canada. The Women's Sports Foundation was created in the United Kingdom, and the first Female Athlete Conference was held at Simon Fraser University (Canada) in 1980, which led to the foundation of the Canadian Association for the Advancement of Women in Sport and Physical Activity (CAAWS) in 1981. Somewhat later in the 1990's, the promotion of sport for girls and women in Canada was given impetus with a series of Supreme Court interpretations of the Canadian Charter of Rights and Freedoms, which was passed in 1982 and pertained to programs of affirmative action and the prohibiting of discrimination.¹⁰ In countries outside of North America and the United Kingdom, similar national women's sports organizations appeared somewhat later. Among the more notable of these are: Japanese Association for Women and Sport (JWS),¹¹ The British Columbia Organization for Girls and Women in Physical Activity and Sport,¹² Womensport and Recreation NSW (Australia),¹³ Womensport Australia,¹⁴ Womensport Tasmania,¹⁵ Women Sport and Recreation Victoria,¹⁶ the African Women in Sport Association (AWISA),¹⁷ and the Sports Association for Arab Women.¹⁸

In the 1990's, the promotion of sport and physical activity for females at the international level was given further support by the creation of three additional international sports organizations. The International Working Group on Women and Sport (IWGWS), an informal coordinating body that consists of representatives of governmental and non-governmental organizations devoted to promoting and facilitating the development of opportunities for girls and women in sport and physical activity, was established.¹⁹ With a broad mission of promoting and facilitating the development of

sport and physical education for girls and women, WomenSport International (WSI) was established as an umbrella organization devoted to increasing opportunities and positive change for women and girls at all levels of involvement in sport and physical education.²⁰ It is as well a member of the International Working Group on Women and Sport. Additionally the establishment of the International Olympic Committee's Working Group on Women and Sport in 1995 provided further impetus for change in sporting opportunities for girls and women at the international, elite level. The group serves as an advisory body to the I.O.C. and has been instrumental in promoting sport for women within the Olympic Movement.²¹

In addition, to these sports organizations, other intergovernmental bodies such as the World Health Organization (WHO) and the United Nations Educational Scientific and Cultural Organization (UNESCO) have recognized the importance of sport and physical activity in achieving gender equality. WHO has established an International Consultative Committee and Strategy for Active Living as it has expanded its focus on disease and illness to the promotion of health. UNESCO supported the World Summit on Physical Education hosting MINEPS III Conference on sport and physical education.

The combination of increased participation of women and girls in sport and the formation of national and international organizations led to the first international conference on women and sport in Brighton, United Kingdom, from 5 – 8 May, 1994. Organized by the British Council and supported by the International Olympic Committee, the conference brought together policy and decision-makers from national and international organizations with the aim of promoting changes that would redress the imbalances that women face in their participation and involvement in sport. Of the many important outcomes of the conference, the "Brighton Declaration on Women and Sport," created a statement of principles about women and sport that related to international human and women's rights agendas "To develop a sporting culture that enables and values the full involvement of women in every aspect of sport."²² It is the only international declaration that focuses on women and sport, and its influence is evident throughout the over one hundred governments and national, regional, and international sports organizations that adopted it. Of critical importance was the influence of the "Declaration" upon the final Platform

for Action of the United Nations Fourth World Conference on Women in Beijing, China (1995). The Platform represents an international commitment to the goals of equality and peace for women in all countries. It contains twelve critical areas of concern, three of which make direct reference to sport and physical activity in the context of gender equality: unequal access to and inadequate educational opportunities; inequalities in access to health-related services; and persistent discrimination against and violation of the rights of survival, protection, and development of the girl child.^{23 24}

In 1996, the International Olympic Committee (I.O.C.) endorsed the "Brighton Declaration," and it then organized the first I.O.C. World Conference on Women and Sport in October of the same year in Lausanne, Switzerland, bringing together more than 220 representatives of 96 countries and non-and inter-governmental organizations. As a result of this conference, the I.O.C. recommended increasing the percentage of women in all programs, policies, and procedures of the international sports federations and the National Olympic Committees to a minimum of 10% by the end of 2000 and "to recognize the special needs of women so that they may play a full and active part in sport and that they be provided equal opportunities for professional and personal advancement as athletes, coaches, and administrators." Although direct reference is not made to the "Brighton Declaration" in the Resolutions of the conference, the sense of equity and increasing the involvement of women in sport appears in these resolutions.²⁵

The first conference of the I.O.C. was followed by the Second World Conference on Women and Sport, which was held in Windhoek, Namibia, 19-22 May, 1998. The delegates of the conference agreed to convert the principles of the "Brighton Declaration" into a call for action. As Margaret Talbot suggests, between the "Declaration" and the "Windhoek Call for Action," "... the emphasis shifted from acceptance of the principles of equity in sport, physical education and physical activity, towards action to achieve this equity."²⁶ Calling for the development of equal opportunities for girls and women to participate fully in sport, a distinctive feature of the "Windhoek Call for Action" was the recognition of the need for "... greater co-operation and co-ordination between many agencies and organizations responsible for women's issues." The focus was upon global issues affecting women and the creation of national, regional, and international networks in

order to improve sporting opportunities for girls and women. Perhaps the most important outcome of the conference was the recognition of the need to link with "existing international instruments, in particular the Beijing Platform for Action and the United Nations Convention for the Discrimination Against Women" (1979) in an effort to "... increase the awareness of the importance that sport plays in the lives of girls and women."²⁷

The Effects of Brighton and Windhoek: Movement Toward Gender Equity

The importance and legacy of the "Brighton Declaration" and the "Windhoek Call for Action" are evident in subsequent positions of governmental and non-governmental agencies and have been important in defining the purposes of national, regional, and international sports organizations. For example, efforts to link with other organizations, which have women's issues as part of their focus, had positive effects on the Declaration of Punta Del Este, issued as a result of the Third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III). Using the 1979 United Nations Convention on the Elimination of All Forms of Discrimination Against Women and the "Brighton Declaration" as reference documents, the ministers and officials proclaimed "... the importance of physical education and sport as an essential element and an integral part in the process of continuing education and human and social development" and urged "... all member states and sports bodies to undertake a course of action to raise the involvement of girls and women in physical education and sport in all capacities at regional, national, and local levels."²⁸ Similarly, the European Ministers Responsible for Sport issued a resolution on the prevention of sexual harassment and abuse of women, young people and children in sport at their 9th Conference from 30-31 May 2000, derived, in part, from the "Windhoek Call for Action." It stressed the need to take action in sport to "Ensure a safe and supporting environment for all girls and women participating at all levels by taking steps to eliminate all forms of harassment and abuse, violence, and exploitation."

One can see as well the influence of the efforts at Brighton and Windhoek on independent, non-governmental national, regional, and international sports organizations. For example, such organizations as, the Women's Sports and Fit-

ness Foundation Malaysia (1995), the Sports Association of Arab Women (1996), the African Women in Sport Association (1998), and the Japanese Association for Women in Sport have used these works as the basis for the development of objectives and goals, in their arguments for the importance of sport and physical activity in the lives of girls and women, and for equitable treatment of females in sport.²⁹ And more recently the outcomes of the 4th European Women and Sport Conference, "Women, Sport and Culture – How to Change Sports Culture," which was held in Helsinki from 7-10 of June, 2000, reflect the "Declaration" and the "Call for Action." The mission of the European Women and Sport Network is to promote gender equality in sport and to create a sport culture in which girls and boys and women and men can have equal opportunities to participate, act, and make decisions in sport. The 250 delegates from 47 countries who attended the conference formulated the Helsinki Spirit 2000 based on the "Brighton Declaration" and the "Windhoek Call for Action." In promoting gender equity based on these works, the Helsinki Spirit 2000 also includes the need to implement and monitor the Bratislava Council of Europe Resolution on Sexual Harassment, the Berlin Agenda for Physical Education, and the Declaration of Punta del Este.³⁰

In a similar way, the resolutions of the 2nd I.O.C. World Conference on Women and Sport, held in Paris from 6 to 8 March, 2000, recall the recommendations of the "Windhoek Call for Action," the Berlin Agenda on Physical Education, and the UNESCO Declaration of Punta del Este. The I.O.C. increased the recommended minimum of representation of women on the I.O.C., International Sports Federations, and the National Olympic Committees from 10% to 20% (to be achieved by the year 2005) and urged governments to recognize the U.N.'s Platform of Action concerning the importance of physical activity and sport for the development of girls and women through all stages of their lives. The Platform was formulated in the United Nations Special Assembly, Beijing+5, a Special Session of the General Assembly of the United Nations entitled "Women: 2000: Gender Equality, Development and Peace for the Twenty-First Century."³¹ In the platform of the Assembly concerning women's health, it was maintained that it was important to:

Create and support programmes in the educational system, in the workplace and in the community to make opportunities to participate in sport,

physical activity and recreation available to girls and women of all ages on the same basis as they are made available to men and boys.

Conclusion

It has been suggested that, in addition to using the Brighton "Declaration" and the Windhoek "Call for Action" as the basis for promoting gender equality and gender equity in sport, it has been important for women's sports organizations to link with non-sports organizations such as the United Nations and to regard sport, physical activity, and physical education as both a human right and as an instrument for social change and sustainable development, connecting sport to the concepts of gender equality and gender equity. These strategies have increased the importance of gender equity in sport and physical activity in both governmental and non-governmental organizations in many parts of the world. For countries in Europe, the policies of the European Union may be of importance concerning the promotion of gender equity in sport.

In the 1999 report of the Commission of the European Communities concerning Equal Opportunities for Women and Men in the European Union, the Commission reports a commitment to equality between men and women based on the Treaty of Amsterdam.³² It noted as well a strategy of combining the integration of a gender perspective into all of the European Union's policies and programs with specific actions in favor of women. In April 1999, the Council adopted two human rights regulations to provide a comprehensive framework for European Union human rights activities, which make reference to: equal opportunities, non-discrimination, and the promotion of women. These regulations provide a legal basis for the European Initiative for Human Rights and Democracy.

Although the European Union currently has no position on gender equality and equity in sport, the "Commission has issued a Community Framework Strategy on Gender Equality" within the European Union that may be useful in the promotion of sport and physical activity for girls and women. According to a recent issue of the European Commission's publication, *Gender Equality Magazine*,³³ the European Commission presented an "ambitious" new Community framework strategy on gender equality in June, 2001. From 2001 and continuing until December 2005, its aim is "to construct a framework strategy that will be an 'umbrella' for all Community poli-

cies working to achieve gender equality."

³⁴ Efforts in all Community policy areas (for example, education, research, and employment) will be brought together to give a broader perspective of their contribution to achieving the fundamental goal of gender equality. To do so, five strategic objectives will be pursued and will provide a frame of reference for policy development to which all Community gender-equality initiatives are linked. They are: equality in economic life, equal participation and representation, equality in social life, equality in civil life, and changing gender roles and overcoming stereotypes. With the possible exception of equality in economic life, gender equality and equity in sport seems to pertain to these strategic objectives. Perhaps those who wish to achieve a more equitable sports culture in Europe will be able to use the policies of the European Commission.

Notes

¹Of particular importance here is the battle between the Fédération Sportive Féminine Internationale and the International Olympic Committee in the 1920's for the control of athletics competitions, the battle for the control of women's intercollegiate sport in the United States between the Association of Intercollegiate Athletics for Women and the National Collegiate Athletic Association in the 1970's and early 1980's, and the more recent control of the Women's Basketball Association by the National Basketball Association. In every instance, women lost control of sports for girls and women.

²The concept of equality pertained to the provision of equal sporting opportunities for women; that is to say of providing the same opportunities to participate in sport as those of men (i.e. access to facilities, monies, and such). The concept of equity, perhaps a bit more complex, called for equitable treatment with regard to individual differences, in addition to equality of sporting opportunities.

³It is likely that such programs and institutions were developed in other countries at this time as well.

⁴For additional information concerning IAPESGW, consult the Internet site: <http://www/ide/edi/HESC/bkelly/conferences.html>.

⁵For additional information concerning the "Declaration," consult the Internet site: <http://www.un.org/Overview/rights.html>.

⁶For additional information concerning the Convention, consult the Internet site: <http://www.echr.net/echr>.



⁷For additional information concerning CEDAW, consult the Internet site: <http://www.iapac.org/humanrights/un-convwomen.html>.

⁸The conference was sponsored jointly by the Women's Sports Foundation and the United States Olympic Committee.

⁹Title IX was an extension of the Civil Rights Act of 1964 and states that "No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

¹⁰According to Bruce Kidd (in Christensen, Karen, *International Encyclopedia of Women and Sports*, Vol. 1, p. 205), there was a shift from a focus upon equality to a focus on equity in the 1990's.

¹¹For additional information concerning the Japanese Association for Women and Sport, consult the Internet site: <http://www.jws.or.jp/>.

¹²For additional information concerning the British Columbia Organization for Girls and Women

in Physical Activity and Sport, consult the Internet site: <http://www.promotionppl.us.org/>.

¹³For additional information concerning Womensport and Recreation consult the Internet site:

<http://www.womensportnsw.com.au/>.

¹⁴For additional information concerning Womensport Australia, consult the Internet site: <http://www.ausport.gov.au/wspahome.html>.

¹⁵For additional information concerning Womensport Tasmania, consult the Internet site: <http://www.tased.edu.au/tasonline/wmnsport/>.

¹⁶For additional information concerning Women Sport and Recreation Victoria, consult the Internet site: <http://home.vicnet.net.au/~womensport/>.

¹⁷For additional information concerning African Women in Sport Association, consult the Internet site: http://www.play-the-game.org/speeches3rd_world/formenonly.html.

¹⁸For additional information concerning the Sports Association for Arab Women, consult the Internet site: <http://www/iwg-gti.org/e/challenge/info.htm>.

¹⁹For additional information concerning the International Working Group on Women and Sport, consult the Internet site: <http://www/iwg-gti.org/e/about/index.htm>.

²⁰For additional information concerning WomenSport International, consult the Internet site: <http://www.de.psu.edu/WSI/Wsi.htm>.

²¹For additional information concerning the International Olympic Committee's Working Group on Women and Sport, consult the Internet site: http://www.olympic.org/ioc/e/org/women/women_members_e.html.

²²For additional information concerning the Brighton Declaration, consult the Internet site: <http://www.iwg-gti.org/e/brighton.htm>.

²³For a complete copy of the Beijing Platform for action, consult the UN Internet site: <http://www.un.org/women-watch/daw/beijing/platform>.

²⁴Although not a legally binding document, as is the case with CEDAW, it nonetheless has been influential with the 187 countries who agreed to implement the actions that are contained in the document.

²⁵For additional information concerning the resolutions of the IOC conference, consult the Internet site: http://www.olympic.org/ioc/e/org/women_conf2000/women_conf_1996resol_e.html.

²⁶Talbot, Margaret in "Opening Remarks," in Kluka, et al., p 10.

²⁷For more detailed information concerning the "Windhoek Call for Action,"

consult the Internet site: <http://www.iwg-gti.org/e/windhoek/call.htm>.

²⁸For additional information concerning the European Minister's resolutions, consult the Internet site: http://www/unesco.org/education/educprog/eps/EPSanglais/MINEPS_ANG/declaration_of_punta_del_estea_ant.htm.

²⁹For additional information concerning Womensport Australia, consult: www.ausport.gov.au/wspa; for Women's Sports and Fitness Malaysia, 222. [wsffm.org](http://www.wsffm.org); for the African Women in Sport Association, http://www.play-the-game.org/speeches/3rd_world/formenonly.html; and for the Japanese Association for Women in Sport, www.jws.or.jp.

³⁰For additional information concerning Helsinki Spirit 2000, consult the Internet site: <http://www.slu.fi/ews/whats-new.html>.

³¹For additional information concerning the Platform of Beijing+5, consult the Internet site: <http://www.un.org/women-watch/daw/beijing/platform/health.htm>.

³²For additional information concerning the Treaty of Amsterdam, consult the Internet site: http://mhs.trinity-cm.ac.uk/europe/bp_a1.htm.

³³Refer to Number 9, 2000, which is available on-line.

³⁴The program makes use of the Treaty of Amsterdam for action against inequality and discrimination.

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University Sport and Life-Style in the Global Village

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INTRODUCTION

For many years there has been an abundant scientific evidence proving the importance of regular physical activity to people in all ages, including the age group of university students. To emphasize the necessity for incorporating sport and exercise into their daily life may sound trivial at the beginning of the 21st century. If it is so, is it worthwhile of discussing this topic again? Are there new ideas to be added to the old ones? The answer to these questions is an unambiguous "Yes". There are new issues to be explored in connection with university sport and life-style, because during the last 10-15 years a considerable change could have been witnessed world-wide in the material and cultural elements of the university students' life-style. The daily life of the new generations always differed from that of the old ones. Nevertheless, the generation changes, themselves have taken a very special form recently, because their speed has accelerated. In older times the fathers and their sons'; the mothers' and their daughters' life-style differed from each other. Nowadays the younger brothers and sisters may lead quite different life than the older ones due to the universal - and in certain respects dramatic - social, cultural, economic and political processes that affect their life-style. The aim of this paper is to study the nature of these changes and their impact on university sport. The paper is based on a macro-level analysis. Findings of theoretical and empirical studies, as well as the results of analysis of various kinds of documents and statistical data are used.

CLARIFYING THE MAJOR CONCEPTS

The paper focuses on the life-style of university students. The reader is probably familiar with this notion. However, since it can be interpreted in divers ways, it seems to be useful and necessary to define which concept is adopted in this work. So in the first chapter a few conceptual problems will be clarified.

The starting point is the notion of way of life, which comprises an individual's all activities conducted regularly and/or occasionally during his/her whole life-cycle with the aim of satisfying biological and social needs. That is activities conducted in the 24 hours a day, in the 7 days of a week, in the 4 weeks of months and in the 12 month of a year. The way of life is determined to a great extent by the individuals' demographic, social and economic conditions, that is, by their age, sex, marital status, residence, income, education, etc. Notwithstanding, each individual has relative freedom to choose some of his/her activities. This part of the way of life that comprises the group of the relatively freely chosen activities is called style of life. Life-style refers to the fact that people with similar demographic, socio-economic characteristics have the possibility to lead divers daily life: it expresses socio-economic differences in their complexities. According to some social scientists life-style is a means to social strata, social groups to demonstrate their distinction from other ones. E.g. In his famous book entitled. "La distinction" Pierre Bourdieu describes how certain cultural activities, among them sport, serve as a vehicle to certain social groups to distinguish themselves from other ones, and how the social status of some sports altered historically because of this instrumental value attributed to sport. It was the case also with some university sports.

Life-style also refers to the relative significance of the individuals' economic background. It reveals that the personal economic conditions play an important role in the individuals' choice, but they are not decisive. From the perspective of our topic it is a crucial point, since the diversity in the students' willingness to be engaged in sport and exercise is often explained by the divers level of their standard of living. The latter has a great influence on the opportunities that are available to the students but it is not the standard of living but the life-style which determines whether they use or not the opportunities they have access to.

The standard of living refers to the well-being (with one "l") comprising we-

alth and income, the quality of life refers to the well being (with double "l"), that is how we enjoy our life, how we are satisfied with it. There is scientific evidence that embracing sport or exercise into daily life can highly contribute to the people's well-being, to the improvement of the quality of their life. If it is so obvious, and if university students awareness is supposed to high about it, why are not all students active physically. According to the finding of surveys carried out in a lots of countries, higher educational level is connected indeed with high commitment to regular sport and exercise. Notwithstanding, high educational level in itself does not guarantee a high participation rate in sport. The values that the members of a social groups are hold as important are critical to understanding the normative patterns of their sporting behavior. As known, values are socially shared ideas about what is good or bad, appropriate, or inappropriate, desirable or not desirable in a given society, culture, social system, social group etc. The questions whether today's university students incorporate sport and exercise into their daily life or not depends mainly on what values are considered as important by them. In the coming chapters it will be highlighted how the recent changes in the world society value system, and consequently how the dominant values in contemporary societies and related to it values in contemporary sport made an impact on the university students' values and behaviour.

THE GLOBAL PROCESS OF SPORT

The continuous evolution of university sport depends not only on the direction in sport but on the main developmental trends in societies. The increasing intensification of global interdependence of the world's countries is evident event to casual observers. Therefore, the recent dramatic changes in the world of sport can be understood the best within the theoretical framework of globalization. It has been recognized that global perspective is needed, which means that it is necessary to study the large world and the place of our society, as well as the position of our national sport in it. In order to act successfully efficiently locally, it is more and more unavoidable to think glo-

bally also in sport. The new term of "globalization, the "hybrid process of highlighting the dialectical interaction of the global and the local" (Loy, 2001) has been introduced in sport only recently. The global economy, that is the economic activities spanning many nations of the world with little regard for national borders has been regarded as an existing reality of the shared global space. The global map which provides us with a guide to the relative economic development of the world countries according to their income, has been taken into consideration already. It has been studied how have the nations differential position in a global structural hierarchy, namely how have their central, semi peripheral and peripheral position influenced the advancement of their sport

Facing the growth of global interconnectedness the global awareness in the studying of sports-related phenomena has increased. To illustrate this new trend, in this paper the main forms of sport globalization and a few examples of their manifestations are presented.

As know, generally speaking, globalization manifests itself in all major areas of world society, that is in economy, politics and in culture. Consequently, there are many forms of globalization, such as economic globalization

- political globalization
- cultural globalization.

Beside, global processes can be noticed in other domains as well, for instance there is a

- global migration
- global tourism
- global terrorism
- global slavery.

In recent studies it is argued that sporting counterparts can be found related to each form of globalization. (Loy, 2001) According to my knowledge, university sport has not been examined yet from this perspective. The few examples I am going to give here of it should be regarded as an attempt based more on observation than on a systematic analyses.

Economic globalization involves multi-national corporate sponsorship. E.g. when students' sport days or walking days are sponsored in such a way.

A clear example of political globalization is a competition for hosting international university sport event.

The cultural globalization can be illustrated by the increasing power and impact of the print and electronic media with new technology on university sport, e.g. broadcasting university sporting events on a cable or satellite TV or providing sport news on a computer inactive base.

The university students' sport related migration, is a special form of sport labour migration, which is a manifestation of global migration. This has been intensified recently throughout the world, but it has occurred, at a faster rate in the Eastern European region. For instance in the previous Universiades in the Hungarian teams there were only one-two students who had been studying abroad. In the present team 15% of the students are enrolled at foreign universities.

Sport tourism, as a form of global tourism can be easily observed in sport for all students on an international level.

Global terrorism and global slavery and already could be identified occurred in sport. However, university sport seems to be free from these forms of globalization.

Recognizing and admitting the complex reality of globalization in sport, two contradictory aspects of the global process are articulated in social sciences. On the one hand it is underlined that the emergence of modern sport, its spreading and especially its homogenization reflect perfectly the direction of global flows and the power relationship between societies with different position in the global structural hierarchy. For instance Lim Burn Jang from Seoul National University criticises the Western driven sport phenomena. Huang Yaling from the Olympic Center of Beijing University of Sport proposes a cultural rethinking of the Olympic Globalization since according to his view the nature of Olympism is Euro-American centered, excluding the other kind of culture.

On the other hand, the internationalization of modern sport as one of its early characteristics is addressed. It is suggested that it is better to describe the recent global changes that has occurred in contemporary sport as a process of internationalization that as a globalization process, since the crucial distinguishing factor, the state continues to play a central role in sport (Houlihan, 2001).

The central role of the state, together with the marketplace is connected only with representative sports. The globalization of representative is discussed on the basis of the profit principle. That is the identification of representative sports are based on the profit principle. They comprise all kinds of sports whose major aim is making profit such as professional sports, pseudo-amateurs sports including Olympic sports.

In Peter Donnelly's concept a new term "Prolympism" is used expressing perfectly how little difference remained between the traditional professional and the profit oriented Olympics sports. The glo-

balization of recreational sports (sport for all, leisure sports) is discussed on the basis of play/pleasure principle. They comprise sports whose major aim is not to make profit, but to have fun, to promote health, to enjoy participation. Globalization of recreational sport is discussed in connection with civil society. In this respect university sport can be connected with the cultural sector of society in the first place (and not with the political and economic sector). In university sport voluntary organizations play a crucial role (not the state and the market place) and they generate social, cultural capital. The fact that, in spite of the contradictory character of profit oriented representative sports, all areas of university sports, including high level elite students' sport, could preserve its humanistic nature is deeply rooted in its civil engagement through voluntary associations.

STUDENTS' SPORT IN A COMPUTER AGE

The development of university sport is affected not only by the institutions of sport, but all institutions that comprise society, by the institutions of high education in the first place. Whose sport is university sport?

When students' sport was born, university education was mainly the privilege of male, upper class, or at least upper-middle-class young people. Consequently university sport emerged as a leisure activity of upper class males. (We can also add, that in some respect at the beginning it was the terrain of white, upper-class males). Over the last century University education was extended step by step to females, to ethnic and racial minorities and to youth with no high income and high social status background in most countries. Nevertheless, the changes have become more rapid, sometimes even dramatic since we have been living in a computer age. The former elite university education has been transformed into mass education. The number of the students enormously increased, and their demographic, ethnic, socioeconomic and professional composition and as a consequence of all these, their formally more or less similar style of life have become more heterogeneous world-wide. Just think of the changes in proportion of the students with major in classical humanities and modern science.

Of course, the students' life-style show some similarities also today even if they live in different countries, since their main occupation is the same. Nevertheless, their needs for and attitudes towards involvement in sport and exercise are less

similar than it used to be. In older times most student athletes were motivated to participate in competitions on local, regional and international level. Today's university students motives are divers. Their involvement can be registered on an instrumental continuum with recreational, fitness activity, called leisure sport or sport for all activity at its one end and with high level competitive sporting activity at the other end of it. There are many students interested in going for gold at the latter end of this expressive continuum, but the number of student athletes did not increase in the same proportion as the number of the students.

The different sporting behaviour of students can be associated with the transformation of elite sport from pleasant play to hard work and parallel with this process with the transformation of values and means to achievements. Not every student is gifted to perform on today's extremely high level. Not every talented student athlete has ambition to achieve individual triumph, and not every talented student athlete who has ambition is willing to pay the high price which has to be paid for victory in contemporary top sport. That is, many of them do not want to win at any price.

It should be emphasized that the value orientation in university sport seems to be relatively autonomous, somewhat independent from "prolympic" (professional and Olympic) sports where the growing cynicism and disillusion in contemporary society is clearly reflected. Very frankly, the great thing about university sport is that in spite of the corruption of the amateur idea and erosion of several moral values in "prolympic" sports the traditional positive values did not disappear here. Championships for students are generally organized in the spirit of fair-play and sportsmanship not only on local, regional but also on national and international level.

The sport-related values of university students might be connected with the changes in the value orientation in many societies, especially in modern industrialised societies in the last decades. Since the end of the 1960s the dominant materialistic values which were the motor of modernization in the 1950s and in the 1960s have been changed into postmaterialistic, in other terms post-modern values. In the post-modern values system performance orientation lost its overall priority and was replaced by values related to self-realization, above all to independence and freedom. There have been huge differences between the individual countries in this respect depending on their history, cultural, political

and economic traditions and - going back to globalization - on their position in the global structural hierarchy, that is whether they have central, semi-peripheral or peripheral position. Nevertheless, there have been similar trends all over the world concerning this issue: (1) changes in value systems have generally been led by university students; (2) modern sport as a social phenomena has been characterized by internationalization since its emergence, therefore its advancement had always been influenced not only by national but also by international factors.

The survival of traditional sport ethics manifests itself in several areas. Here only one example is given. Deviant behaviours, such as drug use, aggression, violence, cheating, etc which cause many problem in the world of elite sports can be noticed rarely in university sport either among the athletes and officials or among spectators. Students respect their sports. Although they are ready for answering or provoking violence under certain circumstances - just think of the anti-global movements, they avoid (refuse) to act in an aggressive way both in the sports fields and in the stands. Hard cores of football hooligans are seldom made up of university students.

Due to changes in the students values related to sport more and more students are engaged in sports which can be found at the other sequences and at the other end of the above mentioned expressive continuum of sports. It means that there have been more and more student athletes wishing to compete only on local/regional level or not to compete at all just to participate in some sport, exercise or fitness programs, that is, in sport for all. This trend has developed in sport for other age and occupational groups but the emergence of sport opportunities followed better the potential participants' needs in university sport than in most areas of sport for young and older adults. From this perspective the advancement of university sport can be positively valued. In theory students can participate in traditional and in new sports, they can choose even extreme sports, risk sports. In practice, their access to recreational sport opportunities depends on the fact whether sports for all activities at their university (and in their country) are offered on local, regional and/ or national level.

In spite of having relatively better opportunities in university sport than in other areas of sport for young and older adults, the situation is far from being ideal even here. Concerning the students' sport involvement in sport for all two major problems are outlined in this paper. (1) With

the exception of some countries and/or universities, university sport has not included yet students with disability. (2) A considerable proportion of university society still consists of students with sedentary life-style, only some segments of the students are active physically, others have not been engaged in any forms of sport and exercise. The sedentary life-style has gained terrain at a faster rate recently, since the new wave of technological revolution has influenced the every day life. New technologies in the electric media and communication have a double, contradictory impact on sport. On the one hand, they can be a catalyst for promotion and can increase the interest in sport. On the other hand they promote sedentary behaviour by broadening the of inactive elements of daily life. With regard of the latter issue university students are especially endangered since they have more interest in, more knowledge about and more access to computers than older adults and youth in their age. No doubt, the most important challenge in contemporary university sport is to find successful ways by the help of which the number of students with sedentary life-style can be, could be radically reduced and sport for all activity could be an integral part in every student's life.

The internationalization of university sport has been growing in many respect. Lots of its objectives and strategies have taken supra-national form. Therefore, sometimes it is expected that this challenge also should be answered on an international level. We must not forget that in spite of all global processes the problem whether sporting activity is incorporated into the students' life-style or not remains rooted in national issues. Let's think globally and let's act locally also in university sport.

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Deviant Behavior of Greek Soccer Spectators

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Abstract

The research of the motives of the human behaviour and more specifically the human beings' deviant behaviour has been the subject for investigation by sociologists as well as philosophers and psychologists over the last decades. Such kind of behaviour can be easily witnessed in the sports world and especially in the soccer stadiums in the first league. A big social problem in the Hungarian and Greek sports is the deviant behaviour of soccer spectators. It is a phenomenon, which increases day by day. The causes seem to be deeply rooted in the socio-economical structure of the society and the historical background of the different groups of spectators and players itself. The purpose of this paper is to analyse the deviant behaviour of the soccer spectators and the extremist fans (hooligans). In the first part theoretical issues such as the causes of the deviant behaviour as well as the actions and the interaction between the different groups of soccer spectators are discussed. In the second part the findings of an empirical research are presented. The research was carried out in 2000 in Greece by the author of this paper. The aim of this research was to clarify the soccer spectators' attitude toward the present situation in the soccer fields, the system of judging and the management of the teams and sport clubs. The sample was selected randomly. Methods of collecting the data were participant observation, questionnaires, interviews, in depth interviews with spectators, athletic reporters and managers of soccer teams and analysis of documents. In conclusion it is stated that in Greece the manifestation of deviant behaviour is increasing daily while at the same time in many European countries, it is

decreasing. Finally recommendations are made in order to prevent aggressive behaviour of the spectators in the soccer stadiums and around them before, during and after the game.

1. Introduction

The manifestation of deviant behaviour has been common in most of the European soccer fields. It has been subject for investigation by sociologists, psychologists and biologists. It is a social phenomenon, which can be easily witnessed in most soccer matches. A lot of investigations have been carried out, concerning soccer spectators' deviant behaviour as well as the collective behaviour of the hooligans in most of the European countries such as England, Italy and France. Nevertheless, in Greece there is little information about the spectators' deviant behaviour. The increased frequency and the intensity of the violence on and outside of the soccer fields, in relation with the fact that in the episodes young people from all social classes are participating, establish imperative demand for further and in depth investigation. Regarding that socialisation is a formation of social learning, we can say that deviant behaviour is a result of unsuccessful socialisation. It is a long-lasting learning procedure and it can be easily witnessed among football spectators, before, during or after the game. During soccer matches, the manifestation of deviant behaviour seems to be more frequent than in any other sport event.

Soccer itself seems to be a simple sport, with little financial cost. In reality it appears to be full of intensity, passion, excitement, fighting spirit and face-to-face "fights". Moreover, it requires technical abilities, physical endurance and spiritual

virtue. The spectators of a soccer match play their own, vital role in a soccer game with psychological mechanisms. Most of the investigators may wonder how is it possible for most of the spectators of the European countries to be so violent before, during or even after the game (soccer), while at the same time in the USA, soccer spectators react in a different non-violent way in most cases. I think that maybe we should take a look at the historical background of the soccer itself in Europe as well as the historical background of the soccer in the USA. In Europe there are countries such as England, Hungary, Italy, France, Germany with a long history in soccer. For most of the spectators it is a way of providing and getting energy from their team and from the matches where their favourite team is participating. In the USA there is little historical background of the soccer. I believe that in the USA, spectators see the game as a way for having fun and only this. We should not forget that in Europe two world wars were held. All this suffering together with the oppression of the war, and the political oppression as well, might have contributed to the spectators' violent and aggressive behaviour. Some soccer matches may be a stimulus for the spectators to be violent, hidden in the anonymity of the crowd.

The purpose of this paper is to study and analyse the soccer spectators' deviant behaviour phenomenologically (the way it appears) and etiologically (the way it is explained), as well as to deal with the collective behaviour of the extremist fans (hooligans) and the actions and interaction between the different groups of the soccer spectators. In the first part theoretical issues are discussed such as the causes of deviant behaviour as well as the actions and the interaction between the different groups of the soccer spectators. In the second part the findings of an empirical research are presented.

Congratulations

In October 2001 Prof. Dr. Gyöngyi Szabó Földesi was elected to a vice-president of the Trim and Fitness International Sport for All Association (TAFISA) for four years (2002-2005). In this capacity the TAFISA Board of Directors nominated her to represent the Association in the ICSSPE (International Council of Sport Science and Physical Education). In the General Assembly she was awarded by the IOC Diploma "For a remarkable contribution, as a Volunteer, to the development of sport and Olympism and to the promotion of friendship and solidarity among peoples".



2. Theoretical background

2.1 The Concept of Deviant Behaviour

There are several concepts about deviant behaviour. I chose the following definitions because I think that they are adequate to the topic. According to Willbert Leonard II, deviance is the recognised violation of the cultural norms. Norms guide virtually all human activities. Not all kinds of deviant behaviour involve action or even choice. Exposure to addictive substances (drugs) or consumption of alcohol or toxic substances can be characterised as deviant behaviour. That kind of behaviour is differentiated as into penal and non-penal acts. Penal acts are those acts with which the perpetrator destroys public property or physically offends one or more members within or outside of the social group which he/she belongs to. Non-penal acts are those acts with which the perpetrator harms but himself (Willbert, 1988).

In the case of the soccer fans, we can say that deviant behaviour is that kind of behaviour which leads to the commission of episodes. It is important to mention that nowadays the manifestation of deviant behaviour of soccer spectators seems to be more frequent, the intensity of it appears to be much greater in relation to the fact that young (mainly) men from all social classes are participating in the incidents (Tsouramanis, 1988).

2.2 Causes of the Soccer Spectators Deviant Behaviour

In many cases, a large number of the spectators of a soccer team seem to be proud of supporting their favourite team. A part of them follow their team many times to matches around the country, or even abroad. Sometimes there are arguments among the spectators of two or more opposing teams. Some low intensity incidents take place regularly on a daily basis among the spectators of opposing teams. I think that this seems to be a social phenomenon, but not a serious social problem and happens in many cases in everyday life. It appears to be a social problem when injuries or even deaths occur in such kind of incidents, as well as the manifestation of xenophobic and racist behaviour-a field where psychological abuse can be easily found-has been witnessed (Piperopoulos, 1994). In such cases scientists try to explain this kind of behaviour but this seems to be hard. There are many theories dealing with the spectators' deviant behaviour. Nevertheless, none of them are absolutely confirmed, although they explain a big proportion of the deviance within the soccer fields.

It is noteworthy to mention that many of the spectators within the soccer stadiums have been noticed to be drunk. In such cases, exposure to addictive substances (drugs), or consumption of alcohol or toxic substances cannot be characterised as causes of deviant behaviour although they enhance it. Moreover, when the political situation is unsteady we notice the creation of small-united social groups, which react, to the political situation with serious deviance mainly released in the sports fields and more usually in the soccer stadiums. Such events occurred several times in Greece (Tsouramanis, 1988). Historically it is proved that within the Greek society, deviance encourages the social changes and according to Durkheim deviant people push a society's moral boundaries suggesting some changes.

Many scientific explanations have been made concerning the biological characteristics of the individuals or groups and their deviant behaviour. One of those is the **theory of frustrated sexuality**. According to Konstantinos Hirantos (1990), this theory explains that the individuals exhibiting deviant acts are deprived of a satisfactory sex life. It has been proven that the 85%-95% of the spectators who exhibit deviant behaviour are unmarried. Nevertheless, this theory is not absolutely documented. Another other biological theory is the **theory of impulses**, according to which the individuals manifest violent action because of a wish to be distinguished, although in some cases, individuals with elevated social esteem took part in violent incidents.

According to Konstantinos Hirantos, there are also psychological theories, such as the **theory of the psychological disorganisation**. This theory claims that deviant behaviour is a result of a rapid social change. This is what happened in Greece in the past. When most European countries accommodated the industrial revolution, Greece was under the Turkish occupation. As a consequence, that happened later but the time was limited. That means that certain members of the society while being used to a set of principles and values, were unable to adapt to the new way of life after the transition of the Greek society from an agricultural to urban society. Following **Merton's strain theory**, the scope and the character of deviance depends on how well a society creates cultural goals (such as financial success), providing individuals with the appropriate means (such as school and job opportunities).

2.3 Hooliganism

The extremist fan is a different type of soccer spectators. The special figures of

such kind of spectators are called "hooligans". They physically offend other persons or destroy public property without any claim or demand. Soccer hooligans have been subject of investigation for many scientists around the world. According to Antonio Roversi, the expression "soccer hooliganism" refers to spectator violence through acts of vandalism and bloody aggression, perpetuated by young persons who are most often male - that is by hooligans. These individuals do not seem to be interested in the match itself. They always occupy the terraces behind the goals, and they are covered in the colours of their favourite team. Banners and flags can be found all around their "territory" (Roversi, 1991).

The incidents caused by hooligans are not limited to the soccer field and to the time of the game. Episodes caused by the extremist fans have been noticed before or after the game, out of the soccer stadiums. If we try to analyse fans' deviant behaviour we will see that their actions have little to do with soccer match itself. The routes of that social problem can found deep inside the socio-political structure of the society. Soccer hooliganism is no longer some form of spontaneous reaction but rather an excuse for violent behaviour (Bryant & McElroy, 1997). According to Roversi, the atmosphere, as well as the episodes on the terraces are the reflections of the political situation of a country, over the last years (Roversi, 1991).

3. Review on investigations on deviant behaviour in soccer

A lot of empirical research has been carried out on deviant behaviour in United Kingdom (Eric Dunning, 1988), and in Italy (Roversi, 1991). In Greece and in Hungary investigation concerning the deviant behaviour of the soccer spectators has not been done yet. Nevertheless, Gyöngyi Szabó Földesi in her study on "Football, racism and xenophobia in Hungary: Racist and xenophobic behaviour of football spectators", analyses the racist and xenophobic abuse and discrimination within the soccer stadiums. This social problem has a huge historical background in Hungary. It could be witnessed in all political regimes. The Hungarian sports life and especially the soccer world suffer from it. Racist and xenophobic abuses have been noticed in small groups, large groups, among spectators or even between spectators and players. The author mentioned that the ethnic and national composition of the soccer teams is a great opportunity for the spectators to manifest racist and xenophobic abuses behind

the anonymity of the crowd (Földesi, 1996).

4. Empirical research

4.1 Aim of the research

In order to realise the aim of this paper, a research project has been carried out. The aim of the research was to study and analyse the soccer spectators' opinion about the racist and xenophobic behaviour in the soccer stadiums, the causes of aggressive behaviour in the soccer stadiums, and the role of the mass media in them, as well as the actions and interaction between the different groups of the soccer spectators. The research was carried out in 2000 in Greece by the author of this paper. The sample was selected randomly and consisted of 18 spectators of teams in first division and a group 12 individuals consisted of media experts, managers and trainers of soccer teams and people who work in soccer associations. Since this research was a preliminary study for a more comprehensive research it was based on a qualitative investigation. Methods of collecting the data were participant observation, questionnaires, interviews, in depth interviews with spectators, athletic reporters and managers of soccer teams and analysis of documents.

4.2 Hypotheses

Before the preliminary research in Greece, the following hypotheses were formulated:

1. It was supposed that there was racist and xenophobic behaviour in soccer stadiums.
2. It was assumed that lack of education is a cause of violent behaviour of the spectators.
3. It was presumed that mass media seriously affect the spectators' behaviour in and out of the soccer stadiums.

5. Results and discussion

5.1 Actions and interactions

Following James W. Vander Zanden (1990), people are bound together through social relationships by two types of bonds:

- Expressive ties (Social links formed when we emotionally invest ourselves in and commit ourselves to other people. In this way we achieve a sense of love, security, acceptance and companionship)

- Instrumental ties (Social links formed when we co-operate with other people to achieve some goal)

Spectators are bound together by those types of bonds. In most cases they enjoy a direct, cohesive relationship with one another. Those spectators can be friends

who come together almost every Sunday and go together to the soccer field to enjoy their time watching their favourite team and talking about the performance of it and many other related or non-related topics. In some other cases, spectators are involved in an impersonal relationship and come together for a specific, practical purpose. Those can be individuals who do not know each other, or they know each other only by sight because they meet every Sunday –for example- in the soccer stadiums and only there. I think that in both cases, the social groups that are formed are critical to the socialisation process.

It is important to mention that there are many different groups of spectators and between those groups there are boundaries (demarcation lines), which tell us where interaction begins and ends. Boundaries appear to be like membranes, which allow each individual to shape attitudes, experience feelings and appraise actions within the group of the spectators that he/she belongs. Sociologists view most of the spectators' groups as bridges between the individual and the larger society and in many cases they are fundamental, because they serve as powerful instruments for social control or even social change.

The situation in Greece has proven to be similar. Individuals from all socio-economical classes come together in small or big organised groups of spectators. Those different organised groups of spectators seem to provide individuals with a feeling of assurance and certainty. According to the answers of the respondents, there are many spectators who spend a large amount of time and money from their salary to follow their favourite team all around the country in order to find satisfactory relationships.

5.2 Views on the situation in the soccer world in Greece

The first violent event in the Greek soccer world happened in 1964. There was a match between Olympiakos and Panathinaikos, teams of the first division. It was summer and the temperature was above 40 degrees. All spectators of both teams were sitting all together up to the stands. There were no fights among them. During the first 60 minutes of the game the spectators could not watch a good game. Nobody was satisfied with the performance of his/her team. There was a suspicion that the players were not playing well, because they were told to do so. It was believed that the game was sold. For the first time in the Greek soccer history some spectators started to destroy the seats of the stadium and shout against both teams. Few minutes later the rest of the

spectators followed them. They put fire everywhere and destroyed everything. The match was interrupted. The players, the coaches, the referees and the managers left but the fans of both teams remained there and continued to destroy the stadium. At the beginning of the violent action the police did not do anything. Some minutes later they lost control of the situation. Some hours later the stadium was totally destroyed.

The results of the investigation suggest that in Greece it is a common belief that the police should be present in the soccer stadiums. The situation is such that the presence of the security forces is necessary. According to the opinion of the respondents, the problem is that they do not punish the ones who physically offend other persons or destroy the stadium or other public and private property before, during and after the match. Many spectators believe that the security forces of the stadiums do not protect them. They do not do their duty properly and in some cases they are aggressive against them without any special and serious reason.

Moreover, the owners of the teams are accused that they do not follow any proper or improper way in order to help their team to win. They very often stimulate negative feelings with their declarations. Sometimes they cause fanaticism and disorientation of the soccer fans. Nevertheless, not everybody is the same. In some cases the owner of a team is a star in the soccer world. He or she makes much effort against violence and tries to diminish the violent action of the spectators. Sometimes they also make mistakes and stimulate the spectators' violent actions up to the stands during a match.

5.3 Opinions on the causes of the soccer spectators' deviant behaviour

It was supposed that the phenomenon/problem according to which the spectators of one team could fight against another in and outside of the stadiums became more severe when the mass media promoted aggressive events and vandalism. In this way they prepared psychologically a part of the spectators for such kind of actions many days before the match. That was the main source of the manifestation of deviant behaviour in the sports world and especially in soccer in Greece. Nevertheless, it is not believed by most of the respondents that the mass media report false events and actions to the people. What they do is that they show mostly the bad side of the soccer world and by doing so they propose bad models. It is also believed by the respondents that some media experts are not familiar with the rules and the basic terms of the soccer and in

some cases they do not work ethically. Some of them do not have enough knowledge concerning their job and soccer as well.

According to the respondents, another huge problem is arbitration. The referees are accused of not doing their job properly and that the results of their decisions to one team are not equal to the results of their decisions for another team. It is believed that the owners of the big teams control the arbitration. They cannot be accused of paying the referees in order to help their team, but they have their own way to affect the referees' decisions during the game. For example, they help them to rise higher in the hierarchy of the sport association to which they belong. Most of the spectators believe that some matches are "sold" and the owners of different teams pay off some referees. After all, there is a feeling of injustice. That is the reason why soccer fans do not trust anyone, and many of them do not go to watch matches or do not deal with soccer any more.

Several respondents reported that the sport clubs also play a vital role in deviant actions of spectators. The clubs give free tickets to all members in order to have as many fans as possible in the stadium during the match. They also organise excursions to other cities when the team has a match there and charge them psychologically in order to behave in a specific way - which in most cases is aggressive - but later they lose control and they cannot handle the situation.

It is supposed by the respondents that as in many other areas of social life, politics is also present in the world of sports and especially in the soccer world, and it plays a very important role in the phenomenon of the aggressive actions of the spectators. In Greece, the board members of the different soccer organisations are not always elected. In many cases, the government employs them. The politicians put their own people in the athletic organisations in order to take control of as many people as possible. So people who work in sport associations are often in close relationship with politics. They do not pay enough attention to soccer matters. But the fans see this situation and understand that they should not trust anybody since it is clear that all these persons who are connected to politics may seriously affect the performance as well as the behaviour of the referees, observers and the players.

All the above-mentioned reasons are rooted in some others, which are also very important. Such causes are the lack of proper athletic education, which of course is part of the general education and the ig-

norance of some of the rules of soccer. Another reason is the deviant actions committed on the field by the soccer players, which seriously affects the behaviour of the spectators up to the stands. Over the last two years the rules have changed in order to have a better game, less violence and more minutes of playing soccer. The respondents also mentioned that it is in the nature of the Greek people to react in an intensive way. This kind of reaction sometimes brings arguments and verbal or physical fights. In some cases, some kind of violence belongs also to the nature of soccer itself.

A very important issue concerning the spectators' behaviour is the racist and xenophobic behaviour. In several European countries, including Hungary, it is a huge problem. A lot of foreign players, as well as gypsies, are victims of that kind of behaviour. In Italy, it is also an important cause of violence. In Greece, manifestations of racist and xenophobic behaviour have been rarely noticed. 95% of the respondents believe that in the sports world and especially in the soccer world, in and out of the stadiums there is not such kind of behaviour. Maybe there is in the everyday life but not in the stadiums.

Some respondents argue concerning the rules of the soccer. Some of them believe that that violence is in the nature of soccer. We should change some rules of soccer in order to become less hard and less violent. There are some respondents who disagree. They believe that there is nothing bad with soccer itself and with the rules of it. The rules should not be changed. If we change the rules, soccer will not be soccer but something else. There won't be any action any more.

6. Conclusions

According to the results of the empirical research, the main causes of the soccer spectators' deviant behaviour are the following:

- Deviant action in 1964
- Mass media
- Arbitration
- Organised soccer clubs
- Politics
- The police/security forces of the stadiums
- Owners of the soccer teams

Some of the respondents chose their favourite team according to the criteria of their father or some other member of the family. The choice of others was affected by their friends' opinion. Most of them chose their team when they were very young. They followed their favourite team in some matches and they realised that the-

ir choice was right. According to them the stadium is a place of action. It is a place where people can spend their energy supporting their favourite team. Concerning the "hooligans", most of the common spectators and the organised fans believed that they never think about the consequences of their actions, which are very bad for the team but good for their psychic satisfaction and relaxation. Most of the respondents are not against the "hooligans". They accuse the sports clubs that the problem is with them because they offer to the fans chances to spend their energy coming from their depressed feelings and experiences. The organised clubs offer to the extremist fans great chances for action, behind the anonymity of the crowd, before, during and after the match. In general, the soccer stadium is also a place of action. It is a place where people can spend their energy, which comes from the psychological depression of the everyday life.

Finally, it should be mentioned that the first hypothesis is not confirmed while the last two are. Namely, there are not manifestations of racist and xenophobic behaviour in the soccer stadiums in Greece. The lack of proper education is a cause of violent behaviour of the spectators and the mass media seriously affect the spectators' behaviour in and out of the soccer stadiums.

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Launching Kinesiology in Medical Education

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Abstract

The purpose of this article is to describe a program to incorporate kinesiology into medical education. An Institute of Human Movement Sciences was established in our Faculty of Medicine, its mission being to develop, teach and apply knowledge about the nature and consequences of regular physical activity. Kinesiology, the science of human motion, was initially offered in the medical curriculum as an optional credit course. Three main points were considered when preparing the subject matter: 1. the fundamentals of kinesiology, 2. its connection with the other subjects in the curriculum, and 3. suggestions from family physicians. At the end of the course the students take a written exam and are asked to evaluate the course.

Nowadays the harmful consequences of a sedentary lifestyle are widely recognized by both physicians and the general population [1]. Because of this, medical practitioners should have a positive attitude about the role of physical exercise in medical practice. In order to assume a positive attitude, practitioners should first understand the physiological consequences of regular physical exercise and of no physical exercise [2]. Physicians

are often asked to give appropriate exercise prescriptions both to healthy people to improve their physical condition and to patients to prevent or treat particular diseases. However, physicians are not prepared for this task during their university years. The traditional medical curriculum does not contain a well-defined subject of the science of human motion. Consequently, the use of physical exercise in prevention, therapy and rehabilitation is left to kinesiologists, physiotherapists and other experts. However, medical evaluation, exercise prescription, and control of the effects of regular physical exercise should not be passed to other specialists. The responsibilities of physicians and other experts must be strictly delimited. Therefore, it is important to adapt the medical curriculum to the contemporary requirements of medical practice. For this reason our Institute of Human Movement Sciences was established.

The Institute of Human Movement Sciences

Our Faculty of Medicine is the first in Hungary to establish an Institute of Human Movement Sciences. Because of various implications, there is a certain

aversion to use of the term kinesiology among the faculty members. However, the necessity to teach the science of human motion is accepted. This acceptance is strengthened by name of the institute, the Institute of Human Movement Sciences.

The Institute of Human Movement Sciences has two main divisions: theoretical and applied kinesiology. The theoretical division organizes the teaching of kinesiology and scientific research. The applied kinesiology division coordinates recreational and sport activities, as well as special movement therapies for patients. We are currently preparing postgraduate programs for medical practitioners.

Credit Course in Kinesiology

Kinesiology courses for medical students have been held at our institution since 1997. The program provides the essentials of the science of human motion as shown in Table 1 below. Our multidisciplinary approach prepares medical students to evaluate the benefits and limitations to physical performance, and to select physical activities compatible with the needs, abilities, and interests of patients. The course also acquaints students with potential adverse effects of sports activities such as injury, overtraining syndrome, osteoarthritis, female athlete triad, and sudden death.

Table 1.

The Content of the Credit Course

Lecture	Practice
1. What is kinesiology? Mechanical movements of the human body.	Fundamentals of exercise testing. Preparation for testing, methodology, safety precautions.
2. Training, physical conditioning, endurance.	Somatometry.
3. Kinetics of human motion.	Measuring body fat. Percentage of body fat, BMI, waist to hip ratio.
4. Kinematics of human motion.	Examination of the symmetry of the body. Locating the center of gravity in the human body.
5. Motor control. Motor learning. Motor behavior.	Analysis of joint stability and flexibility. Range of motion.
6. Kinesthesia. Integration of sensory inputs.	Electromyography.
7. Muscle tone; normal and abnormal changes.	Stability platform task.
8. Posture. Dynamic balance. Motion sickness.	Analysis of gait.
9. Locomotion; kinematics of gait.	Ergometry.
10. Cardiorespiratory responses to exercise.	Collection and evaluation of cardiovascular data during exercise.
11. Neurohumoral responses to exercise.	Collection and evaluation of respiratory data during exercise.
12. Exercise metabolism.	Measuring reaction and movement time.
13. Types of training. Prevention through physical activity.	Calculation of complex values: oxygen pulse, cardiorespiratory index, ideal body mass, muscle mass.
14. Principles of applied kinesiology.	Principles of medical evaluation and exercise prescription.



Left side: Prof. Dr. Lajos Ángyán

A group of family physicians was asked to complete a questionnaire concerning their recommendation of physical exercise to their patients. We received 25 completed questionnaires from the 33 we had sent out. The group as a whole had practiced for an average of 16 ± 3 (mean \pm S.D.) years. All 25 physicians recommended regular physical activity to their patients when it was reasonable, but only two prescribed specific exercise training. Not surprisingly, 92% of the group felt incompetent to give exercise prescriptions. All of the physicians who completed the questionnaire recommended that we incorporate kinesiology into the medical curriculum.

In order to be admitted to the course, students must pass examinations in anatomy and physiology. Approximately 20 to 30 students per year or around 10% of a class participate in the course. The grade point average of these students was 3.5 ± 0.5 after the second academic year, which is in the middle of the distribution of grades for the medical school class. At the end of the course the students must pass a written exam to receive credit. It is important to note that most of the participants (around 80%) regularly do some form of physical exercise.

Evaluation of the Credit Course

Considering the traditional attitude to medical education and the packed medical curriculum, it is promising that around 10% of each class participated in the optional kinesiology course. After passing the exam, the participants evaluated the program in a group discussion. All of them were generally satisfied with the subject matter, but they suggested more

practice, e.g. special measurements. Their motives for participation in the course were variable: to accumulate credit points, to prepare for clinical studies, to use this knowledge in practice, and for athletes, to improve personal sport performance.

Discussion

Notwithstanding that physical exercise has been involved in medical practice in one way or another since the ancient Greek physicians, there is still a great gulf between medical education and medical practice. All the family physicians responding to our questionnaire and the data in the literature³ stated that they felt inadequately trained to practice exercise medicine. While it is true that some subjects of the traditional medical curriculum (medical physiology, orthopedics, cardiology, etc.) mention the preventive benefits of regular physical activity, but this is far from being systematized and sufficient. Despite the insufficiency of the medical curriculum, general practitioners are compelled to prescribe exercise programs for their patients just as they would drugs [4, 5, 6, 7]. Although there are various useful guidelines to help general practitioners [8, 9, 10], they cannot provide the theoretical basis of the science of human motion. Medical education can and should provide this theory in order to prepare physicians to give appropriate medical counseling and exercise prescription.

Concluding Remarks

The necessity of including kinesiology in medical education is understood by our faculty members, students and the

family physicians who completed our questionnaire. However, there are questions outstanding on the place of kinesiology in the curriculum as a preclinical subject, whether kinesiology should be a compulsory or optional subject, and what form the exams should take: theoretical, practical or both. Some answers to these questions may be uncovered in the next academic year.

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Dilemmas and Perspectives of Contemporary Olympism

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The Olympic Games, among other things due to their ancient religious, philosophical and strictly practical genesis, constitute a unique, autonomous phenomenon capable of generating its own set of values and principles of behavior. On the other hand, due to their traditional periodicity, their placement within culture and civilization, as well as due to the formal links existing between the International Olympic Committee and national and state-specific structures and institutions, supra-political and supra-ideological organizations, and economic and sports federations, the Olympic Games are very much entangled with social processes and situations which significantly affect both their shape and the standards and customs which apply to them. The Olympic Games are, on one hand, an exceptional cultural fact, and on the other, something that is fully subject to new trends characteristic of post-modern and post-industrial civilization. They are an unusually important and singular, festive but not autarchic - manifestation of, and enclave for, contemporary sports.

In the most spectacular and intense way possible, the Olympic Games both reflect and cumulate the needs, objectives and ailments of sports in general and all of which is seen and commented on by the collective of spectators in the global, electronic village. In this sense, they are similar to the ancient Greek theater, subscribing to the same three unities: they occur in a single place, which was designated for the festivities, and at a single, specified time; and they occur as a single, multi-faceted action - specifically, the successes and dramas of the heroes in various events, who return from the Games either carrying their shield or carried upon it.

On Sports Pathologies Deviances

Social pathologies are an important issue and are given significant attention by, in particular, sociologists, educators, psychologists, and philosophers. This is because social deviances are a significant threat to the Olympic Games. Competitors who possess a daily routine which derives from living a life in sports, transfer to

the terrain of the Games (in a mechanical and indiscriminating manner) the anti-standards and anti-virtues which they develop during training and competition at other than the Olympic level. As a result, it is assumed that sports deviances - both during the Olympic Games and beyond them - consist of the specific behavior of individuals and groups and phenomena of the sports system which remain a blatant contradiction of the values which characterize the Olympic community and which are accepted by it. Understood in this way, deviances of the world of sports differ in an essential manner from social deviances in general for one basic reason: social values are based primarily on messages which are, in their nature, political, economic, ideological, religious, racial, etc. On the other hand, this kind of relativism is not a fundamental feature of the Olympic Games and in the principles which govern world sports. What we have instead is a universalization of rules and standards of behavior, which are ethical and utilitarian in nature. These standards govern the global functioning of institutions and sports disciplines and all participants are subject to them independent of their race, creed, culture, nationality or citizenship. They are enforced by a series of international unions and athletic associations; their enforcement in the behavioral dimension is the responsibility of the International Fair Play Committee, the European Fair Play Committee, various national associations "against violence," as well as the IOC and national Olympic committees. For these reasons, the task of defining deviances which apply to the Olympic Games (and to world sports) is far clearer than that of defining deviances which occur in society as a whole. In both Olympic and non-Olympic sports, primary values and anti-values apply to all interested parties and are in no way peripheral or regional in nature, which is often the case outside the world of sports.

Deviances behavior in sports is a growing phenomenon, based on the lack of respect for the ancient and modern principles inherent in Olympic anthropology, which call for the harmonious development of body and spirit. This gives rise to dangers of personality deformation and degradation; helped along by instrumen-

tal treatment of the human body and health, it may lead to serious injury and chronic illness, internal conflicts and difficulty with social adjustment and integration.

Injured athletes are not the only subjects to personality deformation and degradation; this may also become the lot of those who are persuaded to act outside of defined boundaries of good and evil - to take amoral action or behave unethically. These individuals live within a world characterized by internal contradictions, based on ambivalent axiological structures, mutually exclusive value scales, growing psychological discomfort, conflict, neurotic mental states. On the one hand they attempt to abide by universally applicable rules, on the other hand they continuously subvert them in the interest of various social expectations and for personal benefit. They use banned substances. They are prepared to place success on one end of the scale, and their own health and that of their competitors on the other.

Fouls resulting in injuries lead to chronic illness and carry the threat of a permanent decline in health. Theoreticians of sports, underline that the decline in the humanistic values of sports, in their Olympic and chivalrous roots, is inscribed in training which includes elements like tactical fouls, aggressive behavior on the field, intimidation of rivals before and during competition, etc. Individuals who decide to take such action must be made aware that they are traveling "a thin line," missing the essence of sports as a noble competitive endeavor, and they are increasing the possibility of receiving similar treatment from their competitors.

Pharmacological Aids as a Means to Success

Unfortunately, that which is forbidden usually gives rise to a "black economy". In the 1920s, prohibition of selling alcohol was introduced in the United States. Contrary to intentions, it led to a rise in crime and alcoholism in American society.

Efforts to protect the health of the athletes have proven futile in the face of continuously expanding use of prohibited performance enhancers. Banned substances are particularly dangerous if used by individuals who are unaware of their effects, athletes who do not enjoy access to medical assistance. There is always the danger

that someone may use harmful, life-threatening substances. The open or secret provision of banned pharmacological substances to children and young athletes, who may be unaware of their negative effects, is particularly troubling. Representatives of the biological sports sciences have begun to sound the alarm - the phenomenon of "performance enhancement" is expanding! "Spiking" is becoming common among amateur athletes, for example, in body building centers, fitness clubs, and the like, on a massive scale. Gaining in popularity is based on the view that it is easier to increase muscle mass and get rid of excessive fat tissue, to "shape" a harmonious and beautiful body by using pharmaceuticals than through hard, long-term training. Other athletic disciplines are far from being free of this plague. The opinion that this "black economy" should be legalized because it cannot be controlled began to dominate. Its co-creators and participants - pharmacologists, doctors and sports activists, coaches and competitors - seem always to remain one step ahead with their innovations. They devise substances which remain undetectable for at least some time. General availability of performance enhancers lead to the elimination of so-called home-made, unprofessional, amateurish solutions; drugging will be probably professionally managed and controlled. Then competitive athletes will have access to the same offer and will enjoy the same rights to use these substances. They will make a choice on the basis of their own value hierarchy. They will also refrain from opposing pharmacological and medical standards in this sphere and the principle of equality of chances. They will be able to dispose of their health without being morally troubled or facing the risk of disqualification.

On Corruption and Material Incentive-based Recruiting

There is no doubt that at the highest competitive level, sports bring significant profits not only to competitors and coaches, but also to event organizers, manufacturers of sports equipment, etc. There is a lot of money floating around sports and many would like to get their hands on it. It has been stated that corruption and incentive-based recruiting can be especially harmful. The first involves the bribing of umpires and sports event organizers, as well as coaches and athletes, who stand in the way of the success of a given competitor or team. This phenomenon is condemnable not only in the moral sense - it is also a violation of the legal standards in effect in most countries. Chagrin was uni-

versal when it affected the International Olympic Committee in connection with the efforts of various countries and cities to win the right of organizing the summer or winter Olympic games.

It has been stated that the second of the two phenomena, consisting of material incentive-based recruiting, has hit talented youth athletes especially hard. Persons who practice this as their profession mostly treat these young people in an instrumental manner without regard to their educational needs. Young people are "torn" from their natural school and family environments with promises of vast profits if they continue to excel in sports. This usually ends in the destruction of the world of values and family relationships which is so carefully nurtured by the various institutions responsible for upbringing. Managers employed by various sports clubs are primarily motivated by their own interests and the profits they can generate for themselves. They hold the opinion that the money they invest should bring them profits. Unfortunately, this is often their most important motivation to act. Growing commercialization and the hunger for added value that is related to it will probably lead to the implementation of the cut-throat rules of market competition in this area. This in turn threatens to distort competitive relations, subvert Olympic and humanistic ideals and values, disrupt moral attitudes.

Olympic upbringing, as an integral element of the entire behavioral education process, could play an especially important role in the preventive and therapeutic sense. An essential part is indubitably played by the moral education received by athletes, an education linking into traditional principles of fair play which derive from Hellenic antiquity and the chivalric ethos of the Middle Ages.

Olympic upbringing should be permanent and universal in nature, should encompass all children and young people, should also take into account adults, future and present sports fans; participants should include, in a more or less direct manner, all those who care about the good of education and the good of sports.

Social Frustrations and Aggressive Fan Behavior

Sports have become a catalyst for all those who view themselves as permanently under-valued by society to express their frustrations. This is particularly true of aggressive football fans, who are not as often members of marginalized groups as they are members of the lower classes of society, young people who have encountered difficulties in finding a place for

themselves within society. They begin to feel their "power" within a group, and attempt to exercise this power by being the cause of specific events within stadia and beyond them. The fact that they become the center of social attention for a time due to riots and hooliganism makes them into peculiar heroes in their own minds and the minds of their "chums." Television stations show them in action during and after matches, and sometimes go so far as to interview them. They are convinced that they constitute an unavoidable part of the sports spectacles, that they are co-creators there by engaging in thoroughly serious fighting with fans who are their own adversaries and the adversaries of the teams they love. While their sports idols engage in symbolic battle based on conventions, regulations and rules, they battle seriously using means that can maim and kill. They live at the margin of other cultural and civilizational events, between one match and the next, waiting for their five minutes, to publicly demonstrate unpunishable group power through the devastation of sports arenas, stadia and their environments, through street battles with the police. Sports assist them to focus and express their frustrations and have become a compensatory mechanism which neutralizes their undervalued and unfulfilled needs in other areas in an illusory and substitutive manner.

This social evil has been brought under control in many countries through linked and consistent actions taking the form of fan clubs, efficient monitoring of sports facilities, the introduction of identification cards and hooligan registration, the application of security measures between different seating sectors and between spectator areas and playing fields. Efforts have also been made to conduct personal inspections of persons suspected of bringing alcoholic beverages and various weapons into sports facilities. However, in the opinion of some philosophers and social psychologists concerned with sports, this type of preventive action is neither appropriate nor sufficient. They treat symptoms rather than causes. They make no effort to treat the real causes of this social disease which seeks to manifest itself in spectacular fashion. It is not enough to neutralize surface symptoms - to apply "physical therapy" (that is, through the use of a police club) to the treatment of a disease which has afflicted socially undervalued groups of young people in the post-industrial and postmodern age. These efforts may result in an even more dangerous, cumulative explosion of discontent - in an unknown place, at an unknown time and in an unforeseen form.

Crises in the Ideology of the Olympic Movement

Those who are interested in the history of the Olympic movement undoubtedly see that it continues to develop and to experience various crises which affect its development to a greater or lesser extent. These crises appeared at the very outset of the modern Olympic age. Even Baron de Coubertin, while seeking to propagate noble Olympic ideals, was not able to free himself of the restrictive customs of his age: he prohibited women from participating. Feminists demanded this right and eventually won it.

The next moment of crisis grew out of the Coubertinian assumption that sports should be the domain of amateurs - affluent individuals from the upper classes of society who could afford to be athletes and were aware of, and valued, the sports tradition of the classical world. This excluded all those who concentrated on earning a living which was required to maintain themselves and their families from the Olympic movement and from participating in the Olympic Games. Athletes who wished sports to be a main source of their income were treated as outsiders who would sully sacred Olympic ideals.

A. Brundage IOC president in the 1960 and 1970s consistently and tenaciously defended the idea of amateur endeavor in the Olympic movement. It was he who divided - in a seemingly final fashion - the athletic community into amateur competitors (pure and noble in their intentions, concentrating on the non-financial essence of sports) and professional competitors, *ŃgladiatorsŃ* in search of *ŃcashŃ*, who treated noble, autotelic athletic competition in an instrumental manner unworthy of an Olympian - as a means to grow rich. In accordance with his assumptions, Brundage treated the latter as second class athletes. He banned them from participating in the Olympic Games. One spectacular example of this was a famous incident which involved the exceptional Austrian downhill skier, Karl Schrenz, who was excluded from Olympic competition in Sapporo in 1972. These divisions have not been eradicated yet, at least not entirely. It is clear that they remain evident in the problems associated with boxing, football, and tennis. The most prestigious events in these disciplines occur outside of the Olympic arena. It is worth noting that in Antiquity, professional sportsmen (boxers among them) competed during the Olympic Games. This problem will probably be resolved one day. The situation we have today derives from the old division of athletic competition into amateur and professional sports. It is probable

that in the future all competitive athletes will engage in their sports activities as professionals. Perhaps in this way, coherence will be achieved in all sports - Olympic and non-Olympic ones.

The movement was also threatened by excessively close links between Olympism and politics. One example of this was the tragic attack of Arab terrorists on Israeli athletes in the Olympic village in Munich during the 1972 summer games. This threat was also inherent in the permanent rivalry and constant struggle between the two socio-political camps which reigned in the world throughout most of the second half of the 20th century. The most dangerous manifestation of the excessive influence of politics on sports in this case came in the form of boycotts of the 1980 Olympic Games in Moscow and the 1984 Olympics in Los Angeles. Further threats from this side were finally eradicated when the political situation in the USSR, and Eastern Europe changed at the end of the 1980s.

The ideals of the movement also faced threats from racism. The Republic of South Africa was for many years excluded from Olympic competition because of its Apartheid policies. It seemed as though this problem would continue to negatively impact the coherence of the Olympic movement for a long time. In the meantime, Nelson Mandela and the supporters of his Congress Party resolved it at the beginning of the 1990s. The issue of race was also brought to the forefront during the 1936 Olympic Games, held in the capital of Nazi-ruled Germany, Berlin. Open ideological conflict, a boycott, and the crisis that would have inevitably resulted from it were avoided. Nevertheless, the Nazis did use Olympian sports celebration for their propaganda to openly (though none too successfully) glorify the Nordic race. One of the individuals who decided that the Nazis would host those Olympics was, unfortunately, Baron de Coubertin himself.

The Olympic movement is also threatened by excessive efforts to generate money. This relates not only to persons involved in sports, but also - and in a far greater, one might even say, gigantic scale - to the International Olympic Committee, an institution which at one time constituted the non-commercial, strictly idea-based foundation of neo-Olympism. The Olympic Games have become commercialized primarily as a result of the actions of J. A. Samaranch. The chairman of the IOC realized his objective to turn the institution he headed into a financially independent entity. These gigantic organizational efforts and grand spectacles began to make their own money, bringing significant income. The world media became

involved. Enormous resources were required to promote the Olympics and maintain a vast number of officials. A solid financial base was created and mechanisms characteristic of gargantuan multi-national corporations were set in motion. All of this together began to generate huge income, billions of dollars. In spite of this, the Olympic movement is in crisis. This derives from an excess of form over content. Its foundations based on ideals are losing strength, while corruption, aggressive behavior, brutality are rising. The movement is losing its character. Universally victorious commercialization, this fetish of modernity which continues to increase in importance, has resulted in a situation where (at least many people think) it is worth being successful in this arena not in the name of noble Olympic ideals, but in the name of growing. It has been noticed that success in the Olympic arena does not bring immediate wealth, the financial prizes are not that high when compared with the salaries and bonuses which athletes in certain professional sports receive. Nevertheless, success in the Olympic arena is a stepping stone to receiving vast income from advertising and it does, affect the value of professional contracts at a somewhat later time in an essential manner.

The Lost Paradigm — Autotelic Values

The commercialization of the Olympic movement and sports in general is likely to deepen. The humanistic messages behind de Coubertin's neo-Olympianism will gradually lose significance. Factors of a pragmatic and instrumental nature are likely to gain in popularity. It can be assumed that competitive sports will in time lose their autotelic value. Victory in competition, the setting of records, the winning of medals, entry into the annals of history will be treated above all as a means towards achieving financial success, securing a comfortable retirement. Competitive sports will become one of many fields for gaining an income, fields in which there are only employers and employees. The Olympic Games will become a festival of professionals. The autotelic values characteristic of amateur sports will be lost. Ethical values, aesthetics, issues of health, recreation, local and national patriotism, the traditional ethos and amateur charm of specific sports disciplines will all be marginalized as issues of little or no importance to the pragmatics of success.

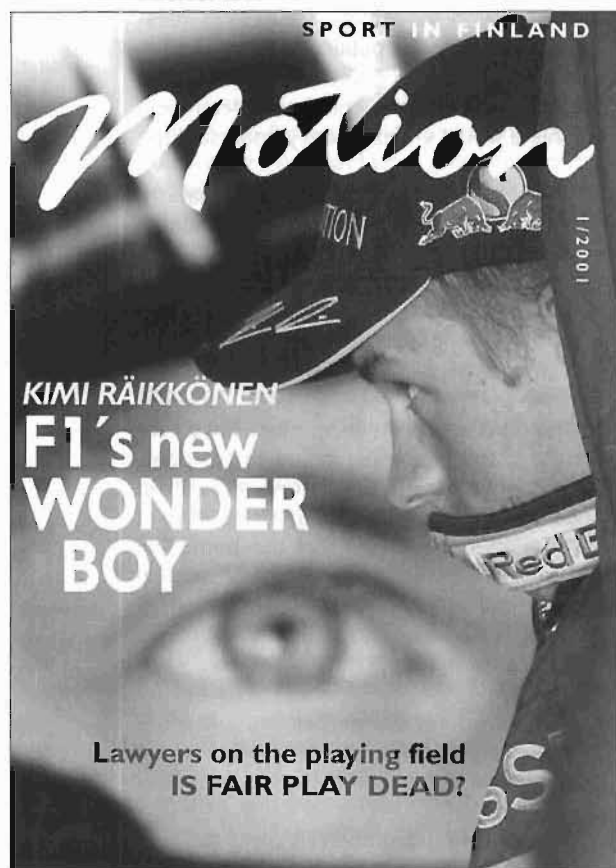
Only proponents of "sports for everyone" can engage in athletic activity with the purpose of improving their level of fitness, maintaining their health, having fun and of respecting traditional values in sport.

MOTION

– From the Wonder Boy of Formula 1 to Physical Education

We can characterize the publication of our Finnish twin organization - The Finnish Society for Research in Sport and Physical Education - using the expressions of the highest recognition. Its title is only one single word - MOTION - and is published twice every year. We would like to describe at least briefly the content of the latest issue even more so, because the editing policy, and the philosophy of theirs, as we see, is very similar to ours (Hungarian Review of Sport Science).

The outward look as well as the content of this magazine is impressive, spectacular, colorful and interestingly multifarious. There is a portrait of Kimi Raikkonen, the fantastic wonder kid of the Formula 1 circuit, the new national sport hero of Finland who owes of course the cover page of the periodical too.



The chief editor, Mr. Matti Saari's column - Don't expect substantial changes in elite sport! - speaks about the unavoidable trends of elite sport in the twenty first century, among others the business, financing, doping related features of this activity.

Juan Antonio Samaranch headed the IOC for more than twenty years. The study in the Motion (by Ari Pusa) explain us what we can foresee and expect after the IOC session in Moscow, what kind of changes the IOC and its new leadership will have to face in the future, that is in the post Samaranch era.

In Germany as elsewhere, there has been much discussion of deteriorating fitness and increasing obesity among school children. It is high time - we can draw the conclusion - after reading the wise and enlightening study in the Motion written by ICSSPE president, Gudrun Doll-Tepper (Physical education in school - NEEDS A RE-THINK!)

Henry Jarvinen's interesting article claims that orienteering, although very popular in Finland (as well as in our country, Hungary) still suffers from weak media coverage and also lacks spectators. However the international federation of this important sport begun to shake orienteering up and their long-term goal is to become an Olympic sport.

The most unique article of the recent issue of Motion is undoubtedly - after the scandal ridden ski World Championships in Finland - the "Lawyers on the playing field", which tells us about the increasing interdependence between the justice system,

the lawyer and sport. Finally it is worth to mention the modern apostle of Sport for all, Dr. Jürgen Palm, the German president of TAFISA is also among the well-known authors of the periodical.

The Motion has a concise self-characterization, saying: "This magazine for people who want to get to know the Finnish sports."...Well, we believe it is too modest. The Motion is much more than that with its quality, professionalism and rich content.

Rezső GALLOV

Don't expect substantial changes in elite sport!

Sport is the heart of a business worth millions. That is what is making it a more professional enterprise every moment that passes, one in which individual athletes are factors of production, or in the worst case pawns. The comparison between the past, when noble goals, righteous competition and other concepts that nowadays sound very outmoded were associated with sport, and the present era of corporatisation and profit maximisation is stark.

Sport news no longer deals exclusively with centimetres and seconds; instead, the biggest headlines often relate to quite different things. Now what makes news is the tens of millions that some athletes make each year, the products sold with the aid of their names, TV contracts worth hundreds of millions and the use of banned, performance-enhancing substances. The bigger the stakes grow, the harder the game becomes.

No longer are a coach and a manager all an athlete needs. More and more often, there is also a lawyer in the picture, and in extreme cases he is the only channel to the athlete. He answers questions on behalf of the athlete and releases the athlete's own messages to the public. We have already seen several examples of legal proceedings in which athletes resort to civil courts in an attempt to have a competition ban imposed by a sport organisation overturned. A ban could completely end the athlete's career, and with it his or her livelihood. The athlete would suffer a heavy financial loss, and a lot of other parties would lose out as well.

As often as not, the ground on which a ban is imposed is illegal substances. When the goal is a big win and the economic rewards that flow either directly or indirectly from it, it is a very human thing for the borderline between right and wrong to become blurred.

Besides the financial pressures on them, athletes may find the expectations focused on them by the media and public or the results targets that leaders of organisations set a stressful burden to bear. The practice that can easily develop in the midst of all these pressures is that what is not specifically forbidden can be regarded as permissible. And if things go badly, it is always the athlete alone who is guilty - never the system.

There is no essential change in sight. Different nations and different sports federations have very different attitudes to controlling banned substances. There are still countries, including big ones, where doping control is ostensible only. That is why the importance of WADA will grow. It is only in that way that we can work towards a situation where athletes are on an equal footing irrespective of nationality, domicile or discipline. One of WADA's central tasks is to ensure that the borderline between right and wrong is kept clear in sport. Only that way can the foundation of sport remain morally healthy.

The more professional sport becomes, the more clearly it is dividing into different segments. Corporatised professional sport lives its own life. It is a significant - if not the most significant - single component of the global entertainment industry.

Even when it has become entertainment, sport still provides the young with heroes and role-models. But things like youth work are not part of its programme of activities. Its points of contact with people who exercise as a pastime or with bodies working in the field of recreational sports and exercise are likewise tenuous.

When the aim is nothing more than the mental and physical wellbeing that exercise gives the individual, society and sport organisations must work well together to preserve a balance. The importance of school exercise will increase. Its task is not to produce top-class individuals to be sent for total training, but rather to guarantee that the essential character of sport remains bright, even in a generation that has grown up in a climate of doping scandals and business sports. We are already living in an age when it may come as news to some that there is also a variety of sport with the only aim of balanced recreation and promoting one's own health.

Finland gets national strategy for the promotion of health-enhancing physical activity

Health-enhancing physical activity (HEPA) is a concept that has developed only recently along with the new understanding of the health effects of physical activity. During 1990's the scientific evidence on the health benefits of physical activity has become so convincing that physical activity is now considered a significant health-promoting life-style and is being adopted increasingly in the health agenda of many countries. In the beginning of 2001 the Finnish ministry of social affairs and health established a committee to propose a national strategy for the promotion of HEPA and the strategy document has now been presented to the health minister.

According to the strategy majority of the Finnish population is insufficiently active for their health.

Increasing physical activity would improve significantly the function, health and well-being of the population as well as help preventing many prevalent non-communicable diseases. The strategy emphasises the beneficial role of physical activity in all phases of life and considers the inactive population as the main target group for promotional measures. In order to reach the population at large the strategy considers not only the promotion of sports and exercise but especially simple physical activities as part of everyday life at work and home, in transportation and during leisure.

The strategy includes 53 specific proposals for action. They cover different target groups, settings and public and voluntary actors as well as research and funding. The strategy proposes, among other things, that ensuring HEPA possibilities and services for children and the elderly is of particular importance. Possibilities for families to be active together should be developed. Safe, convenient and attractive networks for walking and cycling should be provided through land use planning, transport design and construction guidelines. Sport facility building policy should increasingly support small scale facilities for play, games and free mobility in close proximity to homes and daily living.

The municipalities play a key role in providing possibilities and services for HEPA. The strategy proposes that HEPA should be integrated into the over-all health and well-being strategies of every community. The health and sport authorities are key actors in initiating and implementing such strategies, but youth, education, transport, zoning and environmental authorities should also take responsibility in HEPA promotion. Close collaboration with and between non-governmental sport, public health and other organisations is proposed in order to built effective local service networks.

The strategy proposes that a national umbrella advisory council be established in the ministry of health. The council's task is to follow promotional activities in different areas, co-ordinate the work of different parties, make initiatives and proposals for national HEPA development, and stimulate, support and fund developmental projects and programs. It is proposed that the annual public funding for HEPA promotion should be increased by 3.4 Euro from the present level.

Active and succesful HEPA promotion has taken place in Finland during the 1990's. The new strategy ties together and gives booster to the earlier experience and provides directions for further development. The core proposals of the strategy will be authorised and published as a cabinet document, which ensures their effective implementation. The health minister, Osmo Soinivaara says: "Our population ages and we can expect escalating costs, if people don't maintain their function. The proposed investment is modest in the light of the expected savings".



Pekka Oja, UKK Institute, Tampere, Finland

An Interview with Prof. Dr. Gudrun Doll-Teppe, President of The International Council of Sport Science and Physical Education (ICSSPE)

■ You made history in 1996 when you were elected as the first female president of the world organisation of sport science and physical education. What was and what is your feeling about this?

– I think that it is very interesting that you have asked me this question at this time because the question came more often when I was elected. But to me personally, it came very natural. I had never thought that this was something special, because I had already been president of the International Federation of Adapted Physical Activity. I had been involved in many international organisations, but I became aware that this was a unique situation because so many people asked me this question. I have to say that during the past years, this has changed a lot. There are very few people now asking me this question because it is becoming a 'normal' phenomenon, and it is not only in the world of sport that we see female leadership. This is occurring in every other area of society. I think it is something that is accepted, for example, in European and North American countries, but maybe it is something that other societies find unusual. When I was thinking of running for president of ICSSPE, I was not considering there was anything special in the fact that I was female, I was more concerned with securing the funding to have a headquarters ready in Berlin in case I was elected and where I would find the team to work with.

■ Does this opportunity to be a president have anything to do with your being German?

– Well, now that I know many other societies, I see how difficult it is sometimes for girls and women to get excellent educational opportunities and to have this opportunity to run for such a position. Yes, I would say that it has a lot to do with your background, with the country or region from where you are coming. If you come from a European country like Germany, it makes it easier in a way. On the other hand, I think that I am also very much aware that this represents a special kind of responsibility. I like to think that being in this position, is something that encourages women in other parts of the world to see as possible. Living in a Western European society, I had the chance to higher education and opportunities to participate in sports. I think my educational opportunities plus the feeling of being part of a team in sports re-

ally gave me an advantage. And this is one of the reasons I am such a strong advocate for physical education and equal opportunities for women and the persons with a disability to participate in sport and physical activity.

■ Some major structural changes have been made under your leadership. What are these changes in the organisation? Are you satisfied with the results? What is the balance of the first period of your administration?

– When I was elected and had my team together in Berlin and then of course communication with people on the executive board and the president's committee, we had many discussions in relation to what should stay the same and what needed to be changed. There were many recommendations being made, basically we wanted to be a modern, efficient organisation. We wanted to improve communication and enhance the service to our members. And with this as our goal, we also have to change the structure of the organisation. In the first two years, we changed the constitution and the by-laws in line with our goal, it was not an easy process, there were many issues that needed to be considered when dealing with an international organisation that represents members from all over the world and representing many varied disciplines. We have now a process where our International organisations, from the multiple disciplines are the directors of our activities, I believe this is essential to have them as active participants as they are the ones who can identify the priorities and important issues in today's world of sport science.

We have also developed other strategies for inclusion and representation with the implementation of a gender equality plan. We are now trying to implement this plan and remind our members to consider this in their activities. These words equality and equity are very important, not only in terms of gender issues, but also in terms of people from different cultures, different parts of the world. This is something where I still see a huge challenge for international organisations such as ICSSPE.

■ Do you have further plans for modernising ICSSPE?

– Yes, I think that it is very important that as an organisation we adapt and develop with the changes in society and the issues specific to our member organisa-

tions. For example, with the development of the Internet, e-mail, etc, we have to embrace the use of modern technology in our organisational structures in communication with our members. However, we also have to be mindful that not all our members have access to advanced technologies and thus we need to operate at all levels of communication if we wish to achieve our international and member representation goals. This is a special challenge for an international organisation.

When talking about what we have achieved and where we could improve our work, one issue that is in the forefront of our minds is producing our materials in different languages. It is something that I want to do with colleagues in African countries, where for example French is an important language. Publishing in Chinese is also a goal and we are currently working with partners in China to work on translation of selected texts. In general, we must produce our materials in other languages and we try and assist our members in developing texts in their languages.

■ How do you see the influence of the Internet (or electronic media) upon sport, physical education, and sport science?

– I think already we see when there is a sport event, we can immediately have the results and have the pictures. I think also there are many opportunities for using the Internet in research and in teaching, virtual academies or virtual institutes of sport science are today, closer to becoming a reality than ever before and this is something where we must bring together those who have experience. I have heard, for example, distance learning in some Latin American and African countries is of high interest. We have to see how we can work together to use modern technology in the teaching process. At this ENSSHE Forum we have heard that sometimes it is a combination of traditional teaching materials such as books, articles, etc. plus electronic materials. What I see as a challenge with this is quality control. Quality control is important when you are trying to develop teaching programs or talking about examinations via the internet. How do you make sure that the person who is answering your questions is the one who is supposed to be doing it? There are so many questions concerning this, and I

think these new technologies open up many avenues for exciting and innovative initiatives but the key word is quality, we need to ensure that the quality of the work and procedures used are considered.

■ **What is the influence of the collapse of the communist/socialist countries upon the development of sport, physical education, and sport science?**

– During the past twelve years, especially as a "Berliner", we have seen clear changes in society, in general of course, but also in terms of sport and physical education. The role of physical education and sport has changed. I was impressed when I recently attended a conference on university sport, to be reminded that physical education and sport were mandatory parts of the study programs for all students at university in Eastern European countries. This was never the case in the Federal Republic of Germany. We also have seen a lot of change in how elite sport is perceived in society. I was invited to give a lecture in 1990, and I wanted to talk about Paralympic Games – elite sport for athletes with a disability. I spoke about top level sport, and many in the audience were not very interested anymore in the elite, top level sport. We are still facing change, as regards physical education, sport for all and elite sport. Elite sport is part of our world, it takes a lot of the interest of the media, but at the same time I also see that there is growing interest in attracting the general population to be physically active. Health enhancing and recreational activity are also issues that we should put high on the agenda. More and more young people do recreational activities i.e. mountain biking, rather than an organised form of sport. There is a lot of change in sport and physical education occurring and research is highly important to provide a scientific basis and new directions for the future.

■ **Is physical education in real and serious danger all over the world? Or is it characteristic only locally in some countries?**

– You can really talk about a global issue here, but I think that we must also make a distinction here. It is not in danger in all the same ways. In some countries, there is, for example, a certain amount of time for physical education, and it is being reduced because it is in competition with other subjects in school. Sometimes it is not perceived as being so important by parents, other teachers, by governments. And therefore, whenever there is a cut, this is the first subject that is cut. And so we must analyse a situation, but we must develop measures as to how to improve the status of this subject. It can not do it alone or by one or-

ganisation, we will only achieve success through a joint movement. I also believe it has a lot to do with the professionals involved and how they perceive their own role. If as a physical education teacher I see my role as less valuable than a teacher of English or mathematics, then the problem will not get any better. One of the results that came out of the study by Ken Hardman and colleagues is that this issue is inherent in the physical education profession – that we think we are less important. I think that we are very important and so we must empower our own people. One of the pertinent issue in this process of re-establishing the role of physical education is to ensure that what is being taught is quality physical education. We must also share this information with parents and governmental decision makers because they are also essential elements in the fight to maintain physical education. ICSSPE is really playing a pro-active role in delivery this message.

■ **What are your personal plans and expectations for the future?**

– First of all I think that we have been quite successful in identifying issues of sport and physical education, and we have also been quite successful, in bringing together experts in providing new information. We need to be advocates and to see ourselves as a lobbying agency, we see ourselves not just as someone who is reacting to something. We want to be forerunners who anticipate developments. When we look at the development of sport and how it has become a phenomenon in society, it is important to develop some partnerships – a private, public partnership. I think that this is very interesting for the world of sport. When I negotiate with companies like Daimler Chrysler or international banks, that they have an interest in what we are doing. Maybe they are not yet really aware of how we can collaborate, but that is something that I would put on our agenda for the next years.

■ **Are you satisfied with the financial support of sport science in your country or in the countries you know?**

– There is a problem because more and more we see governments withdrawing their financial assistance, and even in the school system we are challenged to find our sponsors. Clearly you will get it for specific sports events, but for the general activity or research, for example in recreational sports, it is very difficult to be so attractive to a company that they would support what you are doing. What everybody is always asking is "what are the benefits?" So in our own circles, maybe we need to discuss this. We know the benefits and believe in what we are doing. Maybe we need to be more clear with our message, more convincing. We

must learn the language that the others are using. We are using our own terminology and think that everybody has to understand that physical education and sports are part of a life-long learning process and a contribution to well-being and quality of life. All of these are interesting and nice words, but what is it to a company that would like to invest? What I found out is that there is interest, but it is not a situation where you have one meeting and they will call you the next day and tell you that they will provide you a certain amount of money. It is a very slow process. You have to convince them, but I can see that this is possible. And I think ICSSPE and what we have completed in the last years is a very good example. Of course, it is on national level because we have our Executive Office in Germany and Berlin, and we get financial assistance from them. On an international level, we were able to negotiate with the IOC concerning financial assistance for research projects in a very positive way. We also have been asked by UNESCO to carry out various projects, one example is the production of a manual of Doping issues, targeted at the athlete or coach, especially in developing countries. We are currently in a great position, where we get calls and we are asked to collaborate, but it was and continues to be a slow process; it is nothing that will happen overnight.

■ **What are your impressions concerning ENSSHE Forum here in Budapest? What is your real opinion about the conference?**

– Before I came, of course, I had very little information about how many countries and institutions were represented. But my expectations were different to what was realised. And I have been following this European network from its very beginning and many, many countries or many institutions from various countries were present. So what I expected here was much more participation from Eastern European countries. I thought that this a huge opportunity, and I had hoped to meet people here from Romania, Bulgaria, and the former Soviet Union countries. We have a similar problem with ICSSPE, we have member institutions, rather than individual members. And to get to the individual through the director of an institute is sometimes very difficult because when we send out our information, we sometimes find that the director or dean has the information on his or her desk, but does not share it with the members of the faculty. This is a real challenge for all organisations, and in particular for ICSSPE and ENSSHE, where new communication lines should be developed to ensure that the information reaches the individual.

dr. Susan J. BANDY

Interview with the First Man of the Meyer & Meyer Publishing House

Sports book publishing on highest world level

London - Sydney - Lausanne - New York - or let us say Tokyo...Right now it happens to be in Budapest, Hungary...Flying between continents, Mr. Meyer is a real globetrotter carrying papers, books, other readings with him all the time. The books, magazines represent permanent and absolutely indispensable travelling companions for him, obviously, because his main reason of making trips, calling meetings, signing contracts is nothing else but to publish them. For Mr. Hans-Jürgen Meyer is the founding manager of the German sports book publishing company Meyer and Meyer with their headquarters in Aachen. Mr. Meyer was an invited guest of the ENSSHE Forum held in Budapest, and we felt it would be a shame not to find a place and time for at least a short conversation with him, who in addition is a former middle distance runner of the sixties and had been also a member of the Track and Field Association of Germany for a long time.

◆ Needless to say, we are very pleased to welcome you in Budapest. We know, in the past years you inspired to publish some books in Hungary. For instance, on the cover of "The Magic and Science of Running" which have been published on the occasion of Arthur Lydiard's visit in Budapest, we could see the well known Meyer and Meyer logo. And some book-advertisements too...Do you think that publishing sports books in Hungary could be a profitable investment?

- Due to the outstanding achievements, great traditions and consequently the wide public interest towards sports, I

think the sports book publishing could be a promising business in this country, and there is such an idea in my mind. In this respect - I would like to add -, I have created excellent relationships in the early years with the Faculty of Physical Education and Sport Science of the Budapest Semmelweis University, as well as with the Hungarian Society of Sport Science. Nevertheless I have a different purpose with my recent visit here in Budapest. Within the framework of the EU works an important organisation, the European Network of Sport Science in Higher Education, (ENSSHE). They hold their sixth forum in Hungary. The prime

goal of this organisation is to harmonise and co-ordinate the research activity and educational process on the main areas of sport science in higher educational institutions, including exchange programs and the possible equalisation of diplomas.

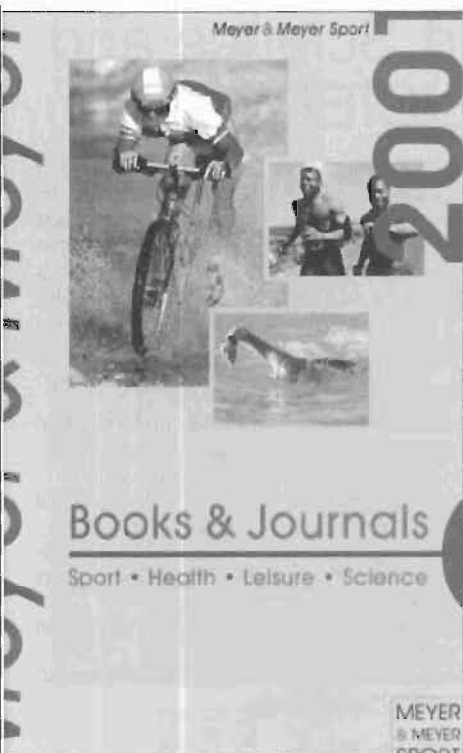
◆ Are you one of the guest speakers?

- No, I am not. However the event is an exceptional and favourable opportunity to exchange my ideas on the areas of my main interest during the three days of the conference with the assembled leading professional personalities from all over Europe, and also a possibility for me to offer our service of publishing manuals etc. with connection with their projects.

◆ The "Meyer and Meyer" is a highly respected and well known company. How much time was needed for you to achieve international recognition?

- We founded the company seventeen years ago in January 1984...Since that time we published far more than 900 volumes - only in Germany - using the contribution of approximately the same number of authors. In the significant progress first of all the immediately successful and popular series have played





the main role, such as the "Adventure Sports", "Sport Trends", and "Tips". Beside the sport titles we also publish German books in the fields of travel, and regional books in different areas. Since the target group of the Co. Consist of people ranging from hobbyists to professional athletes, trainers, instructors, sports teachers and sport scientists our books cover a wide range from general information, guide, tips and tricks to scientific titles in a large variety of media such as special magazines, books, CD-ROMs and videos.

◆ **Can you give us a recipe of producing best-sellers?**

– You probably expect me to mention books on the greatest German sport heroes like Schumacher, for example or Beckenbauer. I do not want to disappoint you, but no. It is true, they are great and extremely popular, and deserve all the respect, however I have to tell you that the interest of the people turns in general towards such books which are able to touch them personally in terms of personal use and benefit. Our goal is to give constructive suggestions to ensure meaningful leisure time activities of children and adults in various age groups in order to improve the quality of their life. These type of books of ours are the best-sellers, there is no doubt about it...The strength of Meyer and Meyer lies in its way covering almost all sports and sport related topics and thereby providing high quality to the sport interested readers.

◆ **The paper, printing, distribution, all of them are expensive, at least in Hungary, and they cause difficulties and**

complicated problems in financing sports book publishing. How could be this business profitable, or at least in acceptable balance?

– In fact this is a great challenge and means constant hard work. Still in certain cases the business could close in with fiasco or even bankruptcy. You should stand on many legs - this is one of the basic principles...The market analysis, evaluation, to follow the novelties - without exception - these are all essential preconditions to make good business and of course you suppose to be inventive and resourceful in your dealings, especially when you decide about new geographical or language areas...I do not know exactly how the others do, but as far as our company is concerned, beside the above mentioned factors, it seems to me that one of the most important guarantees in order to make business is to create close and friendly relationships with people...Fortunately I have many close and good friends all over the World, and I definitely enjoy to keep in touch and the dealings with them.

◆ **Would you mind to mention one characteristic example about your connections?**

– There is no secret...To make it simple let's take for instance our days in Budapest, ...And later I will tell you something about the IOC too...Well, I have come to Budapest because I wanted to figure out my chances in publishing manuals, study books and so on, which would be necessary for the already mentioned EU harmonisation and unifying process for many years to come along with research materials, other documents. They are non-existent, but they will have to have in the future. For covering the expenses of printing, publishing and also

for the distribution of the different issues the EU certainly will be ready at least to a certain degree. It is our interest to find opportunities to talk to the decision makers here, to express our opinions and offer our services.

◆ **Therefore, as we see it, you count on the financial assistance provided by the EU...As a consequence, You obviously try to be well informed about the possibilities of different state resources and about the mechanisms of wide range of foundations, etc...**

Exactly. The whole thing is like a competition. I am there, I must be there where the action is, and I must be informed in details about the possibilities, backgrounds, variations...And when the dealings, discussions arrive to the stage of final agreement I try to present a mutually acceptable and beneficial proposal for all the parties involved - let it be state agency, university, sponsor, whoever.

◆ **You mentioned the International Olympic Committee...(?)**

– Oh, yes...In the near future I will go to Lausanne to meet Madame Francoise Zweifel, the former secretary general for Mr. Juan Antonio Samarach who just stepped down as president of IOC in Moscow last July. She kept her position as Director of the Olympic Museum and in the future she will be responsible for all the IOC publications. I know that the organisation is about to build a new and complete system of information in both official languages that is English and French. Our company has become for today enough sophisticated and modern and I would like to be involved in this large scale of modernisation as a publisher. I am thinking not only about the financial reward, but about the prestige too...Great opportunity, that is for sure.

It is safe to say that Mr. Hans-Jürgen Meyer has all the chances to succeed at the IOC headquarters in Lausanne. His stable background and progressing history in publishing sports books are excellent guarantees... The Meyer and Meyer firm hopefully will find opportunity to co-operate with us as well in the foreseeable future. The Company has been developing really fast lately, and reached newer and newer international territories and has broken language barriers. To ensure the scientific competence, Meyer and Meyer has its own advisory board consisting of acknowledged scientists. The board members are responsible for the scientific line of books and ensure a close contact to 74 sport institutes in Germany. The Meyer and Meyer books are available in over 9000 bookstores in German speaking areas and they have a database containing more than 500.000 addresses ranging from athletes to federations, universities, sports magazines and sport retailers in the German speaking areas. Mr. Meyer and his wife as the second owner of the firm created new companies: in 1993 - Meyer and Meyer Sport Travel Agency, 1995 - Meyer and Meyer Sport UK Ltd. in Oxford, Great Britain, 1998 - M und M Communication and Media in Berlin, and the last one in January this year - M und M e. com, in Bitburg. In addition the Meyers are the founding members of the World Sport Publishers' Association (WSPA) and Hans-Jürgen holds the president's title of the world-organisation since its foundation 1991... And there is no stop... Good luck Meyer and Meyer! Many thanks for the conversation, Mr. President and - see you again in Budapest...

Rezső Gallov

The International Council of Sport Science and Physical Education (ICSSPE/CIEPSS)

The International Council of Sport Science and Physical Education (ICSSPE) was founded in Paris, France, in 1958. The Council was originally founded under the name 'International Council of Sport and Physical Education' and the name was changed to include 'Sport Science' in 1982. Today the Council presents itself as an international organisation with a distinct scientific profile as far as its goals, structure, membership and working bodies are concerned. ICSSPE's current President is Prof. Dr. Gudrun Doll-Tepper, (GER) who was re-elected for a second term of office (2001-2004) in September 2000.

Structure

The **General Assembly** is the supreme organ of the Council and consists of all ICSSPE members. The General Assembly meets every 2 years. The **Executive Board** is elected by the General Assembly and consists of a President, 3 Vice-Presidents, a Treasurer, at least 3 representatives of the Associations' Board, the Chairperson of the Editorial Board, the Executive Director, the Deputy Executive Director and 16 elected members, 8 of whom may serve as Regional Co-ordinators. The **Associations' Board** is composed of specialised international organisations from within the Council's membership. It is charged with developing and implementing the programme of the Council in co-operation with its other organs and members. The **President's Committee** represents the Council and manages its activities between the sessions. The **Editorial Board** is responsible for the publications programme of the Council. Since its creation in 1958, ICSSPE maintains its head office at UNESCO in Paris and an **Executive Office** is set up in the home city of the President, currently Berlin.

Goals

The main purpose of the Council is to serve as an international "umbrella" organisation concerned with the promotion and dissemination of results and findings in the field of sport science and their practical application in cultural and educational contexts.

Its aims are to:

- contribute to the awareness of human values inherent in sport,
- improve health and physical well-being, and
- develop physical activity, physical education and sport in all countries to a high level.

To achieve these goals, ICSSPE strives:

- to encourage international co-operation in the field of sport science;
- to promote, stimulate and co-ordinate scientific research in the field of physical activity, physical education and sport throughout the world and to support the application of its results in various practical areas of sport;
- to make scientific knowledge of sport and practical experiences available to all interested national and international organisations and institutions, especially to those in developing countries;
- to facilitate differentiation in sport science whilst promoting the integration of the various branches.

Scientific Areas of Work

ICSSPE conducts its work in the following three areas. Each area is co-ordinated by a Vice-President: 'Sport Science', 'Physical Activity, Physical Education and Sport', and 'Scientific Services'.

Co-operation with UNESCO, WHO and the IOC

In accordance with its "Formal Associate Relationship" with UNESCO and its "Recognised Organisation" status with the IOC, ICSSPE serves as a permanent advisory body to UNESCO and regularly conducts research projects on behalf of UNESCO and the IOC. In addition, ICSSPE collaborates with the World Health Organisation (WHO) in the area of physical activity and health promotion.

ICSSPE Sport Science Award of the IOC President

In recognition of outstanding scientific work in the field of sport science and physical education and accomplishments of great

practical significance, ICSSPE initiated the Sport Science Award of the IOC President. This award is presented annually, if possible by the President of the International Olympic Committee. Competent jurors are commissioned to select the contributions which deserve to be distinguished. Winners are selected in biomedical sciences and social sciences each year and the money prize is of US\$ 10,000 in total.

ICSSPE Members

ICSSPE admits members in four categories:

- Cat. A: Governmental organisations and non-governmental bodies which are the major organisations responsible for sport or sport science in their respective countries (US\$ 390 p.a.)
- Cat. B: International organisations working in the field of physical education, sport or sport science (US\$ 225 p.a.)
- Cat. C: National governmental or non-governmental organisations concerned with sport science, physical education, sport and recreation (US\$ 170 p.a.)
- Cat. D: Research institutes and schools of higher learning in physical education and sport science (US\$ 90 p.a.)

Currently about 200 organisations and institutions from ca. 60 countries world-wide are ICSSPE members.

Publications

● **PERSPECTIVES** - A multidisciplinary, theme-oriented monograph series addressing issues relevant to sport science and physical education. Experts from several different sport science disciplines contribute their views to each topic area. At least one volume per year.

● **ICSSPE BULLETIN** - A news magazine with reports on research projects, meetings, events and initiatives where ICSSPE is involved. A spotlight section is included in each issue focusing on specific world regions and/or theme topics. Three issues per year.

● **SPORT SCIENCE STUDIES** - A monographic series offering scientific reports and other research findings.

Other publications (**SPORT SCIENCE REVIEW**, **TECHNICAL STUDIES**, **ICSSPE VADE MECUM - DIRECTORY OF SPORT SCIENCE**, **CONFERENCE PROCEEDINGS**, **ICSSPE NEWSLETTER**, **ETC.**) are available from the ICSSPE Executive Office.

Membership services

By joining ICSSPE, your organisation or institute will:

- Regularly receive and be able to contribute to the ICSSPE Bulletin (3 issues per year) and Newsletter,
- Receive all new volumes of the Council's scientific and other publications,
- Be included in and receive the Council's membership directory with the contact information of over 200 organisations and institutes world-wide,
- Have the opportunity to apply for the Council's patronage and limited financial support for meetings and congresses,
- Have access to information on all relevant international congresses, including the Pre-Olympic Congresses organised by the Council,
- Enter an organisation in "Formal Associate Relations" with UNESCO, recognised by the International Olympic Committee and advisor of the World Health Organisation, for matters related to sport sciences and physical education.
- Join a network of organisations and institutes co-operating internationally in all areas of sport science and physical education.
- Play a part in the development of one of the most prestigious organisations in the field with a highly recognised 40-year record of contributions.

Contact

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