



Education and Sport

14^e Congrès
BÂLE

PANATHLON
BOOKLETS



Education through Sport and within Sport

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Foreword

*by Vittorio Adorni**

Panathlon International can be proud of its 14th Congress held in Basel as it anticipated everybody by discussing a highly topical issue: 'Education through Sport and within Sport'. The European Community had dedicated 2004 to 'Education through Sport' and the International Olympic Committee had established that 2004 was to be the year of young people's Olympic Education. But Panathlon has always proved that it can be ahead of times ; just as in the past with the Congresses of Avignon in 1995, Vienna 1997, Palermo 1999 and Venice 2001 by discussing issues that are still highly topical today.

Panathlon's aim has always been to promote, discuss and examine in depth topics that can support young people and help them grow better. In Basel we spent three intense days discussing different issues resulting in many ideas on wide interest topics.

Discussion focused on women in sport (Gertrud Pfister), multicultural or social integration (Hedi Rezgui), sport and quality of life for the disabled (Paul Odermatt), disabled sport (Winfried Sponring). Foundations supporting sport were discussed by Enrico Prandi for the Domenico Chiesa - Panathlon International Foundation, by Lucio Bizzini for the Geneva Club Foundation, and by Governor Giovanni Strocchi, for the new-born 5th District Foundation. The Cultural Commission Chairman, Antonio Spallino, reasserted the need of an increased

presence of women within Panathlon. Henrique Nicolini invited us all to contribute more in Panathlon's development, but, above all, a greater commitment in favour of young people who represent our future.

This was an interesting Congress thanks also to the availability of the Basel Club headed by its President Werner Mangold. Besides being on the border between France and Germany, Basel is a modern, hospitable town, with great respect for the past, districts that take us back to ancient times. When walking along the imposing Elbe River you can always discover new corners, preserved with great taste and respect for the environment.

Guest of honour for the opening of the Congress was Adolf Ogi, panathlete from the Bern Club, twice President of the Swiss Confederation, as well as special counsellor to UN Secretary General for the development of peace, Kofi Annan.

Ogi, recalled that sport is a big vehicle for peace and affirmed that young people must grow with equal opportunities and must be able to attend school and practise sport, as he is convinced that sport must be integrated with school and culture in every country. His speech is certainly in harmony with our ideas.

Personally I am more and more convinced that sports education is necessary for improved physical development, but with great opportunities for everybody to develop psychologically.

Sports education helps and teaches both the young but also the not-so- young how to win and how to lose. This is useful to reinforce their character.

* *Parma Panathlon Club (5th District, Italy)*
International President

July 3rd 2003

Objectives of the Congress

*by Antonio Spallino**



I would first of all like to thank the members of the Cultural Commission for their preliminary work, and the members of the work groups who for some years have been working on the 'ethics and cultures' project: the

first volume of this project is currently being published.

I must thank, on behalf of all participants, the President of the Basel Panathlon Club, for hosting us in this city. It has partially preserved, in the course of centuries, the documentation on its life (three gates: St. Alban, St. John, St. Paul); it destroyed its frescoes during the Reform, but had renowned scholars in its culture institutions, and I simply wish to mention Nietzsche, the father of Renaissance culture. A city in which treaties were signed involving Prussia, Spain, France.

I wish to pay homage to Switzerland that in 1981, hosted in Lausanne our first International Congress outside Italy. When reading through our magazine it is touching to see that there were 500 panathletes at that congress! But at that time there was no economic crisis in Latin America, that is currently having a big impact on our opportunity to dialogue, to meet, to measure ourselves.

There were men like Passet, to whom I wish to officially pay homage, because, together with Nicolini, he was one of my two most strenuous collaborators who contributed in changing Panathlon's concept, in resuming actions and values. Among participants there was Siegenthaler who was a strong supporter of the unity of the athletic movement, and Demetrio Balestra, first non Italian President, he too is from Switzerland, and there was Mairano, whom I consider the best President Panathlon has ever had, the President in office Cappabianca, Nicolini. There was in particular, the President of the Swiss Confederation, Kurt Furgler, who in very difficult years, when

Switzerland stopped foreign labour force from entering the country, Switzerland was pervaded by a wave of xenophobia, he was one of the strongest supporters. He delivered a paper that has many aspects in common with our topics. The topic was "family and sport", and the family plays an important role in education or, at least, was important in those years, because television replaced most of the traditional family.

To come back to our topic, Basel is the city in which, in 1997, the International Congress on Sports Education approved the document on: "movement and sport in school curricula", a topic closely connected with ours. This document was full of hope. But one year later, in Neuchatel, The European Association of Physical Education Teachers, through President Fischer, gave a less optimistic picture due to the difficulties met when trying to introduce sports education in schools.

This occurred despite the fact that in at least four documents by European sports ministers, the danger of sedentariness or the progressive reduction in the number of P.E. hours at school were pointed out. The negative process continues: Hungary, one of the nations that had maintained this potential, is planning further 'cuts'.

I shall immediately say that my report is less optimistic than those I heard so far. This is because we conducted an investigation for years, during which we asked 67 experts including university professors and international federation presidents to express their opinion on what happened in the world of sport in the second half of the 20th century.

Let us examine strengths and weaknesses. We are extremely worried for the current economic pressure on the world of sport, we are worried for the manipulation of children and of sport. These issues deteriorated in the course of time, and with regard to this President Adorni recalled Panathlon's international congresses, the various district congresses, the round tables organised by our clubs; we shall see all

this in the appendix to the four volumes.

I said that past declarations, the “Declaration of Basel”, were initially optimistic; if we read some of this modern research, we learn from Decker’s report/message (from Luxembourg) that about 80% of P.E. teachers in France do not have the necessary qualifications.

According to the report by the work group guided by Prof. Vanden Auweele *“All over the world there is the problem of finding qualified leaders in the youth sport sector, while coaching by volunteers without the necessary qualification creates problems because, not only they do not have the necessary basic knowledge, but not even the psychopedagogic support”*. We should not be surprised then if we find such phenomena as reversed relationships between players in junior championships as well as parents and coaches. In a town in Italy, one club, after working for six years with junior school teachers to promote the culture of fair play, managed to organise a championship for 4th year junior students, whose regulations included two types of points: traditional, federal ranking, and additional points for fair play actions. The championship ended a few months ago. On the other hand, not more than a few months ago, in another town from the same province, where the Italian Football Federation is about to abolish matches for children, as already happened in France, a match was organised between two teams of children: on the field everything went perfect, but on the stands the parents and two coaches attacked each other!

The congress topic, as already referred by the President, is partly taken from the title the European Union has chosen for next year, “Education Through Sport”, but those who closely read the title have probably noticed that there is an interpolation, our title is the following: “Education through Sport and within Sport”. We are not the only ones to express this concept, because last year, at the Wiesbaden Congress, the chairman of the IOC Commission for Culture, Zenhliang He, underlined that education must penetrate inside sport. There is

an enormous need for education. In our research you may read from Prof. Collomb's report, University of Nice, a list of rights in the Universal Declaration of Human Rights daily violated in the world of sport. A world that only recently has been called to comply with national laws, with a delay of decades, starting from the fight against doping. Current I.O.C. President, Rogge, categorically affirmed that public institutions must fix the limit of competence of sports organisations. This had been neglected up to yesterday, because sport's autonomy is an untouchable taboo.

In the congress programme there are some novelties, i.e. a new award, and a half novelty, I hope Nicolini will not be hungry with me, regarding the Image and Communication Award. Alongside the habit of identifying and awarding those clubs with the largest media audience, it was decided to identify those clubs who carried out rare and essential services and grant them an award motivated by the efficacy of their service. A line established in last year's assembly.

The novelty is an authentic novelty, and consists in the contribution of the "Panathlon International - Domenico Chiesa cultural Foundation" for the creation of a graphic competition for Art School students, who have to design a poster that should visually communicate the values in which we believe and the values we oppose.

P.I. 15th Congress is partially resulting from the research and aims at valorising some of its aspects.

The aim was to valorise not only the contribution of experts who collaborated in this research, such as Aledda, or Prof. Pfister, from the University of Copenhagen, president of one of the most important institutions of physical education in the world, who in his essay pointed out that there are still many barriers for women's access to sport, and even more to sports organisations. There is a very low percentage of women managers in sport; I seem to

remember that in certain universities the presence of women students is well above 40%, but in the university board there are only 2 women out of 22 board members.

You probably noticed that there are more women members, but also more women in general among participants. In actual fact there is one missing: lawyer Federica Pantaloni, who should have represented the Chiesa Foundation, but unfortunately could not attend.

Despite forecasts by sociologists who affirmed that with the progressive introduction of women in the working world, and their partial 'walk out' of the home, they would lose that ^spirit of gift^ that characterises them. We believe women preserved, also in our clubs, their altruism and organisational skills. We have clubs chaired by women, with women secretaries who are very efficient. It is reassuring to know that the percentage of women within Panathlon that had no women among its presidents in 1976 today account for 11% among secretaries, more than 8% among committee members, 6% presidents, and data related to the first semester provide even more reassuring elements.

This detail should be read in the context of a crisis of associationism. You all know that Rotary, Lions, Kiwanis, Soroptimist, are losing members. How come that this is not occurring within Panathlon and the number of women is even increasing? This is a physiological phenomenon. It has always been said that young people are not interested in Panathlon. This feature is so important that one of the most authoritative political scientists, Robert Putman, conducted an investigation to understand the reasons why young people are not interested in social life or in political life. When analysing many different factors, we record a flattening on present-day issues; reading of newspapers, in America, dropped by 50%.

Those who do not have a past have no project for the future, everything is levelled out. This, according to Putman, is the fundamental element resulting in drop out from associationism, therefore impacting participation in life

within society.

If this is how things are going, we must admit that, at least from this prospect, Panathlon respected the role it fixed for itself at the beginning.

Despite the perplexity of some people on the opportunity to associate to a historiographic research an investigation on club actions, by looking through our magazine - and not the club archives, that in many cases do not exist - a reassuring microcosm of activities emerged. Many members did not limit themselves to attend dinner meetings: but tried to act. When feeling that the river of life was flowing alongside them, they did not stay on the bank waiting for time to go by in the illusion that everything could remain as it was before.

The Congress speakers too were selected in an innovative way with respect to the past, to prove the cultural potential of our association. You shall listen to different speakers, and will have to give up the idea of listening to a lecture by Bizzini, who will replace the Geneva Club President. In 1996 that Club created a Foundation with two precise objectives; they started with a capital, arguing with the Central Board, because Geneva wanted its own funds. Today they have their own capital, therefore showing the cultural potential of our association. With their 400,000 Euros, they help elderly sports people who want to hand down their experience, but they also help young people who cannot pay membership fees to sports clubs.

I was sorry to learn that the 10th District Governor, after suggesting to its clubs to create a solidarity fund to support disabled sport, was disappointed to see it being refused. I offer him our solidarity. This is what clubs must do. Following Geneva's experience, the Panathlon International - Domenico Chiesa Foundation was created only a few years ago but it has already worked well. Recently the 5th District Foundation was added. The model exists and is fruitful.

This is an innovative field, but it's on rare services that we have to intervene because we have to show that it is not true that actions cannot be undertaken. We must all identify the need of our territory and then, act according to our own possibilities, otherwise we are not Panathlon. When I referred to associationism, I could not forget that Thierry Terret, one of the most renowned French sociologists, examined this issue and called it "deterritorialisation", in other words relinquishing attachment to the territory through sports associationism. An athlete joins a club not to become a member but to become a registered member, hoping to become top athletes and possibly be bought by other clubs. This fact breaks off relationships with the territory. A topic that will be discussed by Rezgui is that of migration flows moving around the world, like football and tennis players. This indicates the loss of identity. Why do we insist on these topics? Prof. Pfister too underlines that abandoning the relationship with the local club creates further difficulties for women. Women have always been the custodians of local clubs, of their homes. The transfers resulting from globalisation, cut the roots, particularly in the presence of an Olympic "industry".

Grey's essay provides data on this issue: IOC for example has drawn up a 2.3 billion US dollar contract for TV rights for the 2004 and 2008 Summer Olympic Games and for the 2006 Winter Games. Each sponsor of the Atlanta Summer Games paid 40 million US dollars. In Atlanta costs for assignment amounted to 5.6 billion US dollars for the nomination. For the 2000 Olympic Games televisions paid 3 billion US dollars. I shall come back to this point which does not create concern in itself, but for the conclusions some draw from this. In 2000 Italy reported an investment in sports sponsors for 3500 billion Lire, 2500 of which in advertising. For every 100 Italian Lire, 70 were invested in sport, 7.58 in culture. If this is the trend, we must examine the market's pros and cons. This is the conclusion of the investigation carried out by Hasser, on

behalf of the European Community, on how to tackle doping outside the world of pharmacology.

Before discussing this issue I must say that there are also big lights. In 1939 the Führer's Chancellery had studied a plan on how to exterminate the disabled, as they were not considered "worthy of living"; then there was an internal insurrection and the plan was used for the Jews. In contrast, in 1940 Sir Gutmen started helping war veterans through sport, in 1976 the Stockholm Games were held and the project for the Paralympic Games was launched. I recently attended a beautiful conference in Vicenza on this issue and another even more outstanding was organised in Brazil.

This is the general picture. We mentioned the topic of the physically and mentally disabled. But we must not forget that a new, unknown continent is emerging, the continent of children born from AIDS, of young people who suffer the consequences of night car accidents, of the elderly whose life has been prolonged by medicines but not in good health. This revolution raises totally new problems for our society. At the same time there is the so-called global revolution, recording in Latin America such a high percentage of poverty and indigence, unknown in all European countries. There is a progressive marginalisation and on this issue the Roman Catholic Pope said: you must globalise solidarity! Globalisation of solidarity and not of the market! I believe these to be the points of the work that is awaiting us.

I wish to add that in Siekman's paper, related to the Asser study, recommendations for the European Community - the customer who requested this research - are substantially the following: fighting doping requires an in-depth knowledge of economics; we have to be able to manage economic pressure by limiting inequalities; establish sport's economic vulnerability to understand to what extent each sport is threatened by money and by the sponsor's request of increasing space. The pharmaceutical fight alone, to prevent doping is not sufficient, according to these authors, and the gro-

wing business is a serious threat. An example comes also from those Sports Federations that did not hesitate to threaten IOC of organising separate Olympic Games, by taking to the Olympics only 18-year olds so as to empty them of any interest. If sport becomes a business, we need legal and economic sanctions, it is not sufficient to suspend this or that athlete who tested 'positive' at the controls.

I believe that this last paper provides the picture of a radical change in the criteria used to observe problems threatening sport. This urges us to reflect and pay daily attention to phenomena we have been examining for years. May I remind you that two days ago the translation of Redeker's latest volume was released in Italy. Redeker is an authoritative French philosopher, who supports opposite theses to ours and predicts the death of sport. The title is "Le Sport Contre les Peuples". I am therefore convinced that our duty as panathletes is to spread culture, to promote awareness, so that these antibodies may develop also in the conscience of young people and may form the new barrier against the distortion of sport. At least as we conceive it within Panathlon.

* *Como Panathlon Club (2nd District, Italy)*
International Past-President
Cultural Commission Chairman

July 3rd 2003

The Value of Sport for Development and Peace

*by Adolf Ogi**



It is a great pleasure and an honour for me to accept the invitation made by the President of Panathlon International, Mr. Vittorio Adorni, to hold the opening speech of the 14th Panathlon Congress here in Basel.

Panathlon is a sport movement of worldwide importance.

Panathlon underlines the importance of the fundamental values of sport.

Panathlon promotes fair-play and ethical behaviour in sport as well as volunteerism.

These fundamental values are common with the fundamental principles of the Organisation of the United Nations. For me, this is a very important point and I wish to inform you about my activities as the Special Adviser to the Secretary-General of the United Nations, Mr. Kofi Annan on Sport for Development and Peace.

I bring you the best wishes of Mr. Kofi Annan. In these difficult times, the Secretary-General of the United Nations asks you to show support and help us create a better world in the interest of all.

A world, in which children can grow up without fear and go to school.

A world in which children can play and have fun.

A world in which children are given the means to become what they want to become.

In the year 2000, at the Millennium Summit in New York, the leaders of almost all countries of the world agreed to implement the Millennium Development Goals by 2015:

- fight extreme poverty and hunger
- achieve universal primary education
- gender equality
- reduce child mortality
- promote maternal health
- Combat HIV/Aids, malaria and other diseases
- ensure a sustainable environment
- develop a global partnership for development

In March 2003, the United Nations inter-agency Task Force on Sport for Development and Peace, which I chaired together with UNICEF Executive Director, Ms. Carol Bellamy, handed its report to the Secretary-General. The report explores the possibilities for UN organizations to implement sports-related development and peace promotion projects more efficiently in the field. There are already a large number of UN system agencies working together with the world of sport, with athletes, sport organizations and federations, to promote their respective goals in a constructive, mutually beneficial and sustainable way.

Since UN Secretary-General Mr. Kofi Annan appointed me as his Special Adviser in February 2001, I have many times witnessed the value of sport for development and peace around the world. In fact we have identified over 130 sport-related projects worldwide and we are sure there could be many more. We count on you as well to develop projects together with the United Nations agencies, with governments and NGOs, sports federations and the sporting goods industry.

Following my call in January 2003 at UNESCO for a UN resolution to support the recognition of the value of sport for human development and peace, Tunisia is now preparing a resolution on sport and physical education for the next session of the General Assembly of the United Nations. Together with the support of already many other countries, Tunisia will ask that sport plays a stronger role in development and peace promotion policies and programmes.

The resolution project underlines the important role of sport:

- for international dialogue
- for nation building
- for the promotion of values and health
- for education
- for child development

This initiative is a great chance but also a great responsibility for sport!

Here are some examples of “development through sport” projects:

In December 2002 I visited refugee camps supported by the UNHCR in Uganda. UNHCR has realised what sport can do to assist refugees with the healing process of their losses and emotional scars. In Uganda, sport allows refugees from Somalia, from Rwanda, from Sudan and others to have fun together, to play and to communicate, even if they do not speak the same language. Sport helps refugees, especially young ones in the often secluded environment of camps, to remain healthy, busy and it allows adult refugees to learn coaching skills and to regain self-esteem.

After Uganda, I went on to Mozambique, one of the poorest countries of the world. Very few people there can afford to buy sports equipment or sports material, however athletes like the international footballer Eusebio or the 800m record holder Lurdes Mutola have emerged from Mozambique. Although the Mozambican people are mad about sport, it is a difficult task for Minister of sports and youth to make sport available to his people. With the ILO (International Labour Organisation) we spoke to the minister of labour, to employers and trade unions. Together, we explored innovative ways of creating jobs and developing vocational training centers and small enterprises by encouraging the creation of a local industry manufacturing sports equipment. This equipment manufactured locally will then be affordable to the Mozambican athletes and be part of the nation's development.

In both, Uganda and Mozambique I have seen the activities of an NGO that has devoted its activities to development through sport. As you have heard it here from the President and CEO of "Right To Play", Mr. Johann Koss, the NGO is one of the partners of UN specialised agencies in the field. They are the implementing partner of the UNHCR in the refugee camps. They are also working together with the ILO, with UNICEF and others. Right To Play provides the necessary personnel in the field and material to develop sports-related development activities in the frame of partnerships with UN agencies.

An NGO such as Right To Play is essential to promote sport within the United Nations. The coaches confirm each day the value of sport for development and show us that sport brings us closer to the people and helps us better grasp their needs and aspirations.

After a first camp in Italy in 2001 for young boys from former Yugoslavia, in 2002 took place the second “Basketball without Borders” camp in Istanbul. These camps are organised by the UN Office on Drugs and Crime (UNODC) together with the US National Basketball Association (NBA). The goal of the camps is to use sport as a means to bring together youth from regions where violence, war and historical enmity have eroded the bonds of friendship and address peer pressure problems such as drug abuse.

In June 2002 FIFA provided support for a project allowing Afghan people in Kabul to watch the World Cup football matches on a giant screen in the main stadium. Now the Afghan people wish to have their own football championship again. By playing together regularly a game they love, people from all areas of Afghanistan could again talk to one another and hopefully become friends again. In Afghanistan, football can help create the conditions for a return to lasting peace. I have mentioned this during a recent trip to Thailand to the Prime Minister. He accepted to support UN efforts in view of re-establishing national sports championships in Afghanistan.

Together with Kofi Annan, we organised a soccer match in the middle of summer in New York, a city not known for its love of soccer. However, 70,000 people came to watch the world class soccer stars of Real Madrid FC and AS Roma carry the message of HIV/Aids prevention. The match was dedicated to the global fight against Aids and the players came onto the field wearing red-ribbon T-shirts for all to see.

In Switzerland, the Swiss Federal Office of Sports has also developed a project in the Ivory Coast with the support of the Swiss Agency for Development and Cooperation. Together with

the students of the National Ivorian Institute for Sports and Youth, education is brought to street children through sport, girls are offered regular access to sporting activities and a curriculum is being designed to interest the students more in the social value of sport. The programme continues to be implemented despite the conflict affecting Ivory Coast.

In order to offer the appropriate development through sport, we need to understand the needs of the people we wish to assist. And in order to ease a rapprochement between the United Nations and civil society, we need to know how today's society functions and what its needs are as well.

Today's society exerts much pressure on those who need to evolve in it. The world seems to be growing smaller and turning faster. Important developments are affecting everyday life at an accelerating speed. One must constantly adapt to follow the flow. The speed of development is not equal around the earth and inequalities and injustices create social tensions and economic migrations. The demands this society makes on women and men are evermore difficult to satisfy. To be successful, one needs a superior capability for understanding situations and the ability to regularly update one's knowledge. This means high levels of flexibility and availability.

However, today's society is also one based on values such as rapid success, and no longer on performance. The highest prestige is not enjoyed by those who perform above average but by those who can afford to live in the greatest luxury with the least effort possible. The education process must follow the rapidly evolving situation, counterbalance some of the tendencies and preserve the taste for performance. The knowledge required is expertise in a wide range of fields and management skills. This can only be obtained if the person's behaviour is adapted and if she or he has the necessary performance capability. Knowledge is accumulated through the traditional means of education and with parents. Behaviour is influenced by family, religion, culture. But who or

what can give the motivation to enhance a person's performance capability ? That is the role of sport ! The regular practice of sensible and adapted sport gives young people the taste of performance and can positively influence their behaviour.

Sport teaches life skills. Sport remains the best school of life. With sport, young people learn :

- to manage victory
- to overcome defeat
- to become team players and to be reliable and gain the other team members' confidence
- respect for opponents and the rules
- that for good results regular training is needed
- to know their limits and themselves better.

The positive lessons and values of sport are essential for life. We must ensure that these positive values are upheld and that athletes remain role models for the next generations.

As you know, essential sport values are very similar to the core values of the United Nations. Like the UN, the sports world is far from perfect. However, sport is also about developing a sense of community and common purpose. Sport is about humanity, and together, through sport, we can create a better world. We, the UN system together with all "stakeholders" of sport, we can build a winning team and ensure that the positive lessons of sport are being taught and learned.

There are almost endless possibilities for developing the common ground between the sports world and the United Nations. My suggestion is that we work all hand in hand: the UN system and all member states, the sports federations and their athletes and the sports industry. Together, we have a common responsibility and a shared interest in fighting the global threats to human development.

Sensible sports activities are an ideal training ground for promoting and developing performance motivation and capability without pressure, in a playful and enjoyable way. From school and casual sporting activities to high-performance and elite sport - sport is an important instrument for the young people and for

the formation of adults; this will enable us to master and meaningfully shape our future together

Sport, thanks to its global and cross-cutting capacities in human development, can add tremendous positive value to international development and cooperation work. In a time when words such as “globalization” and “profit” eclipse the lives of many members of the civil society, sport must be seen by all concerned as a way to come closer to those who need development most and to integrate those otherwise excluded.

I am convinced that if the value of development and peace promotion through sport is better recognized around the world, we could achieve a more equal and more peaceful world.

* *Bern Panathlon Club (10 th District, Switzerland)*
Special Adviser to the Secretary-General of the United Nations on Sport for Development and Peace
Under-Secretary-General
Former President of Switzerland

July 4th 2003

Education and Sport

*by Aldo Aledda**



Thank you for assigning me this task, I must confess that since I am not a pedagogist nor a science philosopher, I feel totally inadequate. I therefore apologise as from now if I tackle this issue from the point of view

of a simple amateur and according to categories that are too pragmatic, typical of a person who essentially deals with history.

1. It is almost impossible to speak before an audience of sports people, of sports scholars and experts without ending up in stating commonplaces on this subject. I shall therefore start by stating a few commonplaces, necessary for reasoning on a study I recently carried out.

We start from the obvious statement - so to say - that sport is a complex phenomenon, where anything may happen, but also its opposite, and that may be interpreted and understood in many different ways. The educational aspect, subject-matter of today's discussion, and that nobody doubts being an important component in physical-sporting activity, is in contrast, for example, with the commercial and entertaining aspects, that unfortunately today seem to prevail. I can also list other, less striking aspects, like the political data that accompanied developments or, if you prefer, an involution, in the history of sport.

Why should we focus on the educational aspect? Because today it's the aspect that needs to be supported most as, paradoxically, with the triumph of sport and of a culture based on body fitness it almost risks extinction (as well known by those who teach physical education in Italian schools).

2. At this point I shall briefly illustrate the data resulting from the research I announced, of which this is a preview, not only to follow a methodologically correct, scientific procedure,

but also to reason on concrete aspects. I conducted this study with a group of 70 graduates in movement science from the Tor Vergata University, Rome. The aim of my research was to investigate how physical-sporting activity is seen by young people aged 11-19, attending secondary school. This investigation included both sporters and non-sporters.

The selected area was the Province of Cagliari (Sardinia) as the comparisons that can be made are valid for the whole of Italy, since this province, according to the ranking annually drawn up by the paper *Il Sole 24 ore*, in 2003 is in a mid position out of all Italian provinces, with regard to leisure time and it is slightly above average for sport. This investigation includes a second phase extended to other areas of Italy (and a third part of investigation already carried out in Naples, substantially confirming the conclusions drawn in Sardinia). In all cases, these results directly or indirectly match the results of other national and international investigations carried out on similar issues.

We selected a sample of 7350 youngsters, corresponding to almost 10% of the youth population in this province, trying to match current proportions between the two genders. We also took into consideration the socio-economic situation and socio-cultural differences, and we therefore included schools attended by both higher and lower social classes (however, when examining general data, no macroscopic differences emerged between these two groups). As it was our intent to take into account all possible conditions, we also tested a small sample of physically and mentally disabled youngsters and others with limited freedom due to criminal procedures. We finally submitted the questionnaire to a group of adults to identify any generational differences.

3. What were we interested in understanding? Not just why the current generation approaches physical-sporting activities, but, above all, its view and thought about sport. So the questionnaire, after the inevitable and almost

ritual questions on how sport is approached, asked three main questions. A) To select, out of a series of reasons, that for which people carry out a physical activity. B) Indicate why sport is needed. C) Select in a list of aspects concerning sport (winning, feeling well and being integrated), which one is more important. In summary the issues raised were based on three fundamental approaches to sport: *socialisation, health and competition*. Socialisation is the element that all investigations into the youth world, both in Italy and abroad, indicate as more marked in all those who intend to approach sport. The second one is more publicised as being in the interest of society to encourage the population to carry out physical-sporting activities. Competition is the third element. This has always been a basic aspect in sport but today seems to be secondary with respect to the other two aspects.

Let us now examine the logic of questions. In the first question, “Choose the main reason why, you think, people engage in a physical activity”, we asked young people to make an *observation*, that we hoped to be distinct from this phenomenon. Consistently with the overall conclusions of the investigation on this subject, 62% considered socialisation the main reason for approaching sport, 30% approached it for health reasons and only 8% (11 youngsters) for competition. In the second question, “What do you think sport and physical activity are mainly used for?”, by re-raising the three issues, we substantially asked for their opinion. When examining results at national level, 69% of youngsters considered health important, 28% socialisation and only 3% competition. In the third question, “Among all important aspects in sport choose the one you consider more important”, surprisingly enough competition increased to 29% as opposed to 52% socialisation and 19% health.

How can we explain these contradictions? According to my vision of things these are only apparent contrasts. Socialisation covers

interest in and motivation for sport, in other words, the reason that leads young people to approach sport, irrespective of its content. This is the first set of data for our discussion on sports education, intended as individual training aimed at his/her social integration. The idea of health, however, prevails as a national concept when the youngster tries to understand the benefits of practising sport. The third element, competition, becomes 'praxis' - in other words the specific and inevitable context of sporting activity. After we have socialised and are convinced that sport is good for your health, we realise that in the end sport is based on competition.

This reality is substantially confirmed by control questions. In the first, "Choose one thing that you consider more important than team games" (make an impression, winning, spectators' consensus, festive atmosphere), we intended to suggest participation in those instances when socialisation prevails, in other words team games. Results show that competition prevails, 56% (more in men than in women, in desegregated data), as opposed to 33% of socialisation (the remainder refers to other aspects). Vice versa, in the next question, "How do you consider opponents in sport?", they had considered the subjective aspect in the socialisation-competitive relationship, i.e. a concrete way to examine the human being. An astonishing concept of the opponent, seen as 'other' (enemy, rival, indifferent) emerged from 78% of respondents, while only the remainder saw the opponent as a 'friend', and this both among men and women, although the former slightly prevail. The competitive aspect tends to prevail in higher and lower classes, with an average of 79% and 82%, respectively. A similar behaviour was found in the adult sample, that revealed almost the same aggressiveness as the youngsters in the first question, regarding team games, with a 50%, while in the second question, related to the opponent's perception, they accounted for 79%.

If we closely examine this mass behaviour, highlighted by control questions, this is more apparent than real, as we have to assume that competition is only instrumental and not antithetical to the aims of socialisation, more specifically this is a constituent and not a disjunctive element of socialisation.

4. Nowadays, as sociologists, psychologists, anthropologists, etc. inform us, people are rediscovering their body. I read many interesting reconstructions of this process, starting from the hostility of the Christian culture and ending with the indifference of Marxist culture and Foucault's magistral analyses. I ask myself, however, whether this rediscovery of the body - that is today defined by some scholars as present-absent, in the sense that, on the one hand, comforts and modern technological discoveries make sport less essential and, on the other hand, because it becomes a prevailing method in relationships - typical of a certain cultural world, is perhaps a new cultural fad. Or, to be more explicit, if it is a 'discovery' made by many experts in life and social sciences, who usually reason in the short-term historical period.

Certainly, all those who, like us sports persons, devoted their life to the care of the body, using it for playful or competitive aims, never lost sight of our body, not even way back in time. Irrespective of how things are, for this process involving a minority of men of culture accustomed for centuries to develop dislike for sport, practised by other men for playful and competitive reasons because specific of a 'popular culture', the world of sport can only rejoice for this late recognition after centuries of opposition against those who practice or are involved in physical-sporting activities.

In actual fact I am perplexed by the way in which the accent is placed today on the discovery of the body. I shall explain myself. From what I could read and from what I understood, there is an almost supine, uncritical acceptance of the values that the modern body expresses

as a cult of physical fitness, etc., simply because it is a 'novelty'. There is, in fact, a whole series of enthusiasts for the use of the body who, in the course of historical thought, have been carefully marginalised and deliberately ignored. Famous men often aroused the interest of high culture, as they were perceived as original. Jacques Ulmann in his unparalleled analysis provided a significant list with the related way of thinking, showing that from Plato to Fichte there are numberless examples in the history of man's thought in which attention was paid to the culture of the body.

I realised that this type of intellectual idiosyncrasy may conceal in the examined authors a certain propensity for sport, when reading the analysis by a renown Italian scholar on the overall work of the late, great French sociologist Pierre Bourdieu. The attention of the French sociologist for sport is considered as incidental (it is mentioned as one of his numerous, curious aspects), when in actual fact Bourdieu not only provided specific, punctual, but also sophisticated analyses and treatises on sport, that can only be done by a person who knows this subject in depth, but a sport's metaphor and exemplification is frequently found in all his works, even when not specifically discussing sport. It is clear that the French sociologist who in his youth had been a rugby player, showed great sensitivity for this phenomenon.

I noticed this superficial approach and a trend to minimise also when analysing a series of studies referring to the above research, in which a certain number of Italian sociologists, investigating into the youth world, try to underrate the importance of sport, by hastening and simplifying analyses and, sometimes even spoiling, confusing, voiding and messing up data. For some practising a sport, within organised activities, may be an important fact - and cannot be otherwise as shown by figures - but it is in all cases placed after many other youth interests, often trivial and fortuitous or almost

physiological, like meeting in a certain place or going to discos.

A serious scholar like the American political scientist Robert Putnam, in his celebrated essay on Italian Regions observed that Italian associationism is, by far, of sporting nature. The truth, as affirmed by French sociologist Daniel Mothé, is perhaps that numerous theoreticians of leisure time when listing current practices, do not mention the most common ones like sport because in actual fact they hope others to become more widespread - the ones they prefer. This highlights the problem, underlined by eminent scholars, that it is almost impossible for the observer to be totally detached from the observed object, since he almost inevitably tends to be part of it.

Given that this limit is first of all true also for me and for the things I am about to say, I wish to confirm, therefore, that it is difficult to agree with the theses that claim to rediscover the body, but, above all, with that part of them that seem to attribute to the body an all-absorbing picture with respect to the individual's personality. We cannot deny that P.E. teachers and sports people have the merit of considering the body not so much a tool of spiritual requirements, but rather in perfect balance with them. What I want to say is that whoever was and still is involved in physical education does not only aim at building the body, or exclusively aims at taking care of the mind starting from the body - that in this case has an instrumentally restrictive function -, but is faced with a personality to be promoted in an integrated way, consisting of body and mind, or soul and psyche, if you prefer. A P.E. teacher is almost always convinced that upstream physical mechanisms operate psychic mechanisms and that when working on the body, one ends up by having an impact also on the personality's will. Not just this, but those who operate in a correct way in sports pedagogy are usually well aware that they participate in creating a society, since the very nature of the body is based on relatio-

nal features.

The narcissistic aspect may possibly characterise most sporting activities, but it is also true that the need to establish relationships with other individuals, in other words of socialising, is the primary function the body is used for since the body develops, as is repeatedly affirmed, specific body language features. This explains why almost everywhere the more widespread forms of associationism are in the name of sport, and this because sport favours socialisation and not isolation or uncommunicative reactions. Many social scientists rediscovered the body, a discovery that has been well known to us for some time and that they described much better by identifying it as a speaking body, a body sending messages of beauty in women, and of power in men. A body that becomes a way of being and a point of reference also in relation to the succession of social events. So the body must be tanned and fit to go to the beach and therefore acts as blockade and authorisation in relation to what can or cannot be shown. The body is also used to determine an individual's career. International studies have shown that the most handsome men and beautiful women earn more and are a lot more successful in their job than less good-looking people, with peaks reaching 15 % more success for women. This explains today's boosting turnover recorded by gyms, body creams and cosmetic surgery.

5. Starting from this body, we can outline an educational project since with the individual's concept of a body-soul relationship, the final goal can only be its education. Focusing only on enhancing the body - though in the name of its rediscovery (on this point I disagree with the theoreticians of the modern rediscovery of the body), means concentrating on mere materiality, and although this is in agreement with certain aspects of modernity, it is intrinsically in contradiction with the expectations of an education based on physical-sporting activity. Modern physical educators never thought of a

subordinate body, instrumental to the soul, but usually conceived it as requiring equal attention and duties. They never thought of doing the opposite, i.e. subordinating the soul to the body. This may have occurred in the degeneration of sporting activity in all ages, when sport became more spectacular and business-oriented or bloody or even subject to political interests, but rarely occurred with the consensus of sports educators, who always tried to maintain a correct behaviour also at a time of turmoil in the world of sport.

On the other hand a sporting activity separate from the values of the spirit and based only on the values of the body, where all the intellectual resources of athletes and managers are aimed at optimising sport and at making profits, will hardly be long-lasting. I believe that the body has to be conceived as something more than the material base on which an artist creates his work of art. Something more than a stone for a sculptor, of a canvass for a painter or an instrument for the musician, but just like these, when they become pure virtuosity and are an end to themselves, they lose their ability to communicate with those who listen to or see the artist's interior message. Similarly an athletic action that does not communicate to spectators values linked to a person's development and, let me add, to society's improved function, is like a piano on which the player carries out meaningless exercises limited to mere technicalities.

6. This is the risk we are currently running, where priority is given to physical 'fitness' that seems to be the only possible way for sporting activity, and appears to be completely lacking ethics, as almost all studies on this subject reveal. It is through this concept of 'fitness', to the extent it becomes a condition for imposing oneself on the job and in relationships - to earn more and be successful at work -, that the 'body' risks prevailing over all spiritual activities. Sport in itself is not a value, in the sense that it can be used in any conflicting way, as

history teaches us, but an expectation of values, whose contents have to be provided by the operator-educator.

Hence the need to fully recover an idea of education through sporting activities, which is increasingly the weakest point in our society, that is helplessly subjected to a prevailing sport void of any ethics. The investigation I illustrated included a question through which we asked youngsters who encouraged them to approach sport and physical activity. 60% declared to practise sport out of their own will, and another 28% were encouraged by parents and friends. Only a limited number, 12%, referred of having been encouraged to take up sport by the so-called traditional agents, i.e. coaches, doctors, P.E. teachers, managers and both secular and religious promoters. If this result is on the one hand positive, as it means that there is a generalised trend to practise sport (thanks also to the modern media system), and there is a familiar, friendly environment that contributes in *generating* this trend, on the other we cannot deny the existence of a 'do-it-yourself' sport. In other words, a sport in which you are not involved as educator, characterised by a precise range of values and that in turn explains the assertion of such reductive concepts of fitness and shape that prevail today, like the obsessive search for success and profit and widespread cynicism thanks to which the culture of doping is thriving.

7. We should not be surprised by the fact that various sectors of society and of school life - favoured by P.E. teachers who are too passive - approve a possible exclusion of P.E. from school subjects, in countries like Italy, where according to some people it would be more useful to have sport as a non-curricular subject to be presented to students among leisure time, educational activities. We can easily understand that this 'training' would almost exclusively refer to that concept of physical 'fitness' that I am discussing, and would become the

monopoly of technicians interested in assuring students that physical condition or the opportunity to emerge in athletic disciplines that today appear to be the greatest concern for most of the sports world from which, I have been told, will come most of these so-called technicians. On the other hand in this field, like in a conspiracy, everybody has a role. Initially shyly called to support sporting activities, with the pretext that sport could, on the one hand, be practised in safer conditions for the health and, on the other, help improve performance, with the excuse of supporting a scientifically and ethically *neutral* sport, science ended up by prevailing over all other values that did not aim at optimising the body as a function of competition results. This ended up by indirectly favouring exploitation by the business world, and resulted in the use of drugs that from a sociological point of view follow the line of maximum valorisation of athletic performance.

8. Hence the need to recover that humanism that must be at the basis of all sports training policies valorising the role of educators and educational facilities, because, if it's true that in modern society sport is one of the main components for the education of youngsters, it would be foolish not to exploit its educational potentials and ignore the opportunity to develop projects aimed at changing society. Within this framework, organisations and people must be increasingly aware of their role, by conferring greater professionalism and dignity to their work. Too often P.E. teaching has been penalised by many different approaches, by the idea that the hour assigned to this subject relieved the monotony of the other subjects, an opportunity to stretch one's legs after hours spent sitting down at the desk, and therefore a P.E. teacher was seen as a sort of older brother who mediated between the school structure and the class.

As a consequence, in Latin countries in particular, there is widespread ignorance on the body management and this leads to do-it-your-

self practice, old hand advice, etc.. I believe this subject must be as educational as all the others. P.E. as a school subject should not solve the problem of the students' lacking motor activity, but, like all other teachings, must provide educational information on how to live well with one's body. It's incredible that today most of the population does not know the graduality criteria and also the essential limits to be applied to physical exercises; and it is equally unthinkable that one should rely for such important problems as body hygiene and diet from the latest TV news or from hearsay from colleagues and friends or from metropolitan legends. Physical education, according to international investigations, seems to be the most appreciated among school subjects. Using this advantage, by making it even more useful and educational, could also mean finding a new, positive meaning, for the so-called 'rediscovery' of the body by modern society, on whose aims I am perplexed.

We probably have to step back a little, along the path we have been treading too fast, by taking into consideration also all those international sports institutions, starting from the Olympic Committee, that are still alive and kicking in their cultural background. The original footprint of modern sport, inspired by the Olympic ideal that, irrespective of forced interpretations in other historical eras (they are welcomed if positive), was in all cases characterised by fair play, generosity, respect for others, and based on individual and collective development.

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Women in Sports Managerial Positions?

An Organisational and Pedagogic Challenge for Federations

*by Gertrud Pfister**



Introduction

In between the 18th and 19th century, three different forms of movement culture were developed - gymnastics in Sweden, Turnen in Germany and sport in Great Britain - that became widespread, in different combinations, first in Europe, and then in the whole world. All three concepts share the political and military trend of excluding girls and women. The German Turnen, developed by Friedrich Ludwig Jahn, had to transmit the love for the homeland and attitude for arms and train 'real Germans' and 'skilful men'. The main aim was to be freed from the French rule and consequently led to the creation of a national German state. There was no room for women on sports fields created since 1811; up to the end of the century, the women's most important task was to embroider the flags of gymnasts and adorn parties with their presence (Pfister 2003).

Starting from the end of the 19th century, modern sport reigned in all of the sporting world. according to the Anglo-American model, this too was invented by men for men. Sporting activities, exercises and performance, as well as aims, rules and values, particularly competitions and records, met the requirements and ideals of men. Prior to World War I, women only had a marginal role in gymnastics and in sport: they were treated as 'colts' and during competitions they were sent among spectators from where they could admire winners. The girls' and women's desire to move could only be met through graceful exercises aimed at favouring beauty and health. Johann Adolf Ludwig Werner, one of the fathers of women's gymnastics, described the positive consequences of gymnastics as follows: 'Increased muscle strength will yield roses and lilies of health on their cheeks and the grace of beauty and gracefulness will adorn their body' (quot. by Bluemcke 1928, 81).

Morality and decorum, women's role and the myth of the weaker sex, formed high barriers that prevented most of the women from taking part in gymnastic performances, but also in the new types of sports imported from Great Britain. A brief look at the programme of the Olympic Games reflects the marginalised and difficult integration of women in the Olympic Movement. In 1896, women could not take part in the Olympic Games, in 1900 they could take part in only one discipline, in 1912 in two and in 1928 in four. The exclusion of women from numerous sports, from rowing to cycling to ski jumping, was considered 'obvious' and 'natural' and, as such was neither discussed nor criticised. Fighting, strength and endurance were strictly pertaining to men.

Volleyball was the first team discipline in which women were admitted at the 1964 Olympic Games; handball and basketball followed in 1976, in 1980 hockey and in 1996 football. In 1984, women's cycling and marathon became Olympic disciplines, for which endurance was needed (Pfister 2000). In 1980, only 25% of competitions were reserved for women, in 1996 this percentage increased to 36%. If we add competitions open to both sexes, in 1996 women could take part in 40% of competitions (Wilson 1996, 187).

Despite the fact that today sport, above all media sport, is for many aspects a man's world, women are increasingly in the lime-light, at least if we consider as equal opportunities participation in such sports as boxing, weightlifting, bobsleighbing and ski jumping. However, we should not forget that 'men's disciplines' only seem to be fascinating for a small minority of substantially young women, and that progress in women's sport is practically limited to the Industrialised Western World. This emerges from the contributions of the collection *Sport and Women. Social Issues in International Perspective* (London: Routledge 2003), that I published together with my colleague Hartmann-Tews, in which authors from 16 nations refer on the situation of women in sport. Contributions highlighted the

big difference in sport organisation in the different countries and how women's opportunities of participation differ from one country to the other, and examined the labelling of disciplines, considered to be reserved for men or women. One thing, however was in common with all countries involved: power and influence belonged to men, women managers were an insignificant minority.

By managers we later meant people belonging to top positions within sports federations and institutions, irrespective of individual resources, of the opportunity to exert one's influence, of activity and competence. In general managers are in charge of planning and organisation of tasks and activities, of selecting and using personnel, of assessing and controlling. Their roles and claims vary as a function of the position they actually hold or of the task at that time, and range from the manager as prestigious personality to the person in charge of communication with the outside world ⁽¹⁾. We should take into consideration that managerial tasks in sport are entrusted, according to the different sporting systems, to managers who are either volunteers or employed full-time.

We shall later analyse the introduction of women in sport's decision-making positions, when considering the different national and international organisations. In this way, the 'Women in Top Positions' project will be examined in a broader context, and international comparisons will be made.

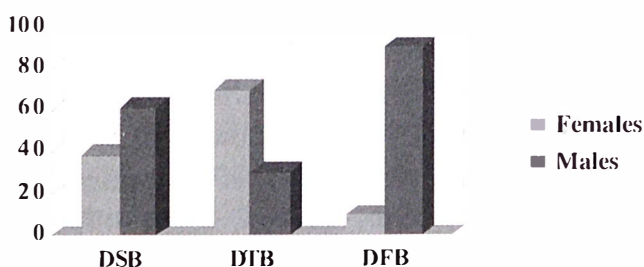
International Organisations and IOC

During the whole of his life, baron de Coubertin, founder of the modern Olympic Games and, from this point of view, a typical man of his time, was convinced that women should not 'dirty' the Games with their sweat. Their most important task, within the Olympic family was to garland the winners. However, he was only able to impose his opinion once, at the first Games in 1896, and even then two women informally took part in a marathon, the former before and the latter after the Games. Despite de Coubertin's opposition, supported by numerous

followers, women started taking part in the Games since 1900, in a constantly growing number and in an increased number of sports (Pfister 2000). The percentage of women athletes at the Olympic Games increased from 0% in 1896 to 40% in 2000.

However, the growing number of women participants in Olympic competitions, did not result in shared influence and power with men. For a long time IOC was a men's alliance that did not allow access to women. Only in 1981 IOC co-opted the first women, Pirjo Haggmann (Finland) and Flor Isava-Fonseca (Venezuela). In 1995, seven of the 107 IOC members were women. Since the mid- 90s, IOC actively engaged in increasing the percentage of women in sport's decision-making positions. In 1996, IOC asked member organisations to increase their percentage of women in top offices up to 10% by 2000 and to 20% by 2005. Today's promotion of women is part of IOC's official policy, also established in the Olympic Charter. "The IOC strongly encourages, by appropriate means, the promotion of women in sport at all levels and in all structures, particularly in the executive bodies of national and international sports organisations with a view to the strict application of the principle of equality of men and women" (Art. 2, paragraph 5, Olympic Charter). ⁽²⁾

Despite good will and commitment, la proportion between sexes in decision-making positions has not changed much: in 2001, when the percentage of women in top positions was to reach 10% according to IOC's resolution, out of the 126 IOC members there were only 11 women (8.7%). Therefore even IOC did not meet its own requirement.



Members in German Sports Federations

DSB = German Sports Federation (25 mil.)

DTB = German Gymnastics Federation (5 mil.)

DFB = German Football Federation (6 mil.)

Even in subsequent years the situation did not change much: in 2003, IOC was formed by 12 women and 114 men. None of IOC's women members came from black Africa or South East Asia or Latin America. One woman (Gunilla Lindberg, Sweden) and 13 men formed the Executive Board, the president and four vice-presidents were all men. Even in numerous IOC Commissions, women were only a minority: in the Ethics Commission (7 men, one woman) in the Marketing Commission (17 men, one woman) in the Commission for Culture and Olympic Education (23 men, 4 women). The Olympic Solidarity Committee was formed by 15 men and not even one woman. However, we should consider that the majority of the members belonging to these commissions are also IOC members, so that women do not have much choice. However, external experts are also invited to these commissions, both men and women (3).

Not only within IOC, but also in National Olympic Committees and in international federations, men almost exclusively hold the power. In 2003, only three out of the 199 National Olympic Committees had a woman for President, and in less than 25% of NOCs, women hold such offices as vice-presidents or secretary general. However, 42% of NOCs had elected women in their executive boards (Ferris 2000), and in 2002 113 out of the 200 NOCs had reached the target, set by IOC, of a 10% of women in decision-making positions (Ministry of Town Planning 2003, 25). Figures, however do not say much on influence and power. Therefore women are widely excluded from participating in international meetings, as critically remarked by Gunilla Lindberg - the only woman to attend IOC Executive Board meetings - in her paper delivered at the 'Play the Game' conference. She mentioned as an example the annual congress of NOCs, held in Rio de Janeiro in 2000, featuring the participation of 400 delegates from 192 NOCs: 392 men and 8 women (Lindberg 2003).

In international federations the situation does not differ: men hold most of the managerial positions, while women - at most - only play a marginal role or act as pretexts. An investigation carried out by the Los Angeles Amateur Athletic Foundation showed, at the beginning of the 90s that only 5% of the 13,000 top positions in international sports organisations were held by women (DeFrantz 1991, 416). Women are also marginalised in international organisations: in 2000, only about one third of the 61 international associations of Olympic disciplines had elected women in their executive boards. 5 of the 61 associations were managed by a woman president and 3 associations had appointed a woman as secretary general (Ferris 2000, 34).

The distribution of sexes in sports organisations - women in top positions in the different countries

In the survey on how managerial positions are distributed in selected countries we should consider that the concept of sport has a different meaning in the various languages and cultures. Here sport should be intended as the concept of 'physical exercises' in general, including gymnastics and fitness, competitive sport, mass sport and leisure time sport.

The way sport is structured, organised and funded, varies from one country to another, just like tradition and ideologies, hopes and expectations, aims and values linked to sport. The popularity of the various types of sports, participation of the population in sport, and the percentage of women practising sport, also vary remarkably. So it is really surprising that despite all these differences, one thing is in common: the hierarchy of sexes within sports organisations and institutions seems to be a universal phenomenon.

Only three examples can be produced on this issue. In order to identify the meaning of sports organisations in relation to the distribution of top positions between sexes, coun-

tries with similar social and sexual organisation, but with different sports structures, were selected. Furthermore, the selection of countries is based on practical reflections, information had to be available in one of the languages I knew. A world investigation based on gender, sports facilities and top positions would be an interesting, important project.

Denmark

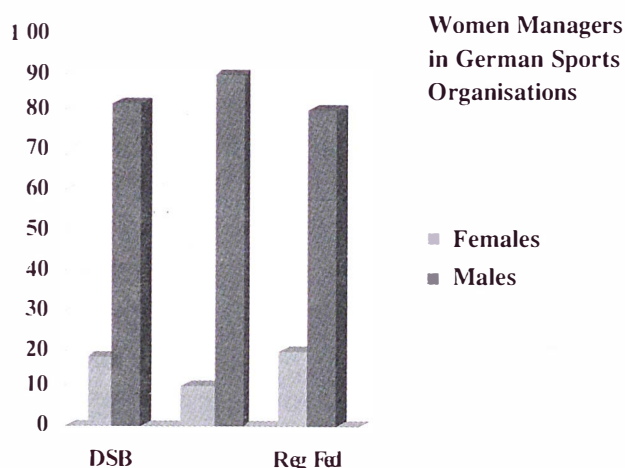
It is interesting to examine the distribution of sexes in local sports federations because Denmark is a welfare state with a high percentage of working women and excellent childcare and a country where equal opportunities for both genders have been reached.

Just like in Germany, also in Denmark the sports system is based on sports clubs and associations that work according to the principle of volunteers, democracy and reciprocity. Just like in Germany, sports clubs receive government subsidies due to their mission aimed at common wellbeing. In this way both membership fees and access barriers are low. Unlike Germany there are three federations: the Federation of Sports Enterprises (DFIF), the Danish Gymnastics Federation (DGI) covering several "sport for all" disciplines, and the Danish Sports Union (DIF) grouping the different associations in charge of competitive sport, but also of mass sport and leisure time sport. DIF is also the NOC and represents Denmark in the Olympic Movement. Competitive sport is co-ordinated by the government funded organisation 'Team Denmark' (Ibsen/Ottesen 2004).

In 2002, 36% of the male population and 32% of the female population were members of a sports club. But the rather high percentage of female members is not matched at managerial level (Ottesen 2003).

The percentage of women in the DIF President's Committee was of 10% in 2000, 22% in DGI and 0% in the Federation of Sports Enterprises (DFIF). In the highest bodies of the 56 associations, the percentage of female members amounted to 13%. Some federations, like the handball or volleyball federa-

tion, had not elected any woman in their President's Committees (Habermann/Ottesen/Pfister 2003).



DSB - President's Committees 11 members

SportFed 55 sports federations

RegFed 16 regional sports federations

USA

Sports facilities and sports organisations in the US are fundamentally different with respect to the sporting system in Germany and Scandinavia, where clubs are the basic units, relying on the principle of volunteers and of subsidiarity in case of government subsidies.

In the US there is no supreme organisation covering all sport's sectors and types of sports, there are, however, several sports organisation on the same level. On the one hand, sport is strictly correlated with the educational system and is organised by schools, colleges and universities. On the other hand, pro sport has its own organisations and leagues focusing the attention of public interest. YMCA (Young Men's Christian Association) is widely disseminated with its commercial offers, covering in particular sport for health and fitness. In some types of sports, including soccer, volleyball, basketball and swimming, the related clubs organise events, tournaments and leagues at regional level.

The most important organisations in amateur sport are the AAU (Amateur Athletic Union), a federation of 58 associations, and

NCAA (National Collegiate Athletic Association), a non-profit institution with representatives from 1200 colleges and universities organising 'intercollegiate athletics', sports competitions in different disciplines, at different levels.

In the Amateur Athletic Union (AAU), power is prevailingly in the hands of men. The five top managers - the president, two vice-presidents, the secretary general and the treasurer - are all men. Only five national sports associations - associations dealing mainly with sports practised by women - are managed by a woman. These associations include trampolining and tumbling, soccer, field hockey, dancing and cheerleading.⁽⁴⁾

At colleges and universities, female student sport played an absolutely marginal role up to 1970. The situation changed only in 1972 with the 'Title IX' decree, added to the Civil Rights Act of 1964 regarding public education and specifying that in an educational institution subsidised by the government sex should not be prejudicial with regard to offers and activities. We should consider that in general, at colleges and universities, girl's sport was (and often still is today) separate from boy's sport. Women's Athletic Departments could therefore, in compliance with Title IX, request material and personal resources, but they often had to appeal to courts.

According to Costa (2003, 155), the growing participation of female students in sport is due to the appeals and proceedings filed by virtue of Title IX. Today, about 35% of athletes competing from high schools and colleges are women (Costa 2003, 145).

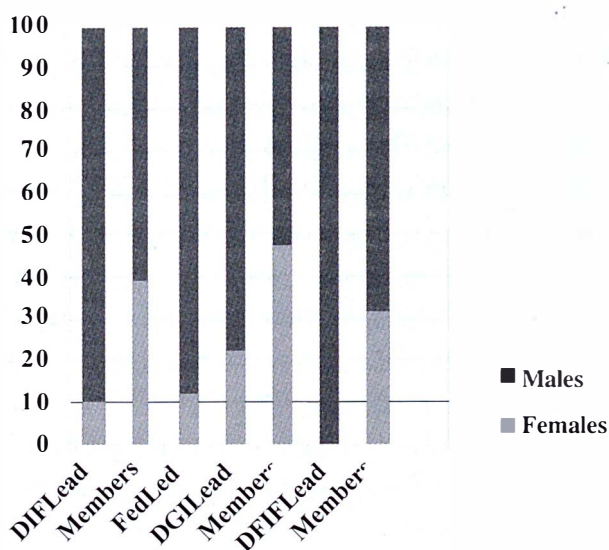
However, Title IX continued being discussed and raising doubts, and several legal proceedings were initiated with the aim of revoking this decree, by arguing that this could have a negative impact on men's sport.⁽⁵⁾ Since the prestige of a university is based on the achievements of male sport,

particularly in American Football, opposers of Title IX had and still have many followers, even some women, who, among other things, pointed their finger at a decrease in the number of women coaches. Following improved funding thanks to Title IX, positions in women sport became interesting also for men coaches, and therefore decreased the prospects for women to find a job as a coach. Undoubtedly, Title IX had increased opportunities for school and university female students to practise competitive sport.

What are current trends at managerial level?⁽⁶⁾ Although numerous changes occurred in the 90s, equal opportunities between men and women have not yet been reached within NCAA bodies. NCAA is headed by a well remunerated President, and the executive board is consisting of 15 male members and 5 female members, all volunteers who, however receive considerable indemnities.⁽⁷⁾ At a slightly lower managerial level, among NCAA directors who worked full time, the percentage of women amounts to 39% (Lapchick 2003, 21).

Among NCAA member organisations - that is in colleges and universities, or better in their Athletic Departments - women account for 16 % of all Chief Executive Officers, i.e. the top manager in charge, 17 % of all Athletic Directors, in other words, the managers of Athletic Departments.

The Lapchick (2003) report shows that no woman holds these offices in any of the male Athletic Departments. Competitive sport is practised at university in three different 'divisions'. Attribution depends on the university size and equipment, i.e. its sports department. 7.3% of 'Athletic Directors' in large, well equipped colleges of Division 1, were women, 14.4% in colleges belonging to the less prestigious Division 2 and 25.3% in colleges competing at the lowest level, in Division 3 (Lapchik 2003, 35).



Women Managers in Danish Sports Organisations

DIF, members = 1,6 mil; managers = 10

Federations, managers = 339

DGI, members = 1,3 mil; managers = 9

DFIF, members 340 000; managers = 6

The percentage of women among Assistant Athletic Directors is greater than among Athletic Directors, but here too, the percentage of women holding a position within the prestigious department is lower. In Women's Division 1, women Assistant Athletic Directors amounted to 30,2%, in Division 2 to 36.2% and in Division 3 to 46%. (8) No woman held this position in any of the men's Athletic Departments.

When interpreting and examining these data we should consider that, prior to the introduction of Title IX, the responsibility for men's sport just like that for women's sport was attributed to one's Athletic Departments, and that in women's sport, managers were prevailingly women. This implied that up to the 70s, in women's sport not only most of the Athletic Directors were women, but also 90 % of coaches. Coaches in the US are college and university employees, well remunerated and highly considered. Today, the percentage of women among coaches only amounts to 45%, and only 2% of coaches of men's teams are women (see Lapchick 2003; Costa 2003).

While women, in NCAA, have gained little

ground, the prevalence of men in pro sport is undisputed. Public interest and capitals are attracted by the men's four major leagues, i.e. American football (National Football League, NFL), basketball (National Basketball Association, NBA), ice hockey (National Hockey League, NHL) and baseball (Major League Baseball, MLB); furthermore, there is a soccer league (Major League Soccer, MSL). In women's sport there is only one league, the basketball league (Women's National Basketball Association, WNBA). The women's pro soccer league was dissolved in 2003 for lack of interest and sponsors.

The teams playing in the leagues, belong to a group of investors, sometimes they also belong to single individuals. The owners of sports teams are in a very high percentage men. There are no women among basketball and baseball team owners, women owners of football or ice hockey teams amount to 9%.

Also in pro sport managerial bodies, women only account for a very small minority. 100 out of the 102 teams belonging to the five men's leagues are managed by a male president. Only two women managed to reach this position. There are about 200 offices of Vice-President in everyone of the four major leagues and 24 Vice-Presidents in soccer. The percentage of women in this office ranges between 0% in soccer and 15% in the NBA (Lapchick 2003, 37).

No woman works in a team of the men's leagues as 'general manager', in charge of current affairs. Only in the Women's National Basketball Association we find 9 women (56%) in this high level office. In the middle management of the four major pro leagues, the percentage of women ranges between 15% and 29%. In recent years both pro leagues and NCAA launched several initiatives aimed at integrating women and minorities. Managers were also asked, when selecting personnel, to take into account, when hiring new employees, their sex and ethnic origin. NCAA also organises workshops to sensitise personnel on discrimination, and provides scholarships for

women coming from marginalised groups, for their training and specialisation (Lapchik 2003). fig. 4

Australia

Australia is a Commonwealth, consisting of 8 largely independent states. The sporting system is a mix of state owned institutions and initiatives, on the one hand, and several non state owned organisations, on the other, both established at national and state/regional level. The most important government institution for sport promotion and development is the Australian Sports Commission, that delegates its tasks to the Australian Institute of Sport and to Active Australia, an initiative that aims at promoting sport practise among the population.⁽⁹⁾

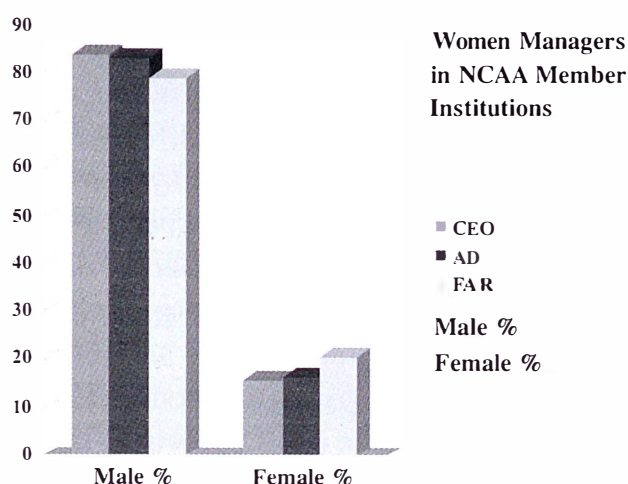
Also the governments of the 8 member states created their own sports departments, they all established their own sports institutions/academies, and they all developed their own sports policy. Several initiatives are also reported at city level. Cities subsidise sport activities at local level.

An important role, in sport's funding and development, played such non-governmental organisations (NGOs) as NOC, the Paralympic Committee, Sport Industry Australia and the Council for Health, Physical Education and Recreation.

Sports clubs are the most important sports promoters and a relatively high percentage of people are members of a club. However, interest in sport varies according to sex: 33% of the male population, and only 25% of the female population are members of a sports club, or seen from another point of view: the percentage of women members amounts to 45%, that of men members to 65%.⁽¹⁰⁾

Just like in Denmark and the US, also in Australia the large number of women who practise sport does not reflect the composition of the managerial bodies. In national sports organisations, 13% of presidential positions are held by women, while 24% of coaches, 9% of managers in the competitive sector and 25%

of management members are women (Ministry of Town Planning 2003, 59).

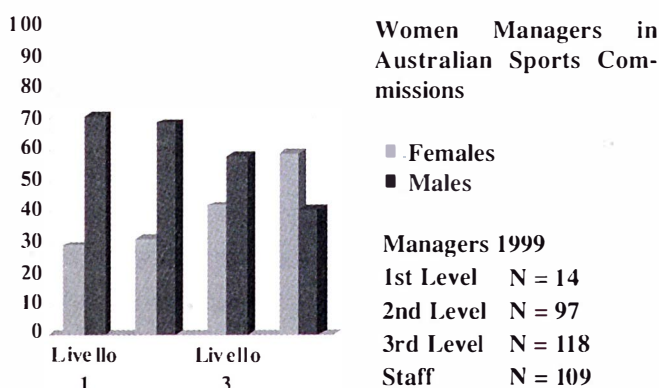


CEO/President, N = 172

AD/Athletic Director, N = 179

FAR/Faculty Athletic Representative, N = 216

In the Australian Sport Commission, women play a more important role, although here too a hierarchy in sexes is reported. 4 of the 14 top managers are women (29%), out of 97 managers 30 are women (31%) and among secretariat employees women prevail (59%) (Ministry of Town Planning 2003, 59).



Sports Organisations Seen as Men's Field of Competence - A World Phenomenon

In decision-making bodies of sports organisations and institutions, even today men still predominate, this is not only true for the above-described countries, but seems to be a world-wide attitude, as shown also by contributions in Hartmann-Tews/Pfister (2003). Further examples can be taken from the above volume:

in France, 95% of sports federation presidents are men (Dechavanne/Hartmann 2003). In Spain only one federation has elected a woman as its President (Puig/Soler 2003). Slightly more balanced is the distribution between sexes in Norway, last, but not least for the fact that in 1987 a new assessment system was introduced. In 1998, 30% of executive board members of sports federations and 38% of decision-makers in top sport organisations were women (Fasting 2003). (11) A summary of distribution in managerial positions between sexes in sports systems is also provided in the book *'The Challenge of Change'*, by Ilse Hartmann-Tews et al., published by the Ministry of Town Planning. The book reports numerous data and facts supporting the above-described trend in gender hierarchy in the world of sport. As for hierarchy of sexes, sports organisations reflect the distribution provided for in the different clubs, whereby power, status and prestige is not equally divided between men and women. Just like sport, also the labour market, the economy, politics and science are characterised, at world level, by a vertical and horizontal segregation of sexes (Wirth 2001).

Despite similarities in the presented results, it is advisable to be cautious in interpreting and in assessments. On the one hand, we should consider that it is difficult to compare the situation of women in the different countries, both inside and outside the world of sport, due to different cultures, organisations and sports systems. Furthermore, we should not forget that the statistical data available should be compared with great care, for many reasons. The concept of sport, for example, has a different meaning in the various languages, managers are assigned different tasks in the various countries and can rely on different resources. We also asked ourselves if the positions bearing the same name, federation presidents for example, play a similar role and have similar meaning in the different sports systems. When making intercultural comparisons, therefore, only general trends emerge, based on the available data.

If hierarchies of sexes can be clearly shown and are universally evident in the sports world, there are also differences in this distribution between sexes in the various countries. While, for example, in Australia at the end of 1990, 13% of federations were managed by a woman as president, there was, however, only one female president of a federation in Spain. And we should not forget that in some countries, in Norway in particular, but also in Australia, remarkable progress has been made for the integration of women in top sports positions in the last 20 years.

A focal issue on women is their power in the different countries and international organisations. Is women's under-representation in decision-making organs observed, discussed and identified as a problem? Is it discussed and investigated? And are initiatives and strategies developed to change the current status quo? In some countries, such as Norway, Canada Australia, and also Germany, concepts and measures were developed to increase the percentage of women in managerial offices and/or to achieve gender mainstreaming in sport. (12) In other countries, like Denmark or Norway, equal opportunities was a topic that emerged in 1980 and was later overcome (Fasting 2003). We can start from the assumption that in several countries and organisations nobody is concerned about the hierarchy of sexes in sport, despite the strongly supported 'Brighton Declaration' of 1994 that was to assure women's access to all sports environments and levels. (13)

It is true that at international level, not only IOC, but also some organisations and work-groups intercede for women in sport, including the European and the International Working Group on Women and Sport, the International Association of Physical Education and Sport for Girls and Women (IAPESGW) and Women Sport International. (14) This action - focused on the work of these organisations - intends to provide a contribution to the analysis of the situation, to identify causes and develop prospects.

- (1) With regard to managers, their tasks and their activities, there is an immense bibliography, both scientific studies and literature, see also Steinmann/Schreyögg 2000, for sport see also Wadsack 1996.
- (2) See IOC web pageO
http://www.olympic.org/uk/organisation/commissions/women/index_uk.asp, visited on 10.5.2003; see also Mascagni Stivachtis 2000, 33.
- (3) Information comes from IOC web pageO;
http://www.olympic.org/uk/organisation/index_uk.asp, visited on 10.5.2003.
- (4) http://www.aausports.org/exec/aau/national_chairs.cfm?publicationID=12
- (5) According to investigations carried out in the whole of the USA in 2002 by a special "Title IX Commission", both points of view - cancellation or maintenance of Title IX - were presented in the report to the Ministry of Education. In 2003, it was resolved to maintain the decree in favour of women. See contributions to Title IX in Women in Sport and Physical Activity Journal 12 (2003). Further information can be found also in the Internet page of the Women's Sport Foundation <http://www.womenssportsfoundation.org>.
- (6) As for the distribution of sexes in US sport, excellent material is available in the "Racial and Gender Report Cards". In 2003, Richard Lapchick published the 12th volume of this report, published by Institute of Diversity and Ethics in Sport of the University of Central Florida in Orlando. ...
<http://www.ncaa.org/>, visited on 15.10.2003.
- (8) Division 1 members must fund at least seven types of sport both for men and for women. Division 2 and Division 3 members finance less types of sports and take part in a smaller number of competitions.
- (9) <http://www.ausport.gov.au/>; <http://www.activeaustralia.org>.
- (10) Australian Bureau of Statistics; cit. in Ministry of Town Planning 2003, 59.
- (11) The volume published by the Ministry of Town Planning, The Challenge of Change (2003), contains a long bibliography on the topic "Women in Top Sports Positions".
- (12) For Norway see Fasting 2003;
for Canada <http://www.caaws.ca/>;
for Australia <http://www.ausport.gov.au/womenu.htm>
- (13) <http://www.iwg-gti.org/e/brighton/>
- (14) With links to groups and important organisations the web page of the Canadian Association for the Advancement of Women and Sport and Physical Activity is very useful, <http://www.caaws.ca/>.

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July 4th 2003

Sport and Quality of Life in the Differently Abled

*by Paul Odermatt**



I am honoured to take the floor at the XIV Congress of Panathlon International, and I wish to thank Mr. Mangold for inviting me. I am glad to present the work done in the world of sport with disabled children, young people

and adults, and to present my experience in this activity. As a social pedagogue and disabled sports instructor I worked for many years in a Special School for Physically Disabled people in Lucerne and I managed, on the one hand, to develop and implement a project for a life spent within a community, but as autonomously as possible. On the other hand I created and co-ordinated various sports groups for disabled children in schools.

At present I work in the wheelchair sport sector of the Swiss Association of Paraplegics (SPV). This association is the national self-managed organisation of paraplegics. The aim of its activity all over Switzerland is the following:

- create and promote wheelchair Clubs, organised at regional level, aimed at the social, cultural and sporting activity of its members;
- protect the interests of paraplegics at the level of public institutions and bodies, and promote equal opportunities in society;
- support the efforts undertaken by the Swiss Paraplegics Foundation to achieve an overall rehabilitation;
- continue the overall rehabilitation of paraplegics in close co-operation with special centres for paraplegics;
- expand and optimise services in the following sectors:
 - culture and leisure time, social and legal counselling, professional advice, centre for architecture without barriers and wheelchair sport in Switzerland;
- operation of the Swiss Centre for Wheelchair Sport in Nottwil.

The aim of Wheelchair Sport in Switzerland (RSS) is to promote specific sports. SPV is a member of Swiss Olympic (SO) and supporter of the Swiss Paralympic Committee (SPC). RSS currently covers the following sports: badminton, basketball, archery, curling, golf, handbiking, athletics (running, throwing, pentathlon), rugby, throwing, swimming, Alpine and Nordic skiing, dancing, underwater diving, tennis, table tennis, water skiing.

My activity within SPV includes guidance, assistance and stimulation of children and youngsters who have to use a wheelchair. Most of them are disabled since birth (e.g. spina bifida, cerebral motor disorders), others after an accident or a disease.

I organise the “Kids Camp” for children above 6. For two days children have the opportunity to play and practise a sport, to gain new experience and to live in a community. They can practise horse riding, underwater diving, swimming and rowing, try competition wheelchairs or they can ride a handbike, measure their skills in archery or in orienteering, or even try tennis or badminton for the first time. Naturally, such team sports as basketball or unihockey, relay races and other forms of games, are also included.

Several wheelchair sports clubs in Switzerland follow a specific programme for groups of children that specifically meet their requirements, allowing for a regular sporting activity and an in-depth examination of the different types of sports.

Weekly lessons focus on the use of the wheelchair, on the development and encouragement of co-ordination skills, agility, getting used to different types of behaviour, acquiring social competence and, in particular, finding pleasure in movement, in sport.

Children and youngsters can take part, during the summer holidays, in sports camps organised by RSS and practise, together with mates having similar interests, sports during their leisure time. These camps acquire even more importance if we consider that the separation process of disabled children/youngsters from

his parents is even more difficult due to the numerous years of dependence from their assistance. Within the group children can do things that parents tried to obtain with great efforts often for many years. This simply because their roommate or friend could do it.

These camps promote as much autonomy as possible, while sporting activity, physical efficiency optimise mobility, since the countless transfers in one day from and to the wheelchair require dexterity and strength. Furthermore, a regular sporting activity favours physical well-being and health and therefore improves the quality of life. Wheelchair sport prevents defects in posture and blood circulation disorders, therefore reducing the danger of sores.

Besides these positive effects on physical health and increased autonomy, sport may be very useful for the development of a youngster's personality.

He learns how to behave within a group, to observe conditions and rules, to act with fair play, to respect others and their peculiarities, with their strengths and weaknesses, to fix targets, to endure even if it's not always easy, to know one's limits and opportunities, to enjoy success and accept defeat. All these are, or should be core values in a 'correct' life.

Sport strengthens self-esteem and confidence in oneself, and those who have a sound self-confidence, are certainly less exposed to the numerous dangers of our society. Furthermore, it is surprising to see that many young sporters on a wheelchair improve both in sport but also at school.

Valorization through Commitment

Only by involving the individual (child or youngster) proportionally with respect to his possibilities and needs, he is taken seriously and respected as a partner of equal value.

Each valorisation requires clear objectives, every development that is being pursued must be targeted and its related action must be planned. We have to develop and define with the sporter and his environment, clear, realistic, objectives that can be attained in the short

term. The objective should not be felt as imposed, but as an integral part of one's life.

You probably noticed that we shifted from children's sport, with its typical central contents, towards a competitive sport. My activity for wheelchair sport covers the whole range, from children's sport to mass sport, from health sport to competitive sport. There are no differences, none of these sectors is better or more precious than the others. The essential aspect is simply to identify which assumptions and opportunities the individual has, what he wants to do with them and to what extent he is ready to invest in them. The best, correct sport is always the one that meets individual needs and that is practised with conviction. I am happy to be able to help 6-year-olds learn how to control their chairs or to help train champions and assist them at the Paralympics.

Priority, however, is always given to achieving individual goals.

In summary, we can establish the following:

Every child and youngster, even if disabled, is entitled to enjoy a sports promotion, consistent with his possibilities and requirements. Our task is to guarantee this principle for everybody. Every child and every youngster is our partner, and we respect everybody in his/her uniqueness.

* *Social pedagogue and sport instructor of disabled people*

July 4th 2003

Sport. Culture. Social Integration or Multicultural Societies?

by *Hedi Rezgui**



First of all I shall discuss integration and education, and secondly, upon request of my colleagues, I shall discuss the Francophone and sociological aspect of French boxing, a topic we discussed at a conference in Salle

Pétrière.

My dear colleagues, I have the pleasure to talk about integration and education in its multicultural aspects. When discussing historical and social implications, in which context was integration debated and why is this concept increasingly questioned?. We are currently speaking of hosting populations from all over the world, in particular from countries at war where the very existence of whole populations are at risk, maybe also threatened by ethnical purges. The poorer countries of the world are no different, because many migrants also come from these countries. These populations came in subsequent waves and were gradually integrated. They paid a high price because our Republic requires three generations to obtain well integrated citizens, who feel to be French from the deepest of their heart and who may preserve a very blurred spectre of their language of origin and of the regions they come from. White Russians who ran away from the yoke of the Bolsheviks, Poles who came in search of better life conditions, Italians fleeing from Fascism, mass flows of Spaniards who came to France at the time of the civil war and of Francoism, Portuguese, they all had to undergo the 'prewash, wash, and spin-drying' programme (in inverted commas, of course), that inevitably ends with the Frenchification of these people. There currently seem to be in France more than 13 million individuals of foreign origin. And obviously there are also more recent communities, particularly from Africa, Maghreb, Turkey, China, etc. The sentence "France cannot support all the

poverty of the world”, to quote a former socialist French Prime Minister, reminds us that it is urgent to reflect on initial integration models, while waiting for a reasoned integration, that takes into account the socio-cultural elements that newcomers abandon for being accepted by the hosting country. Elements that, undoubtedly, will emerge later on as social tension will increase or, when ex newcomers will be consolidated and will ask to speak.

As opposed to European integration, the North American concept suggests a clash of cultures. I would like to speak of a concept that is increasingly shared today. One of the difficulties in integration consists in asking the individual to be confronted both with himself and with others, as well as with society. To consider problems related to an individual's social integration, and his relationship with the other to be accepted, we should examine the following formula : he was excluded, he reacted against his fate, and this would turn this rebellion into a defensive dynamics against his sense of exclusion. These observations, applied to nursery schools, clubs or playgrounds, allow us to verify that whoever has been excluded threatens to ruin our game if he doesn't play and this, at first sight, may be seen as a punishment from his mates or the desire to impose one's personality on the others : “You excluded me, therefore I react”.

This reaction against the excluding group and the refusal to accept the other, have, as a consequence a violent reaction, whose entity varies according to the different individuals and the concept of rebellion is strictly related to social integration through the recognition of oneself and belonging to a group. This dynamics of exclusion that results in rebellion, is associated with a painful feeling of rejection or non recognition, a feeling of injustice, particularly if this rejection is by a social group with which the excluded person had more or less pronounced emotional relationships. The dialectic relationship, between

exclusion factors and mechanisms that allow to metabolise this pain, results in the mechanisms that were triggered by the individual to defend himself against the events of life.

The individual reaction was characterised by adaptation of biological requirements to the cultural context. Hence the need to take into account abstract, unconscious data when working through one's reactions with the others. However, man's language is not limited to a dictionary containing worlds connected to each other by precise meaning, but we assume the existence of an abstract order organised so as to transmit specific or general representations that somehow, translate to everybody a series of cultural messages. We can therefore think that an individual has a double birth: a biological birth and a social birth. The latter requires a mediator, the mother, to assure that the baby suffers as little as possible when passing from the first emotional reaction to his closest social environment, where his relation with the others and with objects is strongly impregnated by symbolic representations that associate him with the symbolic father. The father materialises the super-ego and bans. The family is the ideal environment for this mediation. However, so far, the biological mother was replaced with another, in charge of integrating in the best possible way the child into the hosting environment, but this has often led to a loss of both identities.

I shall now move on to sociological and strictly national aspects of French boxing. In the role of ambassador of a sport that for a long time has combined elegance with boxing, I would like you to understand better the value of this incredible breeding ground. Apparently, this wise mix of noble art and of a tool for integration for various generations, that unfortunately became unrecognisable in other disciplines, from the richer to the more humble, may form a bastion on which to rely as a prevention for those men and women subject to the dramas of suburbs, with its ghetto districts. The perception of boxing in

France, just like its practice, is different outside national borders and in French-speaking countries or others. This difference should not disrupt us to the point that we cannot see boxing from a certain point of view, and secondly from the point of view of foreign boxers, who come to France with what their families, their subconscious and religious faith dictate, that they believe so much in French boxing up to the point that they become multi-champions.

In psychoanalysis it is recognised that the cries of early childhood are the ones that structure the individual, and this leads some psychiatrists to affirm that even the cries perceived and experienced in various languages and in the different countries of migration contribute in the structuring process, but can also destabilise. We therefore support a boxing activity, even though it may be risky, due to the trust placed in us by public powers, by boxers, their families, and also due to a certain knowledge conferred to us by medicine, and we combine the cries of the former with those of the latter, and contribute in accepting its anodyne, artistic aspect. Since this result is equally painful as any other (we are sometimes asked to work more on ourselves to attempt to harmonise the body and the mind, as the former does not work without the latter), we shall try to discuss the mental understanding of the boxer in a French-speaking context.

Why are things so complicated when there is a generating homeland and a hosting homeland? This is a paradox, rather than an ambivalence. The difficulty is usually due to the fact that in general the immigrant, and therefore the boxer, whether man or woman, comes with a mother tongue that expresses more emotions than concepts. Its relationships with the motherly institution is closer to the eyes, and consequently to the heart, and will necessarily work in the same way in the hosting country. In French-speaking countries, this issue should be tackled in a different way as is, for example, done in the

Commonwealth. I have difficulties in imagining this type of reflection in a cricket club. The integration France has shown is in contrast with that supported in past years, i.e. the English or German-type of integration often mentioned in France. TV talk shows come out with a phenomenon that would be more fruitful if examined in further depth by those who daily experience it or are subjected to it. We should not discuss integration without speaking with all those who benefited from France's hosting tradition. A tradition that supported by liberty and justice, allowed us to rightly show what a modern democracy can offer to people who come to us from situations of oppression and obscurantism. I wish to stress that we try to enforce protections that allow French boxing to be as clean as possible, in contrast to what happens elsewhere. Almost everywhere in Europe today there is a will to integrate, while taking into account the cultural specificities of migrants, but a risk still remains: that of returning to ancient evils. Mainstream school is the best place to learn how to accept others, because it is in this period of one's life that a good social birth takes place.

* *French Panathlete originally from Tunisia*

Report by Co-ordinators of Different Language Areas

Giorgio Odaglia*

(Italian-Speaking Area)

The various aspects of 'education and sport' were discussed at the meeting of the Italian-Speaking Area. The points of view, competence and experience of every serious, updated panathlete were presented but, above all, the results of the recent District Congresses were referred that - as recommended by the Central Board - discussed this topic in view of the International Congress. Several Clubs had organised meetings and services on the same problems. So many contributions were made that an additional meeting of this area was organised, and we cannot report every single, interesting contribution.

The attention was concentrated on the importance of education through sport and, when asked if sport really plays an educational role, the panathletes attending the meeting proved to be firmly convinced that motor education can and must play a fundamental role in the child's or youngster's general, educational process thanks to positive influences:

- on learning at school,
- on the will to achieve certain objectives,
- on the sense of responsibility and courage in making choices, -
- on controlling stress,
- on meeting one's needs of affection, friendship, confidence,
- on opportunities of social integration.

These tasks are so important for our youth that Clubs decided to focus their initiatives on two main aspects: contributions on didactic and cultural problems, and on local actions. Since it is clear that the school plays a fundamental role, but that educators also have an important role, and the programmes have to be renewed (old didactic models have to be replaced), several Clubs tried to establish a privileged

relationship with schools, with the intent to involve P.E. teachers, at least at local level. Since they appreciate the specific competence and experience of P.E. teachers, Clubs asked for their collaboration when organising youth activities.

Due consideration should be given to the fact that many people believe that for various reasons it is the right time to introduce changes in Italy, also for curricular and extracurricular programmes. According to Renata Soliani (President of the Como Club), many teachers are not accustomed to be “main players” in managing the class/group and consequently feel unable and fearful, this leads to their refusal of involvement. Often teachers, who for various reasons ended up teaching movement, do not have the necessary cultural sporting activity, essential for a correct, appropriate motor education at school. We rarely find enthusiasm for a new experience or interest and curiosity in updating one’s professional knowledge.

We therefore have to contact, create awareness, involve, update school teachers and headmasters on the importance of sport as a fundamental tool of modern education. The school autonomy allows teachers who believe in the cultural value of sport to introduce it in their educational plan. In actual fact, at present, the study of languages and of computer science seem to prevail, but proposals advanced by Panathlon and its Clubs should aim, as suggested by Ravagnani from the Bolzano Club, at initiatives focused on promoting sports culture among headmasters and P.E. teachers.

In practice, Clubs should support all those initiatives, both inside and outside school activities, assuring that young people may acquire all those qualities that are ethically valid, such as:

- accepting defeat without feeling to be a loser,
- enhancing confidence in oneself and self-esteem,
- managing frustration,
- interest in contest,
- observing the rules,

-
- respect for opponents,
 - 'playing' with sport.

This is what several initiatives focused on junior school children and on the disabled, promoted by Districts and Clubs, and based on courses, lessons, contests aimed at. Bureaucratic difficulties were often met by organisers, other times safety problems and even limits due to participation costs. In all cases the aims, set out and supported by many participants, and on which Club activities were based, must be covered and supported by the media, so that we do not limit ourselves to restricted actions, but gradually we may reach a more widespread dissemination.

We sometimes have to overcome prejudices against some activities as people fear they may cause physical or psychic effects, that are not always beneficial for students, especially if very young. However, correct methods, relying on scientific, psychological and technical bases, exclude that morphological anomalies or neuropsychic problems may occur. With regard to this Vice-President Prandi underlined the delicate role of doctors. In this sense a special educational trend should also be taken into consideration since childhood for the female gender (as recommended by Tramontano from the Palermo Club), when selecting motor activities that will prove to be precious for health later on in life (prevention of osteoporosis, obesity, etc.)

Sometimes it is difficult to convey messages to our youth, who show confusion or appear to be already misled - according to Alfredo Chicoli (President of the Foggia Club) - by distortion determined by a certain type of sport presented today on TV. Therefore an important and really difficult task, that Panathlon clubs already fulfil and will have to continue fulfilling for young people's sports education, is to fight misleading messages. These messages come from many different sources and, as far as children are concerned, they come from the media, but sometimes also from their families. The list is long and only a persevering and in-depth

commitment for the diffusion and valorisation of ethical and cultural values, may protect children from current, non-educational values.

An Observatory should be created, as suggested by Mr. Corbetta from the Biella Club, to alert people on some aspects of sport, that may appear to be recreational and entertaining, but questionable or even negative from an ethical point of view, such as exercises that are too dangerous, changes in diet rules or life hygiene, use of stimulants or drugs, etc. If education means guidance towards a certain moral behaviour, by 'educated' we mean the morally and intellectually disciplined individual.

Good examples of what Panathlon clubs can actually achieve are given by the games organised by several Clubs, and aimed at making families more aware of the importance of education by focusing the attention on enjoying the game and on competition, but not on the stress of victory. Panathletes wish and hope that this experience and its conclusions may help identify new action models in the school sector, that, according to Renata Soliani, may meet the needs of schools, while favouring cultural development in the world of sport, today increasingly necessary, and to which children and youngsters have the right to refer.

* *Genoa Panathlon Club (4th District, Italy)*

President of the Italy / San Marino Multidistrict

Sebastião Alberto Corrêa de Carvalho*

(Spanish-American Area)

For all physical, psychological and moral reasons, widely discussed during Panathlon's biennial congresses, in addition to contributions made at the 14th Congress held in Basel, the representatives of the Spanish-Portuguese area consider Panathlon International scopes to be aimed at improving the quality of life through physical activity and sport. These activities have been guaranteed since 1976 by the UNESCO International Charter that introduced them in the general, democratised, permanent education.

Panathlon's movement must therefore recognise and promote the International Charter of Physical Education and Sport, while trying to sensitise UN member states so that such activities may be implemented to improve conditions of children and youngsters.

School must be the promoter of physical activity and sport within the community, a centre disseminating culture, a centre promulgating changes in social dynamics all over the world. Violence will never be defeated unless education is promoted among all children and youngsters. The aim of physical activity and sport is to maintain children and young people in good health, since these activities can prevent some disorders. Furthermore, they favour development of man's integral, social development. They favour integration. They strengthen family (between fathers and children) and school bonds.

Some activities involve the whole of Panathlon's movement in the commitment of observing the 'Panathlete's Charter' (solidarity, respect, fair play, in short the values of ethics). They promote multisector actions (public and private sectors, NGOs) through social operators

adequate for the various local, regional and national realities, and must be made available to the whole school world, irrespective of sex, race, purchasing power, including non-disabled and differently abled youngsters, with no exception.

If possible, Panathlon should be recognised by public powers in all countries as an integral body of the sports system, so as to obtain the incentives provided by law, as in the case of Mexico, where Clubs belong to the 'State Sports Council', with speaking and voting rights.

Still in Mexico, Panathlon's proposal on the Education Law introduced physical education and sport as an integral part of the school curricula.

In Brazil, the proposals drawn up by Panathlon's District Assembly and submitted to the competent offices resumed the number of hours for P.E. lessons in public schools (the number of hours had been reduced and in some cases this subject was no longer compulsory), and supported the construction and renovation of 400 sports fields in the State of Sao Paulo.

We suggest that the efforts made by the World Health Organisation - "World Health Day " (6th April 2003), day in which the Non Governmental Organisation 'Agita Mundo - Move for Health NGO' was officially launched - and by other similar organisations all over the world with the aim of fighting disorders generated or worsened by 'sedentarism' (that kills more than 2 million people a year), should be supported by Panathlon, in all the countries in which it is present, starting from the school as promoter of culture and behavioural changes.

Finally, considering that

- speakers' papers include important aspects in common with all cultures,
- in emerging cultures, actions are more important as they are a tool for citizen's redemption,
- this problem has become even more serious in the last decade, when the ethics require-

sted and recommended in sport was not applied for economic reasons, and disparity further increased,

- unfortunately globalisation is not improving balance or equal opportunities but, on the contrary, is further enhancing economic problems with big repercussions on society,

we deem it essential to overcome this unbalance so that emerging cultures are not finally excluded from the world context.

Co-ordinators

Henrique Nicolini, Brazil - delegate of the international presidency for Americas

Cipriano Barretto Amaro, Mexico - central board member

Juan Lozano Matinez, Mexico - 13th district governor

Maria Emilia Alvarez, Uruguay - speaker

* *Sebastião Alberto Corrêa de Carvalho,
Riberião Preto Panathlon Club (12th District, Brazil)
PI Central Board member*

André Monroche*

(French-Speaking Area)

Last week I was in Scotland for a medical conference featuring 3000 sports persons, and Panathlon was the partner in this meeting.

I shall summarise the tree topics we discussed in the French-speaking area.

- The first is on education and sport: we noticed that inside the school there is a disparity in the teaching of P.E. and civics. However, in clubs and sporting environments this education is even less constant. Efforts have been made in some countries and Panathlon should be involved with organisers or parents of sports people. Panathlon International should encourage observance of the rules, when they are known and, for example, could promote training sessions for young referees and focus in particular on the observance of the ethical code, of rules and of referees' decisions.

- The second aspect covers sport and integration. We observe that talented athletes in some countries have the opportunity of using complementary facilities, unfortunately with a certain disparity; the ideal for athletes would be to be able to study and at the same time practise the top level sport they chose. The final aim is to favour the socio-professional integration after a sporting career, knowing that this action could be used as a model for less talented athletes, as highlighted also in the panathlete's charter.

- Third aspect: with regard to education and solidarity we notice that in the sporting world it is a real puzzle, even among clubs belonging to the same district. The ideal would be to create a capillary network, using the different communication media, such as Inter-

net, to develop synergies in harmony with some central topics of Panathlon International. Another example could be the ethnical and socio-cultural integration, as was clearly explained yesterday by Dr. Rezgui or, in the case of handicaps, by Paul Odermatt. All this can be summarised in a simple motto: “ More actions and less theory “. In practice it would be useful to choose partners for our actions

* *Angers Panathlon Club,
17th District Governor (France, Belgium,
Luxembourg)*

Winfried Sponring*

(German-Speaking Area)

We say in Austria: good things need several attempts to be achieved. I think we have to motivate young people to do sport otherwise the discussion on the value of education through sport doesn't make much sense. First we need to update communication methods, we have to improve Panathlon's methods. When I look at Panathlon's home page I find only three languages and it is still under construction. We have to improve the way messages and ideas can be sent to the public, we have to improve in this way. I also think that Panathlon's magazine should be published in the home page so that not only members can read it but also anybody, from anywhere can read Panathlon's magazine. I think sports organisations have to break through the boundaries they set themselves, and go back to real sport. At the largest Austrian school, the sports event organised by Panathlon club and the school boards, was attended by 11,000 young people in two days, who went around forty stations trying sports, and what we have to know is that less than 50% of these young people aged from 6 to 12 years is organised in sport organisations. We have to ask ourselves what will happen to young people if they leave school, who cares for those who can't practice sport? I think Panathlon could fill this gap. This is a chance for Panathlon in countries where sports organisations are at top level, but some people don't know them and they haven't got a lobby. I think we have to find opportunities for these non-organised groups of youngsters to practise sports activities. One way could be to open sports halls on Friday and Saturday night to the public for self-organised youngsters, as an alternative to discos, night clubs and so on. I think many people would like to do sport instead of drinking alcohol, beverages and so on. They should be guided; in Schaffhausen there has been an attempt going on and they are improving it. I think also championships or competitions should be open to youngsters but without buying a licence, if somebody is good why has he got to join a federation or something else to practise his sport. If he wants to practise at top level he has to go to an association but

at lower levels I don't think there is the need, we just have to give him a chance to do sport. I also think that sport has to be offered to youngsters in school. In Austria sports organisations come to schools now. They ask what school is interested in volley-ball, in football, in skiing, shooting and so on and sports federations go to the school to present different sports, people can try them and so on. So people get the opportunity to use sports facilities they have never known. Let me just tell you some words about disabilities: my sister in law is mentally disabled but she has in some things more skills than I have, she is fantastic in remembering persons, dates, and so on. She will never forget if you speak to her and she likes you, she will never forget you, what you look like, where you come from and so on, if you meet her somewhere in the street she will tell you "I know this person", "I know this man". She is 52 years old now, she lives with us and she is fond of sport, she won two gold medals in the Paralympics in Calgary, she was Austrian swimming champion, she always practices sport when and where it's possible. And watching her I see she is a person like me with other skills, she is easy to handle but she needs help, these persons need our help, young people need our help, and sport is also a help in the education for these people, as they are lucky and happy when they practise sport.

At the moment we concentrate our activities very much on ethics and fair play and I think it's good but it's only a part of Panathlon's charter and we have to go on to discuss in a scientific way, but we also have to encourage clubs to practise sport. I'm sure Panathlon has to change, maybe its way of appearing in public if it wants to focus on young people. Nobody knows the word Panathlon or understands what Panathlon is, or misunderstands the name, and changes it into Piathlon. Panathlon is a beautiful logo but I ask myself if the name is really attractive for this use.

We should invest in a modern form of communication to transfer Panathlon's ideas in a better way, it's part of education and of education through sport. Times change fast and we have to go on and look how we can change, that's our idea of education through sport.

* *Innsbruck Panathlon Club,
16th District Governor (Austria)*

Round Table

Service and Territory

“Panathlon International Domenico Chiesa” Cultural Foundation

*by Enrico Prandi**



Created in 1966 to implement the will of the heirs of Domenico Chiesa, who was one of the most convinced founders of Panathlon, the Foundation's aim is to honour the memory of Domenico Chiesa by organising, every

four years, an international award for visual art works inspired by dynamism, plasticity, by utopia and emotions for the sporting action, and by the atmosphere in which the action occurs. The first edition was held within the 2001 Biennale of Venice, and coincided with the 50th anniversary of the Venice Club, founder of Panathlon's movement. Since 2002 the Foundation, together with Panathlon International, has been organising a graphic art competition for art schools in the 28 countries where Panathlon is present.

I believe that the Foundation should not only be considered an achieved goal, but also a source of pride for all panathletes, as it combines the generous action of our founder's family with the love for Panathlon in promoting sport through a work of art, therefore conjugating art and sport, as always supported by the Olympic ideal.

The Board of Directors, right from the beginning, has tried to implement Domenico Chiesa's will of creating a link with the Biennale. There were numerous difficulties, and our friends from Venice can confirm this, it was extremely difficult to establish a contact with a

world that is really international and therefore an important window, but that unfortunately awards more an artistic challenge rather than a work of art. While perhaps our members' intent and desire was to find works that could be easily understood.

The visibility offered by Venice is questionable. It is true, we were mentioned in the official catalogue and this is important, but we appeared in such a faded way that only a few people noticed it.

The important thing now is to look ahead, by finding new forms of co-operation with the Biennale, by launching new competitions for young artists, inspired by Sport, by supporting similar initiatives with awards. We should also look for new sources through Club members. These are the new guidelines that the Foundation intends to pursue.

The new competition for upper secondary schools, in all those countries where Panathlon International is present, is very successful.

As already mentioned, the Foundation's Board is examining new initiatives so that the original property may be further increased with donations from all members or from all Clubs who wish to remember friends and members who provided special services to this organisation. This would enable the Foundation to extend its aims and study new actions that so far have not yet been identified, in other words, our Foundation could find new activities and relaunch itself, after an initial period characterised by an inertia, that has not however jeopardised its solidity.

* *Reggio Emilia Panathlon Club (5th District, Italy)*
1st PI Vice-president

The Geneva Panathlon Club Foundation

*by Lucio Bizzini**



The Geneva Panathlon Club Foundation belongs to the Geneva club, founded in 1959, and has 88 members. Up to 1995 public institutions always played a fundamental role in the education of our youth, but since economic restrictions are also ne-

cessary in Switzerland, private institutions must have a more active role in education.

The Foundation has two main objectives: favour the education of youngsters through sport and provide welfare services for the disadvantaged so that they may grow and develop in sport. At the beginning the aim was to raise a fund of 200,000 francs, that is 135,000 Euros. Please note the developments that occurred within the Foundation: in February 1996 120,000 francs had been raised; in January 1997 it was juridically defined and was recorded, funds^s totalled 187,620 francs and the Geneva State Council relieved it from magazine and property taxes.

The Foundation has now (June 2003) reached 600,000 francs, therefore 400,000 Euros. For 2005 the new objective is to reach one million Swiss francs. We also tried to give a certain visibility to this body by organising several activities, by supporting clubs, as in the case of the Junior Section of the Genève-Servette Hockey Club. Funds were also raised through bulletins, in which we reported our objectives and how everybody could contribute. Every member had to find other participating members.

In 8 years the Foundation covered both mass and elite sport, supporting both clubs but also private organisations, and since 1996 around 10,000 francs have been distributed every year. Here are some examples: funding of a camp for expert climbers with E. Loretan, a top Swiss climber, and with Michel Vaucher, well known for his important actions; annual scholarships were also granted to young athletes, for example Judoca went to UG, Sydney.

To raise funds the “Foundation Friends” organisation was created: every friend paid 10,000 francs. Every year this club assigns a sum of almost 10,000 francs for the marketing and organisation of an event that is used to collect funds for the Foundation. An example is given by Golfathlon, that raised more than 50,000 francs. Several excellent golfers were invited and they were asked how many points they could score with 36 holes; the number of points obtained was multiplied by a sum that everyone of them agreed to donate. In this way 50,000 francs were raised, a really exceptional result given the current economic crisis.

Another 200,000 franc donation was obtained thanks to one of our members, who used a State fund allocated for Sport and Handicap, but there were no more facilities to be activated and so this sum was integrated into the Foundation. Please note that without the Foundation this sum couldn't have been recovered. Olivier Carrard is currently examining the possibility of inheriting from deceased members, with tax exemption for donors. Another interesting idea was to ask notary publics in Geneva to include our Foundation in the list of their charity foundations to obtain funds. I shall stop here, also because I do not personally manage this Foundation.

* *Geneva Panathlon Club (10th District, Switzerland)*
Member of PI Cultural Commission

5th District Foundation

by Giovanni Strocchi*



How often have Panathlon Club Presidents been the protagonists of a meeting of this type with a bank manager?

“President your request of sponsorship was submitted for meritorious aims, but how can

I submit it to the board, considering that your club has no legal status, no VAT. You must understand my position...”

“I understand, but allow me to insist, you could help me by directly paying the sums due to the restaurant (to the company for the rent of the premises ...), that will invoice the cost of the dinner meeting or of the buffet”.

“Ok ... I shall try to do it, to meet your requirements because I know you, personally”.

These are the obstacles and ordinary problems to be faced and overcome almost on a daily basis for club, district and Panathlon International by Presidents and Governors. How can we break this impasse?

Panathlon International is the association of single clubs.

The association is *universitas personarum*.

The Foundation is instead *universitas bonorum*.

How can we raise funds for the district?

The ‘Chiesa Foundation’ was created within Panathlon International in memory of that founding father, but it pursues specific aims and has its own means targeted for its institutional aims.

There is another model: the Geneva Panathlon

(Switzerland) created its own foundation that uses substantial funding, bequests “mortis causa” and donations.

Our case is different.

“The second ranking is the first of the last competitors” - words and music by Enzo Ferrari.

On 22/2/2003 the 4th District of Panathlon International created its own foundation, formed by the 23 clubs distributed on its territory (deed of incorporation of the foundation reg.No..4234, Notary Public. Valerio Visco, Ravenna, deed registered on 12/3/2003 No.970 Registry of Ravenna; statute of the foundation drawn up by the same Notary Public on the same day).

These clubs, without depending economically from Panathlon International Office, whose aim is to check authorisations, approve expenses, invoicing, shall autonomously receive funds, donations, useful for achieving P.I. institutional aims, with tax facilities.

Whoever creates a foundation wishes to plan long-term activities, irrespective of individual vicissitudes of people forming it.

The origin of the foundation is identified, since ancient Greece, in the memory of epic, poetical, Olympic deeds performed in life, so as to overcome death and oblivion, by remaining in the memory of the ‘polis’ and of the family, consecrating one’s means to a god or to time.

At the time of the Romans, the foundation acquired a social rather than religious function. In the Middle Ages, the Church reached hegemonic positions, using the foundation to create mortmains, that however blocked the circulation of wealth.

With the French revolution, the Enlightenment theory hindered the ancient regime with intermediate, unused social bodies. In Napoleon’s code, art.910 the “foundation” re-emerges but subject to administrative authorisation and public utility purposes.

In Italy, the civil code tried to secularise the

concept of foundation, freeing it from the Church, including it in the doctrine of the juristic act. Nowadays the State controls legal persons and non-recognised associations (political parties, trade unions, associations, foundations...), when the legal status is conferred, as well as the deeds of bodies.

The foundation is appreciated in 'common law' countries where, through the trust, the formal registration of the property is separated from entitlement to substantial interest. Based on Protestant ethics, the capitalist society redeems itself, through charitable actions: consequently foundations and patronage became widespread.

In the industrial society a range of non-profit agencies proliferated.

"Not for profit": means that the agency does not realise a profit, but "the distribution of the profit is prohibited" and "alienable claims to profit do not exist".

The inefficiency of the public sector can be overcome through non profit organisations, volunteers' services are linked to hospital assistance, mutual aid, where the result, ideological choices, production methods (education, assistance, shows, lobbying) are privileged with respect to the value of trade.

In this way patrons are reassured that the final product will be of high quality (university, sport, schools, religious confessions...), not subject to profits. The social commitment encourages private individuals to become entrepreneurs to meet some social needs.

The State encourages these initiatives, creating incentives, such as tax deduction from donations, so as to allow individuals and corporate bodies (foundations, associations ...) to deduct from the taxable income the donations, therefore reducing taxes.

The beneficiaries who seek the help of volunteers, can obtain contributions from private citizens, sponsors, banks, insurance companies at lower management costs, thanks to a customised service. The foundation's assets are

separate from those of individual members also for individual traders, thanks to L.364/1989, applicable to trusts.

The foundation's patrimony is separate from those of the members forming it; it cannot be claimed by creditors, or by the management. Given the impossibility to dispose of the patrimony, ties and taxes were separated, between owners and assets.

The 5th District Foundation of Panathlon International allocates assets for immutable purposes, such as help for the disabled or the needy, the management of study centres, that may grant awards, or for centres of research, in compliance with P.I. institutional aims.

In order to operate, P.I. District Foundation has obtained a legal status on 29/7/2003 from the local government office of the Rimini Prefecture, recorded in the prefecture's register of corporate bodies, ref.No.1117/2003-area 1, and has obtained from the Rimini Inland Revenue Office, ministry of finance, tax register, fiscal code No.91081720400, to certify registration, after filing the deed of incorporation, the statute and the regulations.

The foundation, as a non governmental, non profit organisation of volunteers is a non-commercial entity entitled to tax relief, as it had been created for social purposes. From the fiscal point of view it is treated as a facilitated body, in the determination of the income, IRAP (Regional Business Tax) and VAT.

We can therefore pursue P.I. institutional aims through sponsorships by bodies, local institutions, usually making donations to individuals, personally known (by the Club President), because he or she is a very nice person, or for other reasons. These sponsorships will allow us to promote the initiatives of single clubs..

'Assets' will consist in sponsorships, with less fiscal burdens, requiring minimum accounting and invoicing; while 'liabilities' will make available funds for single clubs.

The foundation equity fund will include, for

example, yearly fees paid by every member of each club to the District Governor, the contribution paid by Panathlon International to the Governor as a refund of expenses, donations and sponsorships; 'once-for-all membership fees' to be paid by each single club, will be welcomed.

Panathlon International will benefit from this, as it will acquire visibility, thanks to investments by sponsors, aimed at cultural and institutional initiatives such as: fair play awards, or activities for the disabled, for women in sport, for needy, meritorious youngsters, for using and improving sports facilities, ... with a return of image for P.I. at all levels.

* *Ravenna Panathlon Club*
5th District Governor, Italy

Round table

Competition rules and Fair Play

Service

Sport-Game Fair Play Trophy, a Championship for Schools

Como Panathlon Club

*by Renata Soliani**



The Como Panathlon Club started co-operating with schools in 1994, but the date in which we started thinking of this special Championship goes back to the beginning of my Presidency in 2000.

The Youth Commission, for its **motor sport updating course** presented by a doctor, a psychologist and a P.E. teacher, subsequently also requested the support of an expert in training methods.

The aim was to present a work unit specific for the development of movement through different methods that may also, at the same time, guarantee emotional, intellectual and social development.

Since the teacher was also a panathlete, it was easy for him to present Panathlon's philosophy and to promote the Charter for the Rights of the Child in Sport and the Fair Play Charter.

I must say that in recent years, a good relationship of trust was established, in our area, between teachers who believe in the cultural value of motor and sports practice, and panathletes who promote its educatio-

nal values. Furthermore, the impossibility to establish a real co-operation between the organised world of sport and the school environment, as these organisations were supposed to be on non assimilable or anyhow non converging cultural positions, was overcome thanks to the continuous support that we, as panathletes, offered to the school with educational proposals that put into practice fair play's theoretical concepts.

Ten years of service for users ranging from junior schools to university students, gave visibility to this Club. The media illustrated our activities and we easily found also a sponsor who funded our last project.

The idea of organising a championship with technical features meeting the dictates of Federations, while paying attention also to the individual's moral development, was appreciated.

A manifesto of intents, drawn up to disseminate fair play, is to be underwritten by teachers so as to guarantee the awareness of the objectives to be achieved.

With the supervision of the P.E. Coordinator from the provincial Administrative Service Centre, we planned a sports-game championship for 4th year junior school students. Federations co-operated by offering teaching and technical material for teachers.

This championship has its own specificity: besides the regular sports ranking, that at the end assigns the first prize to the winning team, we also included a Fair Play Trophy to be granted to the school that proves to be more enriched in individual and collective relationships (by obtaining the highest score) by respecting truth, condemning foul play and promoting fairness.

Panathlon's role consisted in sending a previously trained 'volunteer' to every match, with the task of assessing the behaviour displayed by teachers and athletes.

The partial sums of the day, included in a

general ranking, resulted in a normal ranking for merits. We should add that we also took into account particularly praiseworthy or deplorable behaviour, verbally referred by observers.

The objectives we achieved are the following:

- show that also at school one can organise sporting activities while safeguarding the technical, educational and behavioural aspects
- favour participation of all students in the class with no discrimination regarding natural talent and taking turns in competition, while integrating the differently abled in roles fit for their motor abilities
- affirm the importance of sport as an educational tool within the school curricula and, at the same time, reaffirm the importance of motor multidisciplinary aspects during developmental age
- promote group (team) spirit but also a proud feeling of belonging (school)
- acquire awareness that sport is an intercultural practice that goes beyond the 'cage' of different ethnic origins
- develop a sense of fairness, seeking truth
- teach to accept the referee's decision.

We can affirm that the objectives have been substantially achieved, some in an evident way others in a less evident way, therefore proving that particularly in the social sector, 'moral values' are always winning.

Our project has also achieved another goal that is very important for panathletes: it showed that there are actions that can change sport's values into social values and that a whole year's project can focus on motor and sport education, with all other curricular subjects (Italian, maths, drawing, etc.) rotating around them.

We can therefore confirm a concept that we

consider to be fundamental: **not only this can be done, but must be done at school!**

We can also develop projects for other age groups.

We have many ideas...

What about suggesting to competent bodies to use as an entry requirement for championships and tournaments the team fair play?

And, in case of parity, couldn't we use a 'golden fair play' rather than a 'golden goal'?

* *Como Panathlon Club President (2nd District, Italy)*

Much More than a Simple Medal

*by Henrique Nicolini**



Sporting activity is a reality that goes well beyond a competition to conquer a medal. This universe consists in a whole set of values featuring social, educational and biological aspects.

In the first part of this work we wish to illustrate these elements, while in the second part we report some initiatives taken in Brazil, particularly in the school sector.

Factor limiting the development of sport's values

The excessive stress on some negative aspects prevented a correct assessment of the essential elements forming sport. These aspects are:

- exasperated enthusiasm for victory
- a real idolatry for the champion
- the impact of money / professionalism

However, if we consider such influences within a normal model, far from any radicalism, highly positive values may emerge. When examining sport from the global point of view, we can identify highly significant elements

a) Solidarity and Fairness

Sport cements friendship and the spirit of fairness among team mates. This is a relationship that often continues all lifelong.

b) Team Spirit

Collective sport favours development of

team spirit, highlighting the fact that it is the whole team that is participating. This is a strong element of integration for the competitor within a social context. It is an effective tool for the diagnosis of egoism.

c) Sportsmanship or Fair Play

The behaviour acquired on playing fields goes beyond sport, involving also life in society and turning it into public spirit.

d) Respect for Authorities

Observing the decisions of a referee is the first step towards the real respect of society's laws and conventions.

e) Respect for Opponents

This is the first step towards respect for citizens living in a society.

f) Confidence in Oneself

A sportsman's awareness of his possibilities is the first step for gaining confidence in oneself during daily life.

g) Physical Training

Life quality improves remarkably if you practise a sport. Exercise is undoubtedly a big tool to preserve physical and mental health.

Measuring

The attempt to introduce such social values in sports competitions alongside with the normal scoring system, causes technical difficulties. Social values are, for their very nature, subjective. Their measure for the result of a competition becomes extremely difficult in terms of methods.

It is not easy to approach a method that can be accepted by everybody. The values we wish to champion, to be associated with the result of a competition or a tournament, must follow a hierarchy, as they do not all have the same importance when evaluating a result.

Pioneering Initiative

Despite these technical difficulties, it is worth pointing out the action undertaken by the Como Club, under the guide of Prof.

Renata Soliani, at that time President of the Como Panathlon Club (today Central Board member). Fair play and other values were added as part of the score in a local match. The documentation is currently presented to participants in this Congress in Basel.

As part of the multicultural principle, a flag for Panathlon International, we wish to present in this Congress three initiatives developed within the 12th District. The educational aim was underlined together with the strictly sporting aspect and the actions were undertaken by the Itapira, Taubaté and Sorocaba Clubs.



ITAPIRA City Games

Itapira is a town of 60,620 inhabitants, characterised by a great sporting tradition. The youth has always been motivated thanks to JEPI (the Itapira Students' Games). This competition combines several sports and is divided into three age-groups, featuring volleyball, basketball, five a-side football, table tennis, athletics, handball and chess.

For various reasons and due to bad management by town managers this competition had not been held for three years, causing serious damages to sport and to the education of the local youth.

When faced with this deadlock, the local

Panathlon Club decided to organise this event, with the support of the 9 main schools in Itapira (junior and secondary schools), and with the necessary funds for organising and buying the prizes, 44 trophies and 900 medals. Panathlon also bought one thousand customised T-shirts with the name of the school participating in the competition.

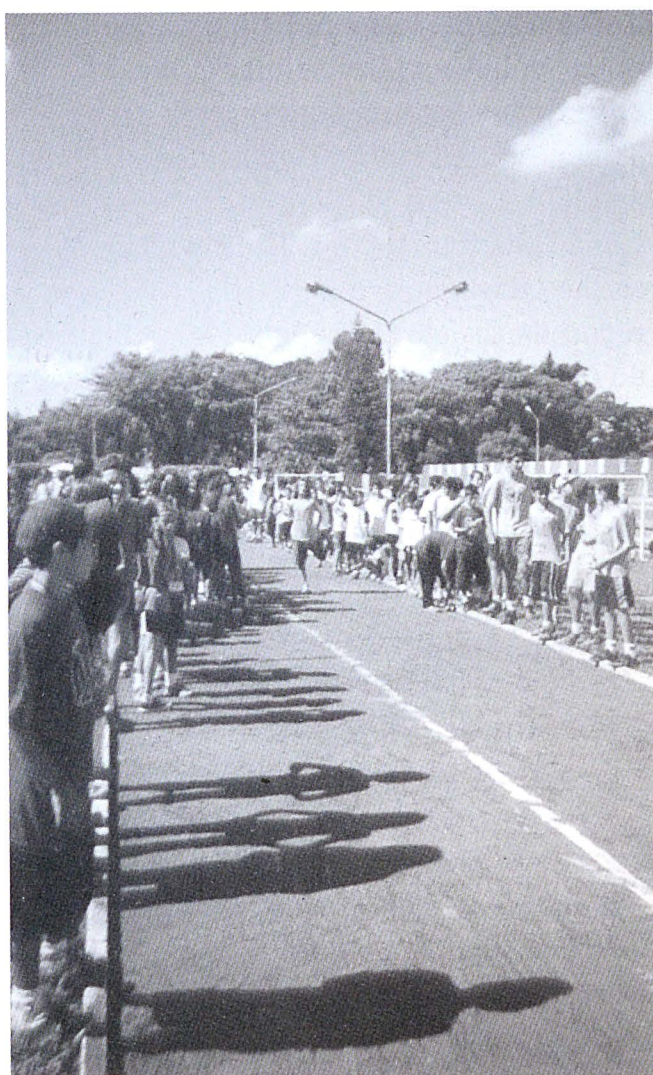
Numerous sports persons, panathletes, teachers and headmasters of the schools involved in this initiative worked as volunteers. The Games saw the participation of 3,000 students who took part in the opening parade. This event that featured both panathletes and other volunteers as referees, was widely covered by the media, on such papers as “A Tribuna de Itapira”, “A Cidade de Itapira” and “O Liberal”, as well as by “Rádio Clube”, Itapira. There is no need to emphasise the educational aspect. It is sufficient to report the article by reporter Flávio Figueiredo (“Clean Game - Fair Play” column), from the paper “A Tribuna de Itapira”, who highlighted the following points:

The JEPI Games:

- *allowed students to relate to their school;*
- *allowed students to relate with each other;*
- *gave visibility to schools;*
- *favoured integration between teachers and students within schools;*
- *favoured integration between schools, and between teachers and students from different schools;*
- *provided an opportunity for practising sport;*
- *involved students in their leisure time with a sound activity;*
- *encouraged the improvement of sports material in schools;*
- *promoted a fair spirit among team mates both in case of victory and defeat.*

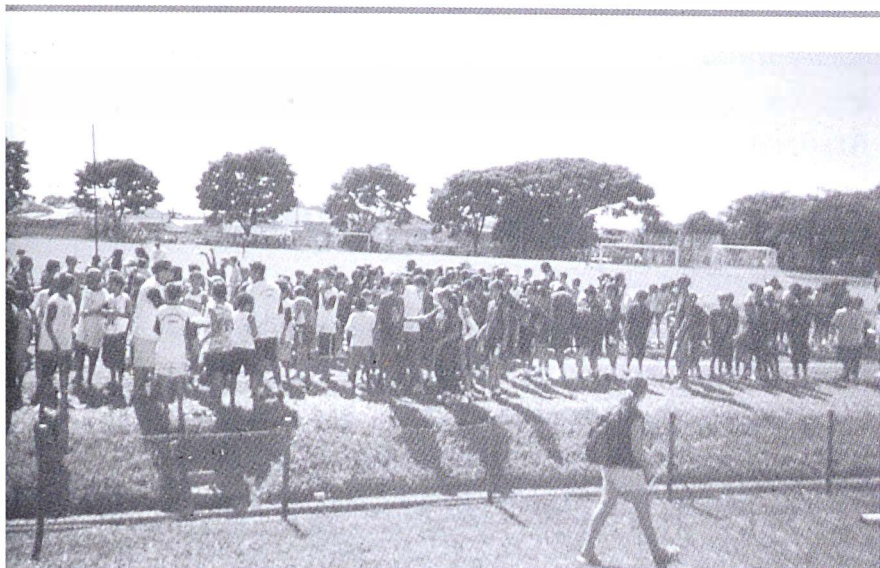
TAUBATÉ: ‘YOUTH OPERATION’

The Taubaté Panathlon Club launched the ‘Youth Operation’. The aim was to help



youngsters approach an athletics track for the first time. This is a self-analysis for possibly practising this discipline in the future.

500 students from secondary schools from this town - located on the road linking Sao Paulo to Rio de Janeiro - took part in this initiative that has been held every year since 2003.



Competitors, divided into 3 age groups, competed in three events: running, long jump and shot.

Our Club drew up the rules and co-ordinated this operation, registered participants and refereed during competitions. The best ranking in each discipline is a real survey on sports talents that Panathlon offered to this town. The general co-ordinator was Prof. Wiliam Saad, founder of this Club, supported by a large number of members.

SOROCABA



A programme called 'Sport in Schools' was launched by this Club in 1998. This initiative that aims at encouraging the teaching of sport's fundamentals, while promoting soli-

clarity through physical activity, managed to rely on the support of the Christian Youth Association and on the City of Sorocaba. Volleyball, basketball and handball lessons were given in the course of the programme for local junior and secondary schools, with a big festival at the end of the year to assess the results that have been achieved. Two of these events had been organised in 2002, one in the first and one in the second semester. In 2003 the programme had involved 11.190 youngsters.

Lessons were given by students from the Faculty of Physical Education of Sorocaba (there are three in this town). All participants in this programme were given a T-shirt commemorating this event.

* *São Paulo Panathlon Club (12th District, Brazil)*
Delegate of the President for America
Chairman of the Communication and Image
Commission

Contributions

Experience and programming

Bolzano-Bozen Panathlon Club

(1st District, Italy)

by Franco Ravagnani

For an absent-minded observer Panathlon International may appear to have an aulic vision, a Romantic concept of sport. We know well that almost all disciplines practised today, and those recently invented, start from such assumptions as an excessive monetization, the creation of the spectacular event rather than the athletic-sporting action.

Panathlon International continues aiming at sports volunteers; at the cultural value of sport, at presenting sport - whichever one it may be - as a necessary supplement in the overall, integral development of human beings; we continue organising 'services, to promote the sporting ideal.

The sports volunteer is now a prerogative of minor sports where the number of athletes is constantly dropping, after athletes and managers realised that they will inevitably be relegated to the inside pages of newspapers and to local TV programmes.

In Italy, but not just here, we are now at a sporting monoculture that attracts all the attention of the media, all available sponsors, as well as all families ready to spend and to practice it, and in several areas it absorbs also the resources of most state schools.

In Italy schools have recently become more autonomous. From central control with the same rules that had to be observed by everybody, we moved to the autonomy of every single school.

Whether this is positive or not, only time will tell. However, we can already affirm now that

after some initial hesitation, every school has decidedly started shaping its own destiny and is planning its future. Clear funds are available, according to which plans (the so-called POFs, Education Plans) can be made. Also sport practised in the different schools has had its repercussions.

Today school curricula are more focused on languages and computer science rather than on sport and music. In this case the school has to choose from the different offers it receives. To be really faithful to Panathlon International's motto it is important to intensify relationships with headmasters and P.E. teachers, and to draw up together with them clear, concrete, targeted projects, that can help students grow and learn to appreciate the values we support and sort of go against the general trend and against spectacular events.

It's no longer as in the past, when we used to go to a school at the last minute and managed to organise something. In this way we thought we had done our job as Panathlon managers. It is no longer so. We have to launch serious, multiannual projects that have to be completed with competence and in a correct way. Every member is to be used for his own professional skills and for the acquaintances in the sports world that he/she manages to involve.

At district and club level it is important to circulate the experience of the different clubs so that this Association may grow harmonically. The international central management is asked to draw up protocols and conventions in order to create 'networks'.

More Sport for Women

Palermo Panathlon Club

(9th District, Italy)

by Angelo Tramontano

It is well known that in pro sport, some activities in particular, determine the occurrence of pathologies to the woman's genitalia, in particular to the reproductive organs.

The opposite has been shown by modern gynaecology: amateur sport, if practised with wisdom and advised by the doctor, is considered today very important for the quality of life of a woman, for improved elasticity of tissues, enhanced muscle strength, etc. The benefits of amateur sport, especially if started during childhood, can prevent some disorders that occur after delivery, and in particular we can prevent that bone pathology that occurs at the beginning of menopause known as osteoporosis. But in obstetrics and gynaecology there are many conditions that justify the introduction of motor activity since childhood. This activity can favour abdominal muscle tone and development, particularly with sports like swimming and rowing.

Why is it necessary to have strong abdominal muscles? And just in that part of the body? Certainly not just for aesthetic reasons, but because in case of pregnancy, at the time of delivery, during the expulsive phase, good abdominal muscles can favour a more rapid delivery of the visible part. By using the tension of her abdominal muscles, the woman can avoid the irrational pressure of the obstetrician's hands on her abdomen. This is also important because a strong pressure during the expulsive phase can favour the formation of varicose veins in the lower limbs due to the stasis produced in the mother's vascular bed. Furthermore, abdominal muscle hypotonia

favours the descent of the belly during puerperium.

This is not always avoided, not even with a Caesarean section if it is done with a longitudinal incision, erroneously still performed by some obstetricians. In this case relaxing of the hypotonic abdominal walls is facilitated. In some cases, if this is associated with a non correct suture, it may result in an incisional hernia. It is true that for every anatomical condition there can be a constitutional factor, that is a congenital tendency to have hypotonic abdominal muscles. But it is also true that rational gymnastics practised since childhood can at least partially correct this non physiological condition. In this activity of prevention, paediatricians and general practitioners have played an important role.

Fundamental is also the prevention of osteoporosis through motor activity since childhood. It is well known that an osteoporotic patient is more subject to fractures than a non osteoporotic individual. This pathological condition is due to a loss in bone mass that usually occurs when ageing. The loss is usually around 8% in women and 3% in men. In past years, this specific condition was treated with calcitonine initially through parenteral administration and subsequently through nasal administration. Estrogens, no longer administered orally but by applying a patch or plaster were often associated with this therapy. Personally, I have always been rather perplexed on the oral administration of estrogens.

Nowadays osteoporosis is still treated with estrogens, but these are special estrogens, non toxic and of natural origin. These substances are found in the vegetable world, with effects similar to estrogens. These substances are called phytoestrogens and are present in many plants. Among the conventional plants are those made from soy. The best alternative to estrogens is given by the isoflavons found in the red clover. The commercial product is menoflavon that has a proestrogenic action on beta receptors found in the cardiovascular and bone systems, and an antiestrogenic action on

alpha receptors found in the mammary gland and in the uterus.

This new therapy is considered today to be the most appropriate treatment against osteoporosis, particularly in individuals who have never practised amateur gymnastics.

The more affected bone areas are the pelvis and the backbone, while the skull never seems to be involved. This should show that the total lack of gymnastics has an etiological dignity. Encouraged by medicine, also many institutional bodies are promoting amateur sport with the slogan: sport for all. I believe that cultural associations, schools, clubs, should make women aware, in a more organised way, of the fact that amateur sport started in childhood and practised until old age, is a form of prevention, especially in the gynaecological field, as it is very important for the health of the woman's body and her quality of life.

Education and Sport

Montebelluna Panathlon Club

(1st District, Italy)

by Barbara Baratto

Aristotle defined man as a 'social animal' and observed that socialisation is a characteristic feature of the human being who, starting from his birth, through gradual phases, is educated and learns how to establish relationships in order to develop his own personality.

Education, therefore, is resulting from a natural need. Since man cannot autonomously lead an individual's, social and moral life at birth, nor can he acquire the means to do so without the help of other men. The final goal of education is to prepare man to live his own life, so that he may autonomously satisfy his own natural and social needs, therefore creating the structure of his personality.

This educational process is substantially developed along two paths. The former is social integration, while the latter is cultural heritage. Social integration consists in the individuals of a society being able to provide for their own development, dedicating maximum care to each and all components, to ensure the development of the individual without ever degrading him/her but rather enhancing his/her values, while keeping conflicts at an acceptable level.

The cultural heritage suggests to maintain and continue teaching those moral values that are essential for a harmonious development, by privileging behavioural models.

The topic of this conference leads us to analyse whether sport is a form of education, if it really is a sound, healthy activity, if integration between different individuals does not generate contrasts and if autonomy and freedom are actually supported.

Leisure time, intended as the interval of time in between working and studying sessions, should be used to satisfy the last of man's fundamental needs, recreation. Sport definitely falls within the entertainment and recreation children need, but does it have a really educational role?

Within the strictly sporting sector, education undoubtedly has a necessary, fundamental role where the 'athlete's training' is needed, as the body is trained to maintain a certain position, a muscle is trained to perform the correct movements, precision and technique in gestures is taught. However, the concept of education is not only aimed at creating a harmonious, agile, quick body or at achieving top results, but must help organising one's personality.

Motor education plays a fundamental role in the educational process and has a remarkable impact on learning, both at school first, and later at work. Physical activity generates in youngsters the responsibility and will to sometimes achieve even ambitious goals, the courage to make choices, determination when working, but also helps them bear stress and satisfy their fundamental needs of affection, friendship, safety, free production, responsibility, adventure and discovery.

Training and competition are undoubtedly significant moments in education. At a time of loneliness and failure we are comforted by the others, we are encouraged and consoled. All these factors influence the individual's development and working-through interpersonal relationships means growing. At this point the personality organisation must be educated by outlining its characteristic features, reinforcing some of its aspects while improving others, therefore moulding the character, temper and intelligence. If, by intelligence we mean the ability to rapidly solve situations that emerge, sports education intervenes and almost imposingly teaches how to reinforce reflexes, while freeing the mind from vague, indefinite thoughts and improving concentration during the decision-making process.

The ancient Socratic maxim 'know yourself',

intended as a profound meaning of existence, fully summarises the value of life and education: only an in-depth self-analysis and therefore the improvement of one's own characteristic features results in the full, rewarding social integration of every individual. And if by social integration we mean the willingness to regulate actions and conflicts, sport undoubtedly educates - despite certain unpleasant attitudes we sometimes observe - to be balanced, to control emotions and instincts, to meticulously consider choices and actions.

Sport brings together people, cultures, traditions; and it is not by chance that certain sports are more widespread in some areas. The contribution of the whole personality of an individual, with his deep-rooted knowledge, with the same interest in participation and not in isolation, could guarantee the most favourable social and emotional situation for the different disciplines so that they may acquire cultural importance. Through sport we can therefore implement a cultural process that enables us to teach values and behavioural models characteristic of every society.

The mental and emotional process of every personality is nourished by the other individuals. For his very nature man needs relationships and exchanges. And since man lives within a social context, his behaviour is no longer something absolutely private, but he is responsible to other people, as inevitably his existence is meaningful and valuable also for the others. Education in sport, consists in creating a network of meanings and references that others find difficult to understand; enjoying the use of an exclusive language; a certain type of friendship and meetings.

Education respects, does not suppress individuality, and further enhances the values of life and moral behaviour, and where this has gone lost, we need to drastically, actively intervene to prevent a physical and psychic split with devastating effects.

Unfortunately there are also some perverted instincts that promote a negative education and who do not realise that we only understand

what one can actually do and totally possess only what is conquered through a sound activity of the body and mind.

There are no limits to education. Nature and evil are never invincible. The intention to overcome obstacles, gives a higher, noble meaning to life. We have to shun all forms of pessimism proclaiming this fight as useless, affirming the acceptance of life, intended as an effort of will. What we have to go through should not remain an obstacle and, if on the one hand, we are subject to a state from which we cannot escape, on the other hand it's possible, or better essential, to violate the laws of an adverse nature through will, discipline and the hope of reaching freedom.

Education and sport - intended as a whole set of values, of friendship and brotherhood - are the ideal ingredients to reach the borders of freedom.

It is not by chance that the Charter of the Rights of the Disabled reports that handicap is a civil culture laboratory that is part of a policy aimed at promoting human values, at safeguarding the rights of weaker and less represented people and promotes solidarity as a principle of collective ethics.

The educator is he who promotes the development of young people so that they may achieve full humanity intended as independence, thought, freedom and close co-operation with the others. This work takes place through an identification process between educator and pupil. It's a fruitful, positive interpersonal relationship, promoter of young people's development.

The family is the first educator, but soon the child's development requires a certain separation, to allow him to extend his contacts with the other human beings and with the world. To develop while he is growing, this child must extend his experience, intensify and enrich it through the knowledge of the material accumulated by mankind in its development. Today we possess such advanced tools as psychology, pedagogy, and philosophy that support the educator in his task of social trainer.

The educator therefore plays a fundamental role in those sport disciplines where, more than in other fields, he must sum up in himself and teach his trainee moral, civic and physical education, since, rather than encourage outstanding individual skills, he shall aim at developing a collective, team spirit, encouraging more talented trainees to be more generous with less talented mates and those who are more selfish to be kind with weaker mates. These feelings will provide the seeds promoting higher principles of collaboration and solidarity.

Individualisation, within education, means freedom of expression, in an individual way, through a whole range of disciplines or activities. Co-operation becomes spontaneous: every individual feels he has to cooperate, because this is the only way to achieve development. The trainee sees the adult trainer (who in turn has been educated) as the person that helps him in that process of enhancement he needs; the recognition of an authority does not appear as an arbitrary attitude: his own conscience appreciates its value.

Authority, in this sense, does not destroy the trainee's personality. Any reproach or criticism is not effective if it is not recognised as correct, the individual is freely submitting to it.

The problem therefore, from an educational point of view, consists in finding, from time to time, ways and methods to favour development and promote freedom, through an adequate use of authority.

The real freedom, that is achieved with autonomy, is not something that is given, it is not innate, but it is latent within every person, it can be developed and expressed by incorporating valid contents, in other words, values. In turn, the real authority is not an arbitrary imposition of rules and contents, but an understanding authority, that aims at understanding the needs, problems and opportunities of every individual; an authority based on values that can help overcome one's limits, one's instinctive tendencies, while thinking and acting in a personal, conscious way: in other words auto-

nomously.

Correct, gradual and progressive teaching, while respecting individuality, and educating through the promotion of social relations, are an integral part of values that sport proposes, therefore supporting Aristotle's definition of man.

Final Resolution:

Panathletes in Action

The 14th Congress of Panathlon International

meeting in Basel from 3 to 5 July 2003, discussed "Education through Sport and within Sport ", the 2004 topic of the European Union.

Having heard the reports by MP Adolf OGI, former President of the Swiss Confederation and current personal advisor of the United Nations Secretary-General, of P.I. Cultural Commission Chairman, Antonio Spallino, and of Professors Aledda, Odermatt, Pfister, Rezgui,

considering the proposals submitted by the attending clubs through the summaries of the 4 co-ordinators of P.I.'s socio-cultural areas, as well as the reports on *the special actions*, presented at the round table chaired by Lucio Bizzini at the end of the congress works,

passed the following

Resolution

Panathlon International

I. Underlines, *in compliance with the principles reported in art.3.1 of the Constitution* and in agreement with the impulse given by the United Nations representative to the role of sport as a tool favouring a person's development and peace among all peoples.

II. Expresses deep concern for the growing gap between the positive process of acceptance of sport's world rules and the negative process of an uncontrolled *development* of business "globalisation". This second phenomenon causes in emerging societies an increase in socio-economic imbalance that creates large areas of poverty, therefore preventing access to right of citizenship. Consequently clubs and districts are invited to fight so that ethics may once again prevail over all man's actions.

III. Confirms the belief that the school is the essential centre for promoting culture, also through the teaching of sport. Consequently

denounces the serious risk in the trend that tends to reduce in many nations the number of school hours devoted to *physical-motor activity and sports education*.

For this reason we recommend clubs to become the school's privileged interlocutors, at all levels, to co-operate in promoting sport's ethical-pedagogical values for the education both of the individual and of society.

IV. Having noticed the existing imbalance between women's participation at all sporting levels and women's representatives, in managerial offices, encourages clubs to regularly promote the positive process currently in progress within P.I. *to increase women's membership also in managerial positions*.

V. Reaffirms the importance of sport as a tool to develop the personality and potential of the differently abled persons and as a vehicle to become aware of reality.

VI. Urges clubs

- To examine in depth the delicate, complex reality of an increasingly multicultural society in the different Countries, following the *migratory flows* generated also by *sport*,
- To identify within their societies the mechanisms favouring mutual acceptance of different cultures.

VII. Stresses that *there is no* contradiction between socialisation and competitive issues in sport; both *are educational and essential components* of this practice.

VIII. Hopes that the pioneering actions reported in the round table at the end of the congress works may be emulated by others.

IX. Asks the Central Board to decide whether the 15th Congress should discuss one or more topics we identified today and should take the latter into account when choosing the site for the next congress.

X. Urges every member, club and district to

plan, accomplish and to support with documentary evidence, in compliance with the principle reported in art. 4.5 of the statute, the corresponding actions in the course of the July 2003 /June 2005 two-year period.

XI. **Asks** the Central Board to timely provide clubs with the necessary criteria for the documents on the actions enounced in this resolution and *for applying the related assessment parameters.*

XII. *Recommends to publish, in P.I. "Booklet" series, the congress proceedings, including the sheets where co-ordinators Correa, Monroe, Odaglia and Sponring summarised the proposals resulting from the works of the clubs divided according to their socio-cultural areas.*

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