

## ARTICLE BY H. GALL - FOUR LANGUAGES ABSTRACTS

(E)(F)(S)(P)

## SPORTS FOR ALL: POLITICS, STRATEGIES, CONCEPTIONS - CONSEQUENCES FOR PHYSICAL EDUCATION AND PUBLIC SPORTS

Starting at some definitions, the author presents different views on sport which, however, share the same principle: sport as a competitive practice. The author points out the changes, such as the growing conscience of the body and the appearance of a set of new sports that have generated a new "Sports Culture" and made "Sport for All" more than simple competition. The paper shows that people practice sports for different reasons, but the vast majority of non-top-athlete do it for the "health – fitness – fun" complex of motivations; and this impacts on what type and how "Sports for all" is offered. The way the public system deals with sports and how the public budget is used is also commented. The consequences of these changes for Physical Education and public sport organisations are discussed together with some suggestions for their improvement. The idea is to build the "sports culture" during school years so that students will keep on practicing sports later. The paper ends by presenting some examples of successful "Sport for All" experiences around the world.

Key-words: physical education; sports culture; sport for all; conceptions.

## SPORT POUR TOUS : POLITIQUES, STRATÉGIES, CONCEPTIONS - CONSEQUENCES POUR L'ÉDUCATION PHYSIQUE ET POUR LES SPORTS PUBLICS

Partant de quelques définitions, l'auteur présente des points de vue différents sur le sport qui, cependant, ont le même point de départ : le sport comme pratique compétitive. L'auteur montre les changements tels que la croissante conscience du corps et l'arrivée d'une série de nouvelles formes de sports, qui ont produit une nouvelle Culture Sportive qui fait du Sport pour Tous beaucoup plus qu'une simple compétition. L'article montre que les gens pratiquent les sports par de raisons différentes ; mais la plupart des athlètes non professionnels le fait par un complexe de motivation, santé, bonne forme, diversion, ce qui produit un impact sur le genre et la forme d'offre su Sport pour Tous. La forme comme le système public travaille le sport et, par conséquent, l'utilisation du budget public sont commentées aussi dans le texte. Les conséquences de ces changements pour l'Éducation Physique et pour les organisations publiques sportives sont discutées au même temps que quelques suggestions pour son amélioration. L'idée c'est de faire construire la culture sportive pendant les années scolaires pour que les élèves continuent à pratiquer le sport plus tard. L'article finit pour présenter quelques exemples réussis des expériences de Sport pour Tous dans le monde.

Mots-clés : Éducation Physique ; culture sportive ; sport pour tous ; conceptions.

## DEPORTE PARA TODOS: POLÍTICAS, ESTRATEGIAS, CONCEPCIONES - CONSECUENCIAS PARA LA EDUCACIÓN FÍSICA Y PARA EL DEPORTE PÚBLICO

Partiendo de algunas definiciones, el autor presenta visiones diversas del deporte que, sin embargo, tienen el mismo punto de partida: el deporte como práctica competitiva. El autor muestra los cambios, como por ejemplo, la conciencia creciente del cuerpo y el surgimiento de una serie de deportes nuevos, que han producido una nueva Cultura Deportiva que hace del Deporte para Todos algo más que mera competición. El artículo muestra que las personas practican deportes por diversas razones; pero la mayoría de los atletas no-profesionales lo hace por complejo de motivación, salud, buena forma, diversión, lo que puede impactar en el tipo y en la forma de ofrecimiento del Deporte para Todos. La forma por la cual el sistema público trabaja con el deporte y, por consiguiente, la utilización de los presupuestos públicos también se discuten en el texto. Las consecuencias de esos cambios para la Educación Física y para las organizaciones públicas deportivas también se analizan, con algunas sugerencias para su mejoría. La idea es construir la cultura deportiva, durante los años de escuela para que los alumnos sigan practicando el deporte más tarde. El artículo finaliza con la presentación de ejemplos bien sucedidos de experiencias de Deporte para Todos alrededor del mundo.

Palabras-clave: Educación Física; cultura deportiva; deporte para todos; concepciones.

## ESPORTE PARA TODOS: POLÍTICAS, ESTRATÉGIAS, CONCEPÇÕES - CONSEQÜÊNCIAS PARA A EDUCAÇÃO FÍSICA E PARA OS ESPORTES PÚBLICOS

Partindo de algumas definições, o autor apresenta visões diferentes sobre o esporte que, no entanto, possuem o mesmo ponto de partida: o esporte como uma prática competitiva. O autor aponta as mudanças, tais como a crescente consciência do corpo e o aparecimento de uma série de esportes novos, que geraram uma nova "Cultura Esportiva" a qual faz do "Esporte para Todos", mais do que uma simples competição. O artigo mostra que as pessoas praticam esportes por motivos diferentes; porém, a grande maioria de atletas-não-profissionais o faz pelo complexo de motivação "saúde – boa forma – diversão", o que impacta no tipo e na forma de oferecimento do "Esporte para Todos". A forma pela qual o sistema público lida com o esporte e, conseqüentemente, a utilização do orçamento público também são comentadas no texto. As conseqüências destas mudanças para a Educação Física e para as organizações públicas esportivas são discutidas juntamente com algumas sugestões visando à sua melhoria. A idéia é construir-se a "cultura-esportiva" durante os anos escolares de forma que os alunos continuem a praticar esporte mais tarde. O artigo termina apresentado alguns exemplos bem sucedidos de experiências de "Esporte para Todos" ao redor do mundo.

Palavras-chave: educação física; cultura esportiva; esporte para todos; concepções.

## SPORTS FOR ALL: POLITICS, STRATEGIES, CONCEPTIONS - CONSEQUENCES FOR PHYSICAL EDUCATION AND PUBLIC SPORTS (E)

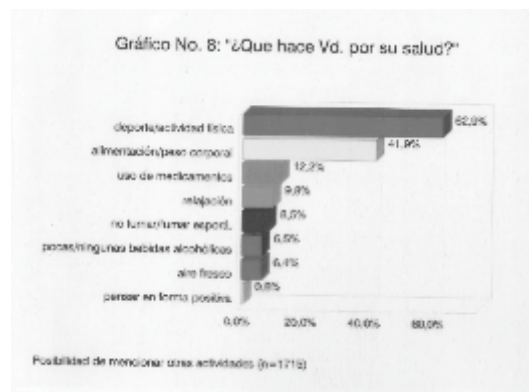
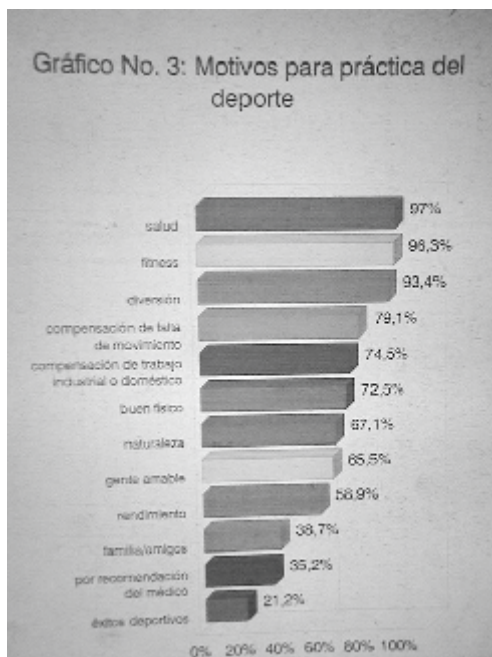
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### WHAT IS "SPORT" IN GENERAL?

- If we believe the ranking in the mass medias of communication, especially in Latin-America, sport consists of only a few top disciplines:
    - 1.) Football, 2.) football, 3.) football, 4.) tennis, 5.) formula I car races, 6.) some other spectacular competitions in various exotic or national top sports like basket - and volleyball etc.
  - If we believe the Olympic committees, sport consists of the over 100 competitive disciplines of the Olympic program
  - If we believe many physical educators, sport is a group of so called competitive "school sports" like football and other games, gymnastic, swimming, athletics.
- Looking somewhat critically, what are characteristics of these (competitive) sports?
- They select very few winners and produce many more losers and drop outs
  - They produce masses of spectators, but not masses of participants
  - Looking only at the top sports with the doping abuse behind it, it kills motivation for participation instead of building it up
  - School sports with only a competitive orientation produces selection of "champs" instead of education for and by movement for everybody.

This type of sport serves more the elites and competitors within a per mil range of the whole population. And the ranking of disciplines, for instance, would by no means be the same in Eastern Countries or in the United States with their American football and baseball as top commercial sports that aren't even in the Olympics.

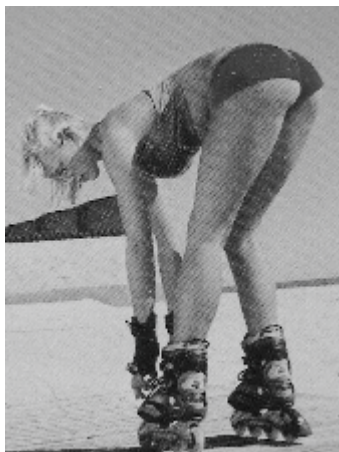
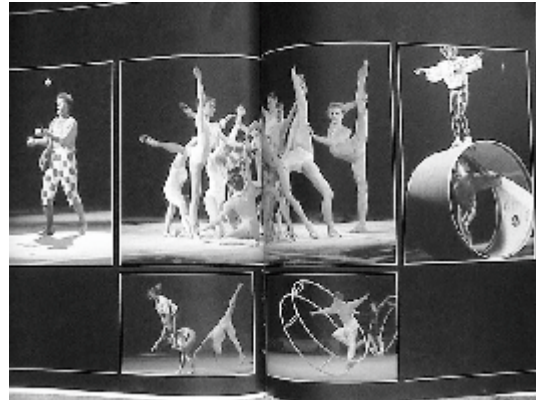
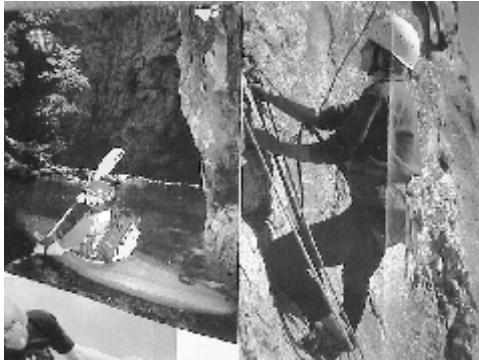


Tab. 1: Motivations for physical activities (see RITTNER, V. p. 92)

Looking at it in a little wider view and looking at the whole of the population, the demographic (not the "virtual"! ) reality in the world of modern sports looks somewhat different as the above graphics<sup>1</sup> show. In the "Gráfico Nr. 3" we can see, that most of a representative sample do their sports for health (97 %) and fitness (96.3 %) reasons, and only 21.2 % for success in sports. And the "Gráfico Nr. 8" tells us that 62.9 % of the same sample do some type of physical activity for their health, but do not go for high competition sports.

Of course, this German sample is not representative for other countries. But the discrepancy between what we see on TV and what people do out in the clubs, or more so out in the streets and places of the urban areas, in their leisure time or vacations, in nature, outdoors or in the country is similar. The public mass media don't even notice the growing sportive infrastructures:

- fitness studios, non organized "street sports", water and snow sports etc.
- aggressive offers of commercial agencies in nature, outdoor, adventure, leisure, prestige and other sports, even from the Far East.
- the creative physical activities invented in the juvenile subcultures like skate board, inline skating, hip hop and break-dance, rope skipping and the constantly changing trends in "life style" or "street" sports with their (sometimes costly) typical outfits for each of these activities.



<sup>1</sup> RITTNER, V.: Gesundheit im Kreis Neuss. Koeln 1994.

A whole new "Sports Culture" ("*Neue Sportkultur*"<sup>2</sup>) is being developed that reaches from mother-and-child activities in earliest ages, "street-" and "night sports" and sportive activities in juvenile subcultures up to the so called "third age" sports, that may reach quite a high level as some pretty old marathon runners and participants in competitive mass sport events show<sup>3</sup>.



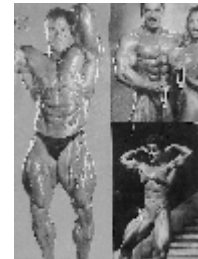
#### "SPORT FOR ALL" IS MORE THAN COMPETITION: DRAMATIC CHANGES

With these perspectives, what makes the difference? And what drives people to do these sports, if not for competition?

First of all we should take notice of some dramatic changes that sport scientists have analysed and which have generated this new "Sports Culture"<sup>4</sup>:

1.) We can observe a new "boom of the body" ("*Körperkult*"):

- There is a widely growing conscience of the body and health and fitness cult.
- A self perception of the body as media of experience, e.g. in extreme, nature or meditative sports, "inner training".
- Sports as a media of personal and social identification body building and modelling, sports as signal of personal or social status.



2.) A whole set of new values and conceptions has been developed:

- There are the traditional sports for high competition, health, leisure, fun etc.
- But, even outside the world wide Olympic movement the sports scenery itself has developed as a very strong social and political phenomenon, as an instrument for the mass media and a matter of individual life style and social communication/interaction.
- In these areas there is a clear distinction between the competitive, standardized sports and the more communicative, interactive and alternative sports like "New Games", nature and (self-)experiential sports etc.
- All this has created a strong interest in sports as a wide open market with professionalism, commercial and industrial interests, high consume rates, and many adaptations of the rules and scheduling of important events to the demands of TV programs etc.
- With these developments towards a general social phenomenon sport has caused and attracted a growing sport science that tries to control and keep up with the fast development in techniques, mechanisms, application, instrumen-talisation, and abuse within the modern world of sports.
- Starting from the Olympic movement, but also from social and political perspectives we can observe a growing potential of sports as a cultural and intercultural phenomenon, as we can see in the growing importance of cultural elements around top sport events and in a growing number of sport events with a character of an intercultural meeting/encounter.<sup>5</sup>

<sup>2</sup> Trendsetting book: PAWELKE, R.; *Neue Sportkultur*. AOL-Verlag, Lichtenau, 1995.

<sup>3</sup> The oldest active participant in the "German Turnfest 2002", Leipzig, was 101 years old.

<sup>4</sup> GRUPE, O.; *Sport als Kultur*. Zürich 1987.

<sup>5</sup> A series of festivals "Traditional Sports and Games of the World" ("*Sportkulturen der Welt*") was started in Bonn, Germany, 1992, and repeated every 4 years in other parts of the world. Different cultures present their traditional sports and games. Video by: Deutscher Sportbund, 1992.

### 3.) *Increasing and different offers of sports in the public*

- Besides the standardized and Olympic set of competitive disciplines, and even outside of all forms of organized activities, there are lots of "non organized" sports like all kinds of nature, water and adventure sports (alpinism, canoeing, hiking etc.) and other alternative non-competitive activities, wintersports (skiing, skating etc.), "street-" and "night sports" etc. Some of them came from or are part of juvenile or other social subcultures, some of them are heavily and costly promoted by commercial interests.
- Besides the traditional offers in clubs, schools, colleges, federations, Olympic committees etc. many other promoters enter the scene of public sports: Commercial fitness-, body-, and wellness studios, hotel and travel agencies, social security and health companies, community administrations and public programs, as well as a heavily commercialised tourism industry.
- Within the "Sports for all" movement we can also observe some split off parts which are not so much "for all": some elitist and prestigious sports (golf, yachting, some horseback and motor sports etc.) which generally are very costly and live with a high technology, as well as some developments towards a new "VIP-culture" around top sport events, where only "Very Important People" have access to certain specially prepared rooms or areas of the event.
- Last but not least sports, games and movement have become a highly commercialised public affair as we can see on the TV-screens and programs, in football stadiums, in whole sets of illustrated and printed sport periodicals, and in a steadily growing industry of sophisticated fashion, of specialised accessories and equipments around the world of modern sports. This publicity and development creates new impulses, trends etc. as well as new needs and requirements in people, organizations and the public mass media systems.

### WHY DO PEOPLE "SPORTS FOR ALL"?

As we know from our above graphics the main reason for the majority of people to do sports is not the competitive Olympic "*citius – altius – fortius*" (*faster – higher – stronger*) of the old Greeks but much more the "health – fitness – fun" complex of motivations. Some sport scientists give us a pragmatic systematisation of motivations which exceed considerably the motive of mere competition and which consequently must have some strong impact on what type and how we offer "*Sports for all*" to a non-top-athlete majority of young and old<sup>6</sup>:

1.) First of all, of course, there still are all the traditional reasons we know and which every physical educator learns in his studies: Competition, records, fitness, accomplishment.

2.) Impression: But there is another group of motives, which are far away from competition, even from norms, fixed rules or standards. People seek the sensation of movement and their body (sometimes philosophically based like in some sports of the Far East, yoga etc.), they go for the "kick" and "flow" in adventurous and risky nature sports (mountainism, canyoning etc.), they do outdoor sports just for environmental impressions (hiking, skiing, bicycling..), or they simply want to have fun.

3.) Expression: Likewise there is a group of extroverted motives, when people choose activities for corporal or emotional expression like in dancing or movement theatre, when they use sports (and the respective accessories and equipments) as a personal or social identification, to "show off", to represent something to others or to strengthen or define their own identity.

4.) Communication: A very common group of motives is the communication in group or team sports, which very often doesn't follow or even doesn't have very strict rules or standards ("New Games", "rope skipping", frisbee and other alternative games etc.): They go jogging, hiking, biking, skiing, swimming together as a group interaction and experience with no competitive element whatsoever. They do it for social, sometimes cultural or even intercultural reasons, some programs even use this type of activities as a therapy for regulation of conflicts or learning of democratic rules (in social youth work, "street sports" etc.).

5.) Self experience: Another group of more introverted motives is directed towards the perception of the own body, wellness, strength, sweat and tiredness, mastering challenges, know the own limits, and with it the self esteem, that can result from these experiences. Another type of self

<sup>6</sup> KURZ, D.: Elemente des Schulsports. Schorndorf 1990.

<sup>7</sup> CSIKSZENTMIHALYI, M.: Beyond Boredom and Anxiety. San Francisco, 1977.

experience is the psycho-regulative effect of physical activity that drives many people into jogging, yoga, and different techniques of relaxation (neuromuscular relaxation with "zero action", meditative running etc.) but also to fighting sports like boxing, wrestling, judo etc.

Many of these activities are not simply "games", as some traditionalists in sports suspect, nor competitive but definitely follow the main characteristics, the rules and regulations of modern sports: Many of these are certainly highly developed, strenuous, need long term, systematic and specific training and techniques, special equipment and preparation etc. altogether elements of the scientific definition of traditional competitive sports and training.

#### CONSEQUENCES FOR PHYSICAL EDUCATION AND PUBLIC SPORT ORGANISATIONS

Parting from these perspectives we certainly have to open our vision about sports beyond the competitive or measurable standard disciplines point of view and the "big business" which circles only around the first three winners (forgetting about the millions of "losers"! ). Especially within the physical education area, where we deal with the whole of the population, we need to question the restrictive orientation in competition and the reduction of physical education on the mere teaching of technical standards of traditional sport disciplines.

Instead, we should not only open our vision but also our programs in physical education: Instead of reducing school sports on football or only games (of course, they want football, football, football, if they don't know and can't do anything else!!) or teaching the latest athletic techniques to over weighted, bored or reluctant children, we should show and teach them the wide open field of possible activities and then ask them what they really want. Only knowing and dominating alternatives for their own wellness, fun, needs and capacities they keep on doing it later!

Of course, there should be a conservation and education of the traditional values, characteristics, and disciplines of the international sport bases! But we should not overlook or reject the dramatic changes and wide openings in the world of the modern sports movement! Physical education with its direct access to the whole of the young generation (other than the selective competitive sports!!) must perceive the widely opened horizon of opportunities of sports in society and include and break down the basics of these activities didactically in teaching and learning processes (like mathematics the new computer and virtual worlds!). If we want to prepare our youth in our educational system for their own future (and not for an athletic championship!), we should not only look behind into our tradition but at least include the presence in the conceptions of teaching for the future. Like in any social sector this also is important for Physical Education as a crucial part of the general education. The objective of physical education in the public school system must not be reduced to the production of athletic champions but much more focussed on the preparation for everybody to adequately take part in this social phenomenon "SPORTS for ALL" as an important element for a better health and quality of one's personal and social life.

Similar consequences should be drawn for any public system of sport organisation: Providing public budgets just for selected champions and Olympic leagues does not serve the major interests of the general public. Offering programs for everybody to participate is a more democratic way to deal with public budgets!

#### SOME EXAMPLES OF "SPORT FOR ALL"

- Some countries offer national youth games or other mass sport events with masses of participants instead of masses of spectators: The German Bundes-jugendspiele<sup>8</sup> or Turnfeste<sup>9</sup>, worldwide marathons, mass festivals like in some Eastern countries or "Sports and games of the world"<sup>10</sup>, etc. Some combine the selective championship with a system that provides different medals above certain limits thus producing more "winners" etc. Others have a more representative or expressive character (e.g. intercultural or other festivals).
- In some Latin-American countries some cities and communities offer programs like "streetsport", "cierre de calles", "ciclovías", or open their football and swimming stadiums or university sports facilities to the public at certain times of the week<sup>11</sup>.

<sup>8</sup> e.g. "Bundesjugendspiele": yearly nationwide school sport festivals in Germany.

<sup>9</sup> "Deutsches Turnfest": Gymnastic championship and festival of the German Gymnastics Federation every four years with the participation of around and more than 100 000 participants.

<sup>10</sup> "Sportkulturen der Welt", see footnote Nr. 4.

<sup>11</sup> Medellín/Colombia: "Extention program" of the Universidad de Antioquia/Medellín.

- Some projects and programs like "nightsports"<sup>12</sup> or "football for peace"<sup>13</sup> were developed against the increasing aggression and violence problems in the public youth work out in the streets and plazas.
- In some of these programs or festivals the constantly changing trend sports, especially of the juvenile subcultures, were integrated like skateboard and inline skating, break dance, hip hop and aerobics, "rope skipping", "New Games" "street theatre and pantomimes etc.
- A lot of organisations offer outdoor, vacation or camp programs with attractive sport activities which not only concentrate on our youth but also include adults and the third age population, equally important target groups for "Sport for All".
- Recently some of these basic ideas have been condensed in a program "School at Movement" ("Escuela en Movimiento") which brings more movement, coordination, fitness etc. for all, but also a better motivation and learning, into our schools<sup>14</sup>.

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<sup>12</sup> GALL, H.: Deporte Nocturno – Deporte para la Paz. Asunción/Paraguay, 2004.

<sup>13</sup> Started in Medellín/Colombia. GRIESBECK, J.: The Street Football World. Vol. 01, German Ministry for Family Affairs, 2003. see also: www.streetfootballworld.org.

<sup>14</sup> Program in Germany, Argentina, Paraguay, Brazil, Kenia/Africa. GALL, H. et al.: MINISTERIO de EDUCACIÓN de la PROVINCIA de CORDOBA (Ed.): Escuela en Movimiento. Córdoba/Argentina, 2004/05.



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