

FAIR PLAY, FROM AN IDEAL TO REALITY

**Principles, case studies and practical examples,
thoughtprovoking subjects, strategies.**

Implementation handbook

International Fair Play Committee





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Preface

Fair Play, from an ideal to reality

The International Fair Play Committee (CIFP) entrusted a working group headed by Professor Albert Buisman (University of Utrecht, Netherlands) to conduct a thorough study on the current situation of Fair Play in sport and the means to promote it.

Assisted by Mrs. Kristina Bohnstedt and Mrs. Katja Senkel (University of Mainz), the group also relied on the guidance of Professor Norbert Müller (Germany), Vice-President of the CIFP. He was also a coordinator of the Manifesto entitled "Fair Play for All", distributed in 1992 for the CIFP, which, at the time, was drafted by Norbert Müller, Albert Buisman, Erwin Hahn (Germany), and William Slater (United Kingdom).

The results of two years of research, surveying, reflection and debates finally materialized in a Manual developing the different aspects and meanings of Fair Play. It also proposed examples of strategies to promote Fair Play and to make it, indeed, an active reality in sport. Its title is the following: **"Fair Play, from an ideal to reality"**

As such, it was desirable to make it available for all the stakeholders in sport as well as for researchers and the general public. Although the work was carried out by this group, Professor Buisman insisted that in perfect harmony with the CIFP, the "Declaration" of the International Fair Play Committee: "Sport and Fair Play in the 21st century", which was made public at the UNESCO on 7 December 2007, should be presented on the opening pages of the book. Although in a somewhat different layout, the Declaration, a synthesis, was largely inspired by this study and its extensive, active, and realistic concept of Fair Play.

The International Fair Play Committee will be working on the "2011 Manifesto" over the next few months.



Dr Jenő Kamuti

President of the International Fair Play Committee



Fair Play at the heart of sport

Sport has many faces. Competitive sport exists at widely differing performance levels, from sport for leisure and health sport to, in recent years, increasingly sport for adventure or fun. Sport can give pleasure, offer excitement or provide a means of exercise.

On television above all we want to watch and experience the emotional thrill of record-breaking performances. Sporting activities give vast numbers of people worldwide an outlet for everyday stress through which they can achieve an inner equilibrium.

Sport is as diverse as life itself and the fair play ideal forms the basis of all sporting activity. Enjoyment and satisfaction can be derived from sporting achievement only if the principle of fair play is adhered to. This global phenomenon applies to all athletes in all cultures.

The International Fair Play Committee (CIFP) regards the diversity and appeal of sport as the basis of its understanding of fair play.

Fair play cannot be understood without incorporating such fundamental ethical values as justice and human dignity. Such an **approach** makes the fair play ideal achievable for everyone, underlining its special significance.

This includes not only showing respect, honesty and tolerance but also protecting one's own body in sporting endeavor. This reciprocity is of outstanding importance in competitive sport because without the sporting opponent there can be no game. A game requires players.

A sense of fair play in sport depends on equal opportunities in both competitive and leisure sport. For the individual engaged in competitive sport training is a constant experience, with the athlete's social environment and the particular cultural features in various countries forming additional influencing factors.

Fair play is the necessary basis for **engaging in sport positively**. Fair sport is fun and enjoyable, giving those involved a good feeling and ensuring that sporting achievement can be perceived as deserved and honestly won. From top-class sport downwards, this applies to all fields in which sport is practiced.

Fair play is only often mentioned in connection with sporting crises. The need to comply with the principle of fair play is always cited when, for example, the problem of drug-taking or the influence of rampant commercialization call into question sport's traditional purpose as an educational model. This applies just as much to top-level sport for children getting out of hand as to bad fouls or violent rioting.

Model examples of fair play are rarely reported in the media even though they constantly exist a thousand times over. In many countries prizes are awarded to the best examples of fair play by national committees and sports organizations in an effort to increase public awareness of fair play in sport. Since 1964, the CIFP has been awarding the highest and most sought-after international Fair Play prizes, the Pierre de Coubertin, Jean Borotra and Willi Daume Awards, for especially exemplary conduct. The Pierre de Coubertin Award bears the inscription: « **Mieux qu'une victoire** ».

The CIFP not only contents itself with conferring awards for exemplary fair play but also campaigns for the constant practice of fair play in all fields of sport. To this end, the fair play ideal is a guide calling for constant efforts to play fairly even when structural requirements and the social environment do not always make this easy for the sportsman or sportswoman in everyday sporting practice.



Modern developments in sport increasingly result in discrepancies between the fair play ideal and sporting reality. The CIPF holds not an exclusively idealistic, but a more **realistic and thus action-orientated view of fair play**. Fair play refers not only to the game or competition and does not demand fair conduct solely from the competitors. Rather, it is directed at all those involved in sport: trainers, referees and umpires, parents and teachers, doctors, spectators and fans, officials, scientists/academics, the media, sponsors and sports organizations bear as much responsibility to act fairly as the athletes. The interpretation of the fair play ideal can often vary depending on the target group concerned; for children, it can often have a different meaning than for adults, and for beginners in sport a different meaning than for top athletes. Sports organizations have different tasks from sportsmen or trainers as far as implementing fair play in sport is concerned.

Fair play is intended for everyone. Everyone involved in sport is responsible for fair sport.

Since sport is played by all nations and cultures the concept of fair play has to be understood and practiced worldwide. Respect and tolerance therefore have to be identified and applied even against the background of cultural differences.

Sport is not tied to national borders. In order to succeed, fair play has to be understood worldwide. Individual aspects of fair play, however, can certainly be characterized by specific cultural features, and fair play has to be interpreted against the respective cultural background. In this regard, fair play also means respect, tolerance and recognition of cultural differences. For example, aspects of health and respect can have a differing significance depending on the cultural background. The aspect of performance is less important in sports where the focus is not on the competitive element. Individual performance is also regarded as less desirable in certain cultures, where the emphasis is much more on group activities. Such specific cultural aspects must not be disregarded.

Fair play is multi-faceted. In order to facilitate fair play in sport several aspects have to be considered in practice.

The CIPF regards the following five aspects as crucial to putting fair sport into practice:

- (1) Performance and achievement**
- (2) Creating rules and complying with them**
- (3) Equal opportunities**
- (4) Respect**
- (5) Health**

Only by viewing these five aspects together is it possible to draw a complete picture of fair play in sport.

Performance

In sporting competition fair play means doing your best and continually improving on your performance within the rules of the sport and taking your own abilities into account. This applies to both improving individual performance and comparing your performance with that of the opponent, the team performance or in terms of personal achievement.



Within the meaning of fair play, performance is to be understood as commitment and effort. Violent conduct is, however, incompatible with the understanding of performance within sport. Fair play also means avoiding exerting excessive pressure on others to do well (along the lines of “being able to perform without being forced to do so”).

Creating rules and complying with them

Fair play means complying with the rules of the sport, behaving in accordance with them and acting within the spirit of those rules. The rules make the sport possible in the first place. In a particular sport they are the same worldwide and enable various cultures and nations to compete against one another in that sport concerned. Fair play forms the basis of this agreement. In the interests of the sport this agreement can be changed if it helps to improve the game. In this respect, the rules are inherently dynamic and not rigidly unalterable. Within the spirit of fair play related risks are also to be considered and it must be ensured that reasons outside the sport are not the exclusive driving force behind rule changes.

However, fair play also means ensuring when the rules are created and interpreted so that they enable the best possible performance, convey respect, take care of health and guarantee equal opportunities.

Equal opportunities

Fair play means observing and promoting the fundamental principles and the idea of equal opportunities in sport. The principle of equal opportunities implies that the conditions before and during the sporting contest must be equal for all participants (as far as possible). In order to come as close as possible to this equality, fair play is indispensable. Beyond competitive sport fair play means giving everyone who would like to participate in the sport the opportunity to do so.

Respect

Fair play means respecting those involved in the sport and the sport itself, with tolerance of other views and opinions playing an important part. Only with respect for the dignity of others, and its own dignity, can sport develop its many and varied facets. By those playing sports showing respect for one another wide-ranging emotions lying dormant are brought to life, turning sporting events into a unique experience – whether on a personal scale or in a major international spectacle.

Health

Fair play means guaranteeing the health of fellow players as well as one's own health in sport and also generating well-being. Sport helps to improve or preserve good health if it is practiced in accordance with the principles of fair play. In this sense, fair play calls for careful monitoring of one's own abilities and resilience so as to avoid overstretching oneself or not stretching oneself sufficiently. Moreover, the health of an opponent as well as fellow team-mates must be recognized as inviolable.

These five aspects play a significant role in all performance levels and age groups in sport, ranging from competitive sport at both elite and popular levels, to sport for fun, leisure and health as well as extreme sports. Furthermore, the CIFP does not view sport for the disabled as an independent category since disabled athletes are engaged in similar categories of sport.



The CIFP is seeking to increase awareness and understanding of fair play in sport and to encourage reflection and debate. It wishes to demonstrate how the term can be understood and which aspects it can encompass.

The CIFP regards it as one of its chief tasks to promote fair play in all countries worldwide and to lay the necessary foundations. It supports all those responsible within sport in the drive to give those involved in sport directly and indirectly an understanding of the concept of fair play. In this respect, the CIFP is seeking to convey and propagate the fair play concept worldwide and to further the impetus for ideas and initiatives aimed at fair sport for all.

**Fair play – that is what sport is all about!
Without fair play, sport loses its original idea and appeal!**





Introduction

It seems very difficult to describe in just a few words what exactly is meant by the term fair play and what opportunities it offers as well as the requirements of fair play on those taking part. In an effort to define the term practically and specifically the views of what is fair and what is unfair, especially on the boundaries, can diverge very widely indeed. The understanding of fair play depends largely on the individual situation under review as well as on the cultural background of the sporting event.

There are many different definitions of fair play. In essence, the central elements of the concept are identical, however differences arise chiefly with regard to the valuation of the individual aspects in a social-cultural context.

Formal and informal fair play

The common distinction between formal and informal fair play relates in terms of content to the requirements which are inherent in the individual aspects of fair play. Formal fair play, for example, is understood to mean compliance with sport's rules. Informal fair play goes beyond this, covering conduct within the spirit of those rules. It calls for regard and respect for all those involved in sport and for sport itself and cannot be enforced through penalties.

With regard to the valuation and range of fair play, a distinction is drawn between a narrow and a broad understanding of fair play.

Narrow understanding of fair play

In this case, the term fair play relates only to the actual competitive event. Fair play in this sense describes the manner in which the sportsmen and sportswomen treat one another in a competitive situation. At the same time, fair play means respect for the



written and unwritten rules during the contest mutually respectful dealings with the opponent, fellow player, trainer and referee in the specific match situation, respectful and appropriate handling of victory or defeat and the safeguarding of equal opportunities during the competitive event.

Broad understanding of fair play

Others, in turn, have a somewhat broader understanding of fair play, which exists beyond the actual competitive event and covers the training phase before and after the contest, the environment surrounding the training and the contest as well as the individual sporting pursuit. This encompasses not only the behaviour of spectators and fans but also that of the officials in the sports organizations, medical personnel, parents and, not least, the media. Away from the sporting event, fair play on an individual level means respectful treatment of one's own body and health. The broader interpretation of fair play also takes account of the various cultural frameworks within which sport is practiced.



The International Fair Play Committee endorses this broad interpretation, meaning that the fair play aspects of performance, rules, equal opportunities, respect and health are deemed to be significant beyond the actual competitive event. The International Fair Play Committee also underlines the importance of the informal nature of fair play, which goes beyond the formal element.

The levels of responsibility

Fair play symbolizes conscientious and responsible actions towards others, towards oneself and towards sport. Fair play in sport concerns to some degree *everyone* who is involved in sport directly or indirectly. Sportsmen and sportswomen are not the only targets of fair play. Trainers, referees and umpires, parents, teachers, officials, doctors, spectators, fans, the media, sports academics, clubs, sponsors, political authorities and sports organizations bear responsibility equally for ensuring and protecting fair play. This list is not exhaustive. Anyone who is related to sport in any form should be included.

Two basic levels of responsibility can be distinguished: an individual level and an organizational or structural level. On the individual level, each individual bears responsibility for fair play in sport. In this regard, every individual can and must make their own contribution within the limits stipulated. On the structural level, the sports organizations are especially responsible. By setting fair rules and a transparent policy, they create the foundations for fair sport and must keep adapting them to changing conditions in accordance with the fair play ideal.

Certain essential requirements of the individuals involved can be drawn from examples in the overview, which serves chiefly as food for thought for the wide-ranging areas that constitute conscientious actions in sport and call for responsible actions. The various persons responsible have varying requirements to fulfill in the interest of fair sport:

Sportsmen and sportswomen

- ✦ Orientation towards the principle of striving for (continuous) improvement in performance or making the best possible effort,
- ✦ Adherence to the (written and unwritten) rules,
- ✦ Acceptance of referee and umpiring decisions,
- ✦ Critical handling of the rules and decisions of others,
- ✦ Respectful treatment of the opponent or adversary before, during and after the sporting activity,
- ✦ Respectful dealings with fellow players, fellow club members and trainers in the competitive situation as well as in everyday training practice,
- ✦ No endangering of one's own health or that of the opponent or fellow player,
- ✦ Respectful treatment of oneself, and especially of one's own body,
- ✦ Appropriate handling of victory or defeat.

Trainers

- ✦ Assisting the athlete so that they perform to the best of their ability,
- ✦ Acceptance of referee and umpiring decisions,
- ✦ Recognition of and respect for the sport's rules,
- ✦ Regard for training in accordance with the athlete's development + representing children's interests,
- ✦ Respecting the athlete as an individual,



- ✿ Equal treatment of the athletes within a training group (especially in the case of young people),
- ✿ Guaranteeing and protecting the health of athletes,
- ✿ Ability to accept criticism (allowing and accepting justified criticism from athletes).

Referees and umpires

- Responsibility for the fair enforcement of rules,
- Strict but flexible punishment of infringements of the rules within the spirit of fair play,
- Ability to accept criticism (in terms of allowing and accepting justified criticism from athletes),
- Openness and sensitiveness in suggesting necessary rule changes.

Parents and teachers

- ✿ Balance between the aspects of fair play and educational values,
- ✿ Moderate encouraging and demanding (parents can suggest that children do sport, encourage them and have a positive influence on the decision for the sport),
- ✿ Interest in the sporting activities of children and young people,
- ✿ Seeking regular discussions with the trainers,
- ✿ Avoiding excessive expectations (of sporting progress),
- ✿ Ensuring that enjoyment and fun are essential elements in the sporting activity.

Doctors

- Giving the athletes' health top priority,
- Playing an active role in the efforts to combat drug-taking and explaining the dangers involved to athletes,
- No disproportionate preference for pain-killing measures over therapeutic treatments.

Spectators and fans

- ⊗ Appropriate support for their own team/their personal favorite,
- ⊗ Open and friendly dealings among one another and especially with fans of other teams,
- ⊗ Acknowledging fair conduct on the part of sportsmen and sportswomen (and disapproving unfair actions),
- ⊗ Refraining from actions which impact on the sporting event (e.g. by disturbing the concentration of the sportsman or sportswoman etc.),
- ⊗ Respecting trainer and referee/umpire decisions.

Officials

- Awareness of the individual responsibility for structural decision-making,
- Decisions must be taken for the benefit of the sport and not for one's own benefit,
- Interest in sport and sportsmen and sportswomen,
- Ability to take criticism,
- Capacity for teamwork.



Sport academics

- Critical reflection on sporting practice,
- Independent research; maintaining a critical distance,
- Ability to point up developments in the wrong direction and to work out possible solutions where necessary,
- Orientation towards the fair play ideal especially in training theory and dynamics (research objectives can be an indicator of the handling of fair play in sport).

Media

- Acting in the knowledge that they are much more than objective observers that are merely conveying what is happening in the sporting arena (recognizing the problems of “directing” a sporting event and acting in the spirit of fair play),
- Critical reflection of what is being shown and how this is happening,
- Acting in the knowledge that through their reporting they are not only painting a picture of top-level sport but also formulating what is to be regarded as fair and unfair,
- Caution against distorted representation: avoiding the exaggerated representation of infringements of the rules (in proportion to mentioning examples of actions in the spirit of fair play), but also avoiding comments which play down unfairness (fair foul”),
- Not passing on responsibility, e.g. to superiors, but developing their own sense of the importance of fair play

Sponsors

- Acknowledgement and awareness of the fact that they benefit not only from sporting excellence but also from sport's positive image,
- Taking account of the interests of sportsmen and sportswomen in contractual conditions (e.g. no extraordinary right of termination in the event of (prolonged) injury),
- Rewarding of fair conduct on the part of sportsmen and sportswomen,
- Taking account (also) of the interests of the sport in contractual negotiations with organizers and organizations (e.g. not arranging competitions at times which are unfavourable for the athletes involved).

Sport organizations

- ◆ Responsibility for setting, applying and enforcing rules,
- ◆ Guaranteeing and safeguarding equal opportunities,
- ◆ Supervision of the competition and training conditions so as to guarantee athletes' health,
- ◆ Modification of the rules and/or the development and adaptation of training forms and programmes to the skills and motivation of the athletes in the various age groups,
- ◆ Management of the influence of commercial, media and political interests (with top priority attached to sporting interests),
- ◆ Pursuance of a transparent sports policy.



The importance of fair play in all aspects of sport

Before the individual aspects of fair play are dealt with in detail, it remains to be stressed that these aspects are important in all areas, performance levels and age groups of sport even if they usually take on differing characteristics in the various areas.



Of course, the areas in which a competitive situation exists are of special importance. In addition to competitive sport, the so-called fun sports, leisure sport, extreme sport or health sport, are worthy of mention. Even in these sports there is a focus on success. In health sport, the fair play aspect is very important in relation to protecting the body alongside fun and enjoyment, the latter being the chief features of leisure or fun sport. All areas can be subdivided into children's and youth sport, adult sport and sport for the elderly.

The fair play concept has its own character especially for *children*, with the values of upbringing conflicting with the content of "adult sport". Special attention is therefore devoted to this distinction.

Sport for the disabled has not yet been mentioned. The reason for this is that the CIFP does not regard sport for the disabled as an independent category

since disabled sportsmen and sportswomen also participate in top-level, popular, leisure or health sport. The matters arising in relation to fair play conduct will therefore be dealt with in the respective sections.

Only where special features of a fundamental nature emerge, will they be expressly mentioned and examined. This is also consistent with the fundamental approach to the special features of sport for children, young people and the elderly.

The five central aspects of fair play (performance, rules, equal opportunities, respect and health) will be described in greater detail in following chapters. In addition to a general outline, critical aspects and food for thought as well as classic examples from sporting practice will be presented. The critical examples and food for thought are intended to draw attention to certain problem areas and to encourage the reader to reflect on fair play in sports themselves. Finally, various strategies are presented on how fair play can be put into practice and kept alive.





Performance and Achievement

Performance and Achievement

Introduction

The 100-metres world record in athletics, the first triple somersault in gymnastics, a world record in the 4x100-metres medley relay at the swimming stadium – almost a normal day at the Olympics or another major sporting event. The public cheer. Special achievements or records set by someone for the first time or which virtually no-one is likely to match, receive special attention among the general public worldwide. Yet sporting achievement is not confined to top-level sport: in school a pupil cheers the sporting success achieved by the whole class, an elderly woman following an operation enjoys her steadily improving performance in rehabilitation sport enabling her to cope with daily life more easily again. Through sporting activities young children experience how they are able to achieve new things every day. People like to achieve. Sporting performance is multi-faceted and does not just mean comparing oneself with others in competition.



Sporting achievement has many facets. Fair sport offers everyone the opportunity to perform in line with their interests.

Facets of performance in sport

Let us put ourselves in the shoes of small children. Every day they are making new discoveries and learning lots of new things: crawling for the first time, walking by themselves for the first time, riding a bicycle without stabilizers for the first time or swimming a whole length in a 25-metre pool without stopping. The laughter on children's faces and such exclamations as, “Mummy, daddy, look at me!” show that children are terribly proud of what they achieve.

Individual performance



Children perform in their own world. They do not necessarily want to compare themselves with others. They want to learn new things, to improve themselves and especially to sense and experience their own achievements. In particular, leisure and outdoor sports such as cycling, in-line skating, hiking, canoeing, mountain climbing etc. offer children these adventures and experiences. Yet all other kinds of sport can also be exercised without drawing comparisons so that



children can simply experience only sporting achievement. Why not in a meadow rather than on a 400-metre race track? Why not use the gym equipment for creative performances rather than for competitions?

Adults also enjoy this form of sporting activity, such as in leisure and outdoor sport – the important factors being the feeling of freedom, the experience and being taken up with one's own performance. This is fair sport because everyone can seek a challenge within such an experience based on their own achievement potential. Climbing routes and ski slopes have varying degrees of difficulty. There is something for everyone. Which route should I take? What can I expect of myself? Rather than others deciding on what is to be

Individual performance focuses on the sporting experience and not on competing with others.



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achieved, each individual sportsman or sportswoman can decide for themselves based on their own abilities. The various areas of sport, such as sport for the disabled, offer the athlete the opportunity to experience sporting achievement within their own possibilities and to derive pleasure from this. This is another distinctive feature of fair sport. Positive feedback from outside can provide the sportsman or sportswoman with additional support, boosting their self-confidence.

Comparing one's performance with others



In competitive and top-level sport, other dimensions of performance take effect. Often even children find their way into competitive sport. They enjoy the frequent training as well as putting in a good performance, continually improving and sensing what their bodies are capable of. They feel proud of the victories they achieve, enjoy their parents' recognition and praise and still enjoy fitness training even if they do not win. Joint performance in a team – both in training and

competition – is of special importance for children, young people and adults.

"The training is often exhausting and I have to forego so many things. But it's great fun learning new things and training with the team. In competitions I can show what I am really capable of!"

As is recognized, performing does not always mean just winning. Performance and achievement can be assessed in different ways, such as compared with a standard such as the world record or an Olympic victory. It is also possible, however, to compare the performance achieved with the best personal performance to date, thus focusing on the development of personal performance. The athlete can proudly report that they have, for example, jumped 5cm more than in the previous competition. The ranking is then of secondary importance because, more importantly, a personal improvement has been achieved thanks to training.

Competitive sport calls for hard and often daily training and complete commitment and effort. Children, young people and adults enjoy competitive sport and the daily sessions with the trainer, discovering their own performance limits, taking pride in their achievements, and so on. Thanks to sporting efforts they become much more aware of what the body can do. Active people feel healthy and content mentally. However, what happens if only the best receive support, if the psychological pressure becomes too great, if schooling or vocational training end up being neglected or if an injury destroys years of effort and hard work?

Requirements on sport in terms of a fair concept of performance

1. Complete commitment and performance

In a competition it is important for each individual to make every effort so as to ensure a fair competition. Competitive sport loses credibility if this aspect of fair play is not adhered to because both the opponent and the spectator assume that every effort is being made. Otherwise, it would be possible to influence the result through manipulation and collusion.

Ultimately, those who have put in the best performance based on their capabilities (training, talent etc.) and making every possible effort should be the winners. It is

It is fair if everyone has the opportunity based on their ability and interests to experience and enjoy sporting achievement.

Competitive sport can have a positive and negative impact. It is fair when attention does not focus solely on records and victories.

It is fair when the person who performs best within the rules and having made every effort actually wins.



Performance and Achievement

important that this commitment and effort are produced within the rules. When making this complete effort a certain degree of fighting spirit is permitted. Especially in top-level sport, the athlete requires this fighting spirit to summon up their full effort. This fighting spirit must never be turned into violence, however, so as to ensure fair sport.

The organization of exacting but achievable competitive situations contributes to fair sport, enabling everyone to experience success based on their circumstances and skills.

A hard but fair competition. That is what athletes like – based on full commitment and effort alongside other aspects of fair play.



It is fair to praise individual improvements in performance and thus to boost the athlete's motivation and self-confidence.

2. Emphasis on improving individual performance

In all areas of sport, the athlete's motivation, self-confidence and self-affirmation can be encouraged by stressing the improvement in the individual performance. The athlete learns to assess their own performance. This form of self-assessment is especially important in terms of transferring sporting experience to other aspects of life. If an athlete learns only to assess their performance in relation to an international standard, frustration and disappointment can arise, especially if the career then has to be cut short owing to an injury or for similar reasons. If the athlete has learned to examine and focus on the development of their own performance, they can always – even if the career ends early – look back on their sporting career positively and transfer these positive experiences to other aspects of their life.

“The training and the everyday routine were often difficult but I would do it all again because I also learnt a lot of lessons about life: discipline, camaraderie, winning and losing ...”

With weaker athletes and people who no longer wish to achieve and avoid comparing their performance with that of others, the focus on improving individual performance can help to motivate them to engage in sport again and to enjoy it.

3. Able to perform without having to do so

In today's achievement-oriented society lack of effort is often penalized and the achievement principle is viewed negatively owing to the high pressure involved. Thanks to its many facets, sport, on the other hand, offers in terms of sport's various forms a range of experience in which each individual can perform in various ways and enjoy the experience – regardless of whether through this sporting activity they are seeking to improve, maintain or regain their performance or are doing sport for other reasons. The right to perform in sport in accordance with one's own abilities and motives can be granted to anyone in sport through the various forms of sport, performance classes and experience possibilities. The voluntary nature of participation in sport is the guiding principle.

In top-level sport, individual athletes put in outstanding performances and are often very performance-oriented. Others (e.g. trainers, sponsors, sports organizations, politicians) can also benefit from these performances. It is their task within the scope of fair sport not to additionally declare the performance principle as absolute, not to exploit athletes and not to put them under extra pressure. It is also the task of all those in charge to explain to

Fair sport enables everyone to perform according to their interests and circumstances without being compelled to do so.



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the athletes the risks involved and to support them in terms of achieving optimum performance. Some athletes are so performance-oriented that they set no limits on their sporting effort. They train more than necessary, do not give their bodies a break, neglect their schooling or vocational interests and want to compete in an event even when injured.

Critical examples and food for thought

Sport for the disabled



An athlete with a physical handicap has been taking part in top-class archery events for years, participating in both national and international competitions. He is denied the opportunity to compete against able-bodied sportsmen and sportswomen since there are no “mixed” competitions. The association argues that through sitting in a wheelchair the man has greater stability and thus an advantage. He would very much like to test himself against non-disabled archers. Shouldn't the sports system make this opportunity available?

Formula One

The racing season is drawing to a close. The last race of the season will decide which driver is to become world champion. During the race the team-mate of the driver who is contending for the title is in first place and driving

a focused race with few mistakes. During the pit stop the team holds this driver back longer than necessary to enable the other driver from the team to move into first position and take the world title. Is this team rule fair to the driver who on this occasion is performing better? And what about the public who expect the driver who puts in the best performance to win?

Dependance

A young athlete competing at the highest level is very successful early on. He trains hard every day. His school work slowly deteriorates because he is concentrating hard on his training, courses and competitions. His parents take him out of school and go with him to the USA so that their son can be coached by a star trainer. Associations and sponsors exert extra pressure alongside his parents. The young athlete misses his friends, teachers and his home trainer. Is this fair?

Club sport without competitive comparison

A boy enthusiastically plays basketball in a club. He loves this sport and enjoys every minute of training. He would like to play basketball for fun though and not to take part in competitions. The trainer removes him from the group because he is only interested in training athletes who also take part in the league games. The boy now has to stop playing basketball because there is no basketball leisure sport group in his club. Is that fair?





Performance and Achievement



Assessing performance at school



A teacher has to assess pupils' performance in PE lessons. For the long jump distance there are exact tables for the marks to be awarded. Poor pupils receive poor marks under this assessment system. The teacher would therefore like to be fair and to assess the improvement in the pupils' performance. He carries out two long jump tests within a three-week period and conducts training sessions with the pupils in between times. Yet for the pupils who are already very good and regularly train at the club it is very difficult to improve in such a short period. How can the teacher resolve this dilemma and assess all the pupils fairly?

Best practice examples

Emphasis on personal best performance

An athlete has reached the final in the Olympic Games and comes last despite recording a personal best performance. The journalist congratulates the athlete in the interview that follows on the personal best, thus focusing on the individual performance. The association and the sponsor reward the athlete for this performance because he has made the maximum effort even if this was not enough to secure a medal by international standards. The media, sponsors and sports organizations are thus setting a good example and leading the way.

Against declaring the ideal of sporting achievement as absolute

Young athletes engaged in top-level sport, especially in kinds of sport that are highly technical and compositional have to complete extensive training. Other leisure activities and the time for school work and vocational training are severely limited as a result. Concentrating your whole life on competitive sport remains risky, however, because a career in competitive sport is always characterized by uncertainty and few people advance to the top international level and professional status. Sports schools and boarding schools help young athletes to combine and coordinate competitive sport and school/vocational interests. Owing to the high workload involved, the athletes are granted more time to complete their schooling. Stressful examination periods are coordinated with the competition calendar and private teachers help young athletes to catch up with the schooling missed owing to training camps, courses and competitions. Strenuous organizational efforts are made in order to avoid declaring the ideal of sporting achievement as absolute without denying its importance. Some sports schools allow top young athletes who have dropped out from school to train as coaches, thus assuming additional responsibility for them and their future.

Mixed range of club activities

All kinds of sports are offered at clubs on a competitive and leisure basis. This sets a good example because all club members can choose whether to engage in sport competitively or whether they prefer to take part in the club's sporting activities as a form of exercise without having to compete against others. This is a good example of offering members a range of varying performance dimensions.





Rules

Rules

Introduction



The stadium is completely sold out. The spectators are spurring on the sportsmen enthusiastically. Soon the game gets under way and they can experience the thrill of following the exciting action – without having to think too deeply. Everything that they need to know is being played out directly in front of them. The athletes proceed to the starting line; silence falls in the stadium. The starting pistol sounds. Everyone is subject to the same conditions and anyone can win. The

nervousness of the spectators is tangible. After 100 metres we know who is the fastest; no lengthy assessment is required. Clear rules ensure this.

The rules of the sport produce this tension which everyone can sense. They make the sport what it is by enabling thrilling, exciting and joyful contests. The rules make it possible to compare one's performance with others. You can gauge your own physical and, where applicable, mental capacity, acquired only through talent and hard work, in an international competition against others, with all factors that are unimportant to the performance comparison or which impede it being excluded (e.g. origin, social status etc.). This also includes the ban on doping and drug-taking.

This is what makes sport so exciting and appealing to everyone, regardless of whether they are spectators or actively participating. The prerequisite for this is that everyone involved in the sport must, on the one hand, comply with and follow the rules but also examine them critically. Only through pooling practical experience, constant dialogue and consistent training and testing, can rules that are appealing to the sport emerge and stand the test.

There are even rules for the sportsmen and sportswomen engaged in leisure sport, such as hiking or surfing, or in health sport. These rules are often unwritten and are negotiated in a dialogue before the sporting activity (often individually). Fair play is the key to ensuring that the desired emotions can be experienced in sport.

Creating sport's rules and adhering to them

In the context of sporting rules, fair play is of importance in relation to two aspects: firstly, in creating rules and, secondly, in ensuring compliance with them.

Creating rules

The rules have to fulfil the objective of the respective sport and the athletes' expectations. In order to make sport appealing in accordance with the spirit of fair play, it is important to continually improve the rules. For example, the versions of the game can be developed in order to accommodate the abilities of children, the elderly or disabled athletes; precautions can be taken to protect athletes, or rules can be drawn up as a means against the excessive influence of commercial and political interests. The creation, amendment, application and enforcement of rules are of importance in this regard.



The sports organizations, officials and umpires and referees bear primary responsibility for these areas. They are all called upon to act in the interests of the sport and the athletes.

Rules enable sportsmen and sportswomen to compete against one another within an exciting and appealing framework.

Fair play means shaping the rules in line with the idea of the game.



Rules

Granting sportsmen and sportswomen a say in the formulation of rules conforms with the spirit of the fair play ideal.

Fair play in this sense means focusing on the idea and the interests of the sport and its participants when setting and amending the rules. The question of how the game or the sport can be improved in terms of its objectives has to be continually addressed. This has to be continuously monitored in practice. The necessary rule changes have to be initiated by the umpires and referees, who – together with the sportsmen and sportswomen – have to be granted a say in the creation of the rules.

A basic and essential requirement for the fair creation of rules is to formulate them as comprehensibly as possible. The fair creation of rules is also demonstrated in the way that they reflect the aspects of fair play, which are:

- (1) The aspect of consistency and enforceability,**
- (2) The aspect of equal opportunities,**
- (3) The aspect of respect,**
- (4) The aspect of guaranteeing one's own health and that of the opponent, and**
- (5) The aspect of realizing and restricting performance.**

(1) Aspect of consistency and enforceability

Fair play means ensuring in rule-setting that the rules of the sport do not contradict one another.

It is important that the person at whom the rule is directed can fundamentally adhere to that rule. Therefore, a rule must never run counter to other rules of the game. A rule should also not require performance which is unachievable or only achievable if the sportsman has to infringe the aspect of fair play in relation to their own body, for instance. This would include, for example, in top-level sport numerous qualification standards for championships which are set so high that they can only apparently be achieved by violating the ban on drug-taking.



judge whether this may only be a case of passive offside.

The rule must also be enforceable, meaning it must be possible to monitor compliance with the rule. In practice this means that the umpire or referee must be able to recognize the infringement of a rule. This can be problematic with the offside rule in football if the linesman has to observe two things at the same time (the moment the ball is passed and the position of the first player in front of the opponent's goalkeeper) and also to

(2) Aspect of equal opportunities

The rules formulate the prerequisites for equal opportunities.

The rules define the scope of equal opportunities by stipulating what is to be understood by it. Consequently, they have to exclude as many factors as possible which impede the equality of the competitive conditions. This requires special sensitivity when setting the rules. However, in this regard, it is also important not to shy away from rule changes. For example, new materials can adversely affect equal opportunities if at the same time a framework is not stipulated in which the use of the new aids is restricted or made available to everyone equally. The rules also often stipulate preconditions for participation in sport or in specific competitions. This can be used to include, or even to exclude, specific groups of people, such as disabled athletes.



Rules

(3) Aspect of respect

The rules allow and prohibit certain behaviour. It is important to ban conduct which can in any way belittle the opponent, fellow player etc. Those who break these rules shall be suitably sanctioned. Examples include the ban on insulting or abusing others. Such behaviour falls under the ban on unsporting conduct and is punished chiefly by for example a red card in soccer.

It may not always be possible to enforce respectful conduct through rules. However, such rules of the game show the attitude which those involved in the sport are expected to bring along in order to do justice to the sport. When creating the rules it is also important to take the cultural aspect into account and to view the requirements on respectful conduct from various perspectives. What signifies respect for some can be disrespectful for others. For example, individual gestures which in Western culture symbolize respect can result in “loss of face” elsewhere.



The rules express respect for the dignity and standing of all sport's protagonists by prohibiting and requiring certain forms of conduct.

(4) Aspect of guaranteeing one's own health and that of the opponent



The situation is similar in relation to ensuring one's own and other people's health. The rules of sport can take suitable precautions and help to protect the health of athletes through requirements and bans. Depending on the requirements of the specific sport, the wearing of the relevant equipment intended to protect against injury may be compulsory (e.g. requirement to wear a helmet).

In addition, rules can prohibit forms of conduct which can jeopardize the opponent's health. Physical actions against the opponent within the purpose of the game are fundamentally allowed. Especially with attacking sports the rules must stipulate a clear dividing line so that physical integrity cannot be disproportionately impaired. The extent of the relevant sanctions can be an indication of the assessed importance of the endangering action. A distinction must be drawn between deliberate and non-deliberate endangering actions.

In addition, the health of the athlete must be considered. Rules which require (sporting) exercises and conduct which can significantly endanger the athlete's health, or which are especially risky, appear dubious from the fair play perspective. This includes, for example, especially risky elements in gymnastics or ice skating where a disproportionately high score can be achieved only by performing a particularly difficult (and therefore also dangerous) element, which cannot be offset by many outstandingly executed but less risky exercises.

Within the spirit of fair play, it is important that the requirements formulated in the rules stipulate limits beyond which the health of sportsmen and sportswomen would be endangered.



Rules

The rules of the sport make provisions to ensure that the best possible performance can be given.

(5) Aspect of realizing and restricting performance

By formulating the relevant requirements the rules can help athletes to realize an optimum performance.

The rules can ensure, for instance, that the individual is given the opportunity to prove their abilities by comparing their performance with others.

The aim of this negative example is to illustrate what is meant: an alpine skiing competition has to be cancelled owing to poor weather conditions. The forecast for the following day is ideal, meaning that the race could be delayed for a day. However, the competition is called off altogether, the reason being that the media have signalled that they do not intend to broadcast the event on the following day. No-one thinks of the sportsmen which have ideal conditions for competing and could reap the rewards of their hard training.



In order to realize an optimum performance a clear line must be drawn indicating what is allowed so that the optimum is not exceeded (in a harmful manner). This is primarily guaranteed by the ban on drug-taking, although the stipulation of a minimum age for participation in competitions also works in this interest. Moreover, an optimum performance can only take effect if the opponent does not delay the game deliberately by trying to waste time so as to protect the result in his favour until the final whistle. The possibility of giving one's best within the available playing time must be guaranteed, the ban on passive play serving as an example. In handball, for instance, a player is not allowed to keep the ball in their possession without recognizably seeking to attack. The exceptional rule in athletics enabling athletes to compete in several disciplines also ensures that the athlete can demonstrate their skills in accordance with their abilities.

Adhering to the rules

Fair play means constant and conscious adherence to the rules even under difficult conditions.



With regard to compliance with the rules, fair play is often understood as being synonymous with adhering to the (written) rules. The athletes are fair if they abide by the rules of the sport. This is frequently described as *formal* fair play. Yet are there not also special criteria in this regard which characterize this conduct as fair play?

Here is one example: a football game is entering the 86th minute. The score is 4:0. A player in the winning team is slightly fouled in the penalty area. He could seize the opportunity with both hands and take a "dive" so that his team secures a penalty. He does not do this, however. What would happen in the same situation if the score was 0:0?

The greater the pressure to perform and the importance of the competition, the more difficult it can be for the sportsmen and sportswomen to act in the spirit of fair play and not to exploit situations which could give them an (unjustified) advantage. This applies above all to top-level sport, where adherence to the rules is all too often dependent on incentives outside sport, such as the hoped-for social prestige or material advantages in the event of victory. The expectations of the various people in charge can also exert special pressure.



Rules

Loyalty to the rules means, however, not only occasional compliance with the rules depending on how the competitor feels or how strong the external incentives are, but also maintaining a consistency (faithfulness) in rule compliance. Ultimately, it is in the spirit of fair play if the individual concerned (athlete, trainer etc.) is focused on the idea of the game and consciously adheres to the rules.

Yet not every form of behaviour in sport is governed by rules. There are always certain gaps or margins where it is necessary to comply with the “spirit of the sport” or the “spirit of the rules”. There is also often talk of unwritten rules, offering the scope for *informal* fair play, which depends on adherence to the rules but extends beyond that. This is a reference to a moral attitude, a loyalty on the part of the individual to their sport and its rules, resulting in the individual being aware of the point and purpose of the rules, leading in turn to a certain obligation to the sport. This means acting fairly in sporting terms including in situations that are not stipulated in the rules and seeking a fair balance nonetheless.

Rules do not cover every form of conduct in sport. Fair play means acting in such situations in the spirit of the sport.

Critical aspects and food for thought

Rule changes in the interest of sports?

In table tennis many rules changes were discussed and introduced over a very short period. Many pimple bat covers were banned, the size of the ball has been increased by two mm, only backhand serves are now allowed, the sets now go up only to 11 and the right of serve now always changes after two serves. The sportsmen and sportswomen concerned ask: “Do we have to accept everything without being asked? Do we have to accept all the rule changes which the general public and even most of the professionals do not want? Are there enough trial periods and do the professionals and the grass-roots representatives have a sufficient say in the matter? And do some changes not actually harm the sport more than they benefit it?”



Video evidence

In some sports such as American football and basketball, in ice hockey, fencing, gymnastics and tennis, video evidence has already been successfully introduced as an “assisting technological referee”. In other sports, such as football, this is highly controversial, the argument being that the flow of play will be disrupted and thus also the realization of the best possible performance. FIFA President Joseph Blatter holds the view that: “Football is a game with a human face, with human error – from trainers, players and referees.” Fair play means ensuring that the rules as enforced as far as possible but also enabling the sportsmen and sportswomen to perform to the best of their ability. How can this situation be weighed up on an individual basis?



Unregulated sport

A snowboarder comments: “It's the joy of travelling and the feeling of absolute happiness when I have managed the difficult descent in a good ride for me. Relaxed on the board, pleasure, simply the enjoyment of the snow, of travelling and of the speed.” Fun sport – innovative and without rules? The kick, the flow experience are central and can divert attention from the rules and sticking to them. But what about nature conservation and possible risks to health? “I don't think of anything at the time... It is as if you are rather in a daze but also fully there at the same time.” The responsibility for fair play lies with the individual.





Limits of equal opportunities

The qualifying competition for an important championship is about to get underway. The weather conditions are variable. One moment there is no wind at all and the next there is a gale blowing over the sporting arena, the wind constantly changing in direction. These are situations which occur in sport virtually on a daily basis in, for example, rowing, ski jumping and athletics, or in bobsleigh and tobogganing. The external conditions of the competition can have a considerable impact on equal opportunities and thus on the result of the competition. What should the organizers do in view of such conditions? Do the rules offer guidance on how to proceed? Are there any relevant rules at all? How can we get to grips with environmental influences and weather conditions? Would the introduction help of a factor which seeks to adjust the result in the interests of equal opportunities taking, for example, wind conditions into account? Or is the claim of realizing absolute equality of opportunity in sport actually utopian? Certainly luck plays a crucial role. Yet would an attempt to minimize this luck be a challenge to the creativity of the rule makers?



Best practice examples

Realizing equal opportunities

In *tobogganing* equal opportunities can be jeopardized by the varying body weights of the athletes. More weight means better control of the toboggan, enabling faster gliding. In order to prevent this advantage the rules stipulate that lighter athletes are allowed to wear weighted vests so that the heavy athletes cannot achieve an unjustified advantage through their weight.



In *modern pentathlon* the horses are allocated to the sportsmen and sportswomen by lots. In *rowing* competitors are evaluated according to separate weight classes. In running events in *athletics* not only those placed in the top positions but also the (next) fastest losers can qualify. In *speed skating*, the 500-metre race is run twice so that each competitor runs once in the outside lane and once in the inside lane.

Internalization of sport's rules

The Dutch Hockey Association has a rule that young players must train to be referees from the age of 14 and perform a refereeing role (now and again). This aspect is very important for children, enabling them to learn how to apply the rules and requirements in practice. This also helps to promote creative and critical thought with regard to the sport's structure of standards and rules and respect for the latter.

Say in decision making

Following youth competitions in gymnastics the members of the jury get together with the participating children in order to discuss their assessment of the exercises performed based on video footage.





Equal Opportunities

Equal Opportunities

Introduction

This cartoon makes it clear: In football a team consists of a goalkeeper and ten players out in the field. This means that player number twelve makes it one player too many. The referee orders him to leave the field. It is one of the requirements of the competition that the game takes place under equal conditions. Therefore both teams must start with the same number of players.



But often this idea of equality of opportunity is not so easy to put into effect. In another case one team was minus two players. Before a football tournament for 8 to 10-year-olds, a father phoned from the

motorway. He was stuck in a traffic jam with two of the boys and would not be able to arrive punctually for the kick-off at the match ground. This means that two boys were missing, and so there would be no equality of opportunity. However, the host found a creative solution: “Well, you can have two of ours!” Everybody was pleased with the solution, even the two boys who would now be playing for the “opposition.” But what if we apply the rules of the game to this solution? Does it create problems? For this age group, that shouldn’t be the case. The two clubs agreed on this alternative. In the end the game was a draw. The real winner here is sport itself and the children’s enjoyment of the game.

Equality of Opportunity as an Aspect of Fair Play

However, with equal opportunity in sport, it is not only a question of having the same number of players. Equality of opportunity has a number of meanings. Naturally, it is very important, above all, in competitive sports, in order to ensure that performances can be compared. However, this is not only a matter of equal match conditions, but also of equal training facilities and of creating teams who play at roughly the same level. However, even in non-competitive sports, equality of opportunity has a role to play, because often access to a sport is not equal for everyone. Equality of opportunity in this case means that everybody who wants to participate in the sport gets the opportunity of doing so.

Fair Play means developing creativity in achieving equal opportunities.

Fair Play means recognizing the dimensions of equal opportunities and assisting in achieving them.

- Therefore we can distinguish between three dimensions of equality of opportunity in Sport:**
- (1) Equality of opportunity defined as equality in conditions for competition.**
 - (2) Equality of opportunity defined as equality in preparation for competition.**
 - (3) Equality of opportunity defined as equality in the possibility of participating in sport.**



Equal Opportunities

Fair Play means formulating uniform conditions for competition.

Equality of opportunity as equality in the conditions for competition

When applying the concept of equality of opportunity to sport, people often think firstly of equality in the conditions for competition. In order to ensure this, it is necessary to standardize and regulate these conditions. Only then is it possible to make a true comparison. This aspect of equality of opportunity has largely gained acceptance at all levels in sport today. It was the focus of attention when the rules system was developed. It seems easy to understand. However, even here there are different aspects which constitute equality in the conditions for competition:

(1) Playing strength



Playing strength in a game is composed of the physical attributes of the players, such as weight and height, and experience in the sport that they have gained over time.

In sports such as boxing, judo or weight lifting the division of athletes into weight classes is undisputed. It is regarded as very unfair if heavy-weights compete against athletes who are much lighter and therefore, as a rule, physically weaker.

The division into weight classes is in keeping

with the idea of Fair Play. However, it can still create problems, because the athletes must be constantly doing sums:

A female competitor might think: “I now weigh 63 kg, but in this class the opponents are too strong and I wouldn’t really have a chance of winning. So now I have to go down to 60 kg. This means that I have to train more often and constantly have to take care not to eat too much.”

Fair Play means offering different competition disciplines in accordance with the physical attributes of the athletes.

This can lead to a dilemma because high performance athletes must eat enough to ensure a good level of fitness so they do not risk their chances of success in the lower weight class. There are also sports in which differences in height would justify division into “height classes”, such as basketball or volleyball. At present, it looks as though at an international level these sports have become sports for male and female giants.

The question of playing strength plays a role in other branches of sport. In a sport such as football, the teams in international competitions are not split according to playing strength. So France might play against Andorra, and England against Luxembourg. Goal difference is usually pretty high which does not always bring pleasure to the spectators, nor to the players themselves. However, this also has advantages, as small countries have the chance of competing against the top teams. In sports such as handball and ice hockey, there is a classification into A, B and C countries. According to the results, teams from the various countries can be relegated or promoted to another class.





Equal Opportunities

There are sports in which playing strength is of less importance. This is the case, for example, in golf, in which people can play off a handicap. So players with different abilities can play with and not against one another. Each player has his own “handicap” and it is then a question of improving one’s own performance. This is a type of sport where individual performance is predominant – a competition with oneself. However, for many (other) leisure sport activities in which players with different abilities come together, it is the general enjoyment and pleasure of playing the sport which are most important.



Fair Play also means that people should be able to take pleasure in sport in spite of different abilities.

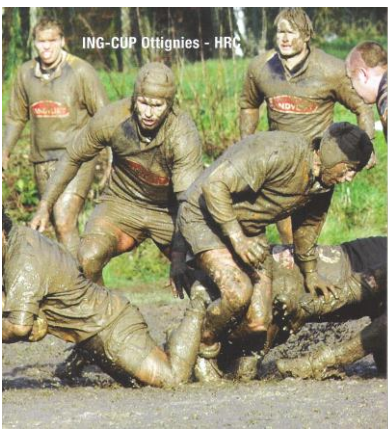
(2) Stage of Development

In sport for children and young people, considerable differences in development and talent can exist within an age group. If equality of opportunity is to be achieved, this aspect is very important. The same goes for sports in “Senior” age group. Compensating for differences in ability in competitive sports is an important task for the organizers in order to ensure that the sport is enjoyable and exciting.

Fair Play means taking into account the personal development of the players.

Hence, in youth football, selection teams can occasionally be put into higher age groups because they cannot find any serious competition in their own age group. The opponents may then be a head taller but because of the talent of these children they are all on a similar level of development and ability.

(3) Weather



Different weather conditions can cause unequal chances in competition. However, there are differences among the various sports. Equal opportunities in judo with its weight classes have a different meaning than in a 10.000 m ice-skating trial in an open-air stadium in which one athlete can perform in sunshine, and half an hour later the next competitor not only has to battle with his own limitations, but also with a storm. Here, chance plays a role and often nature does not conform with the script.

Fair Play means counteracting the influence of weather as well as possible.

It is clear that on the one hand equality of opportunity can be planned for and organized within the context of a competition, but on the other hand there are many situations in which opportunities to do so are limited.

Equality of opportunity as equality in preparation for competition

In the interest of equality of opportunity, comparisons of sporting performance should be organized in such a way that the athletes or the teams compete under equal conditions. Naturally the players must obey the prescribed rules. However, a victory or a record frequently does not arise only from sporting excellence, or due to equality at the starting line. They can also arise from advantages which are outside of the sport itself, such as technical equipment purchased with financial grants, or scientific advice and support during the training process.

Fair Play means paying attention to similar opportunities, even in preparation for competitions.

Fair Play means that equality in preparation for competition must also be taken seriously. This dimension of equality of opportunity normally raises considerable difficulties in the practice of sport.

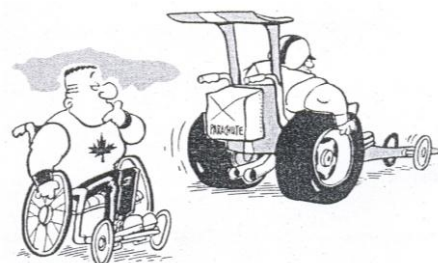


Equal Opportunities

Equality in the preparation for competition covers a number of aspects:

- (1) Technical requirements and quality of sports equipment
- (2) Ability of trainers and training assistants
- (3) Conditions for training
- (4) Living conditions (social support network, etc.)
- (5) Scientific support for the training process
- (6) Medical support
- (7) Quality of sports management

In this area, inequalities can frequently arise due to a difference in available financial resources. Economic circumstances in different countries vary considerably. Money plays a decisive role as does the readiness of a country or a business to invest in sport.



Rich countries with a high level of technology can support sports through political initiatives, research activities or the creation of institutions which ensure athletes are guided and supported throughout their careers. This normally gives considerable advantages in comparison with developing countries. However, these factors are not always decisive in the results of competition as is demonstrated by the successes of athletes

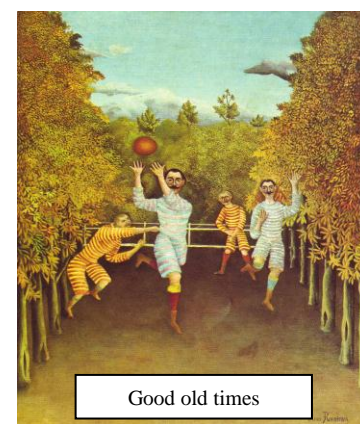
from African countries in the running events in athletics.

The quality of sports equipment has a considerable influence on the results. High quality equipment is costly. In track cycling events for example, the development of a cycle costs roughly half a million Euro.

In certain sports there is a danger that the equipment determines victory or defeat, rather than the ability of the athlete. In alpine ski competitions for example, it seems that it is not always the best skier who wins, but the person with the best skis or the best accessories (wax etc.). In sports such as motor-racing, sailing, bobsleighting or lugeing, it often seems to be a competition between the engineers and their technical know-how rather than a competition between well-trained athletes. In the end, we can only say: "The winner is...: Renault".

Furthermore, financial resources and the quality of the management of clubs can influence equality of opportunity. In football, rich clubs in the Premier League, after disappointing performance in the middle of the season, start looking for better players in order to strengthen the team. And players within the same league can change clubs during the season, if the players and the clubs are in agreement, and proceed in accordance with the regulations. Does that count as interference with fair competition? In this case professional sport seems to have evolved into business enterprises and entertainment events.

Equality of training conditions can be unfairly affected through the use of doping. By means of doping an athlete can tolerate a heavier training load and thus intensify his training process. For this purpose the athletes who resort to doping are often dependent on the support of doctors, etc, who monitor the intake and dosage of the substances.



Fair Play means evening out differing financial circumstances.

Fair Play means moving the ability of the athlete into the centre stage.

Fair Play means that the sport itself, and not its entertainment value, should set the standard.



Equal Opportunities

Equality of opportunity as equality in the possibility of participating in sport

Even apart from the competitive situation, equality of opportunity plays an important role. Fair Play means that everyone who would like to participate in a sport has the possibility of doing so.

This applies to all groups of individuals, independently of which culture they belong to, or whether they have some form of disability or may be discriminated against for various reasons. Moreover, this dimension of equality of opportunity means that opportunities are provided for less talented children to enjoy the same training conditions as talented ones, and offer them the same chances of participating in competitions.

In fact for social groups, access to sport is (still) made difficult. This can have various causes which are questionable when viewed in the light of Fair Play:

- (1) Prejudice and discrimination against certain groups of people;
- (2) closed structures in sports clubs etc. (status, prestige etc.),
- (3) limited flexibility in competitive sport (unwillingness to adapt to special requirements),
- (4) dominance of competitive sport (which means that greater attention is paid to encouraging talented children).



The picture of the girls with Down's Syndrome comes from the "Special Olympics" held in Dublin(2003) a sports festival for individuals with mental handicaps. For the girls, the most important thing is taking part, enjoying movement and being together. In this sense it is not important, whether it is a competitive sport or not.

The parents and care workers have helped to create favourable conditions. The participation in this sports festival makes the girls and their parents proud. It is important that they get pleasure and enjoyment from the event and are not merely pushed by their parents or care workers. Perhaps they are also aware of what it means to perform at a certain level, and to compete against other people. However, for these girls this is not really what sport is about.

Equality of opportunity in having the possibility of participating in sport is also an important topic regarding sport for children and young people. In one of its teaching modules, the Commission for Fair Play in Canada seeks to clarify that Fair Play has a particular meaning for young people. They say:

“The Commission is of the opinion that in sport, particularly for children and young people, at least as much attention should be paid to the development of abilities, to participating and getting involved, to having fun and making social contacts, as to winning.”

Fair Play means that sport is for everyone.

Fair Play means enabling less talented children to enjoy sport.



Equal Opportunities

We will take an example to show that things often look different in practice as far as competitive sport is concerned:

“Several years ago, Jarrod Barakett was humiliated by a hockey coach obsessed with winning. The team and coach had agreed to rotation that allowed each player a chance to play in every game. During a league game, when Jarrod stood up for his turn, the coach said to him: ‘Sit down, we want to win this game!’ Jarrod had had enough and hung up his skates for good. He was only eight years old.”

In this example, the values in the sport collide violently with values for child rearing. In competitive sport it's a matter of winning, which means the best are chosen and increasingly promoted. Less talented children fall ever more behind, and cannot learn the game properly. Fair Play means that children should be enabled to take part in the sport independent of their talent and ability, having the same chances as talented children. This could be implemented through a (properly carried out) rotation principle.



The development of women's sport occurred very slowly, and even in countries such as USA, Germany, France or Holland there is still a great deal of prejudice, particularly in types of sport which were for a long time regarded as male domains. Statements such as that of the professional golfer, Tiger Woods in the year 2002 hardly contribute to making progress:

“It is a pity that some golf clubs forbid membership by women and minority groups, but that is how it is.”

If one asks about the conditions and the recognition accorded to women in football, many people reply that men in the clubs frequently do not treat them with respect, and that women get far too few opportunities for development. Very few football clubs have their own youth department for girls. However, in some other sports the picture is similar.



Various means and strategies exist for overcoming the delay in development in women's sport. For example, teaching and education, role models, awakening interest, information and also greater flexibility in the system in competitive sports. In addition, laws could be passed or improved. This was how the rights of girls and women in schools and in sport were strengthened in the USA. All

these means can be used to improve opportunities for other disadvantaged groups of sports people.

Fair Play means not merely accepting disadvantages for women, socially weaker groups or minorities in sport.



Equal Opportunities

Critical aspects and food for thought

The position of handicapped athletes

Although the Paralympics have recently gained a high degree of importance, the level of interest shown by the press is still rather low. The public at large also shows little interest. And to start with, there is no question that (a small part) of the Paralympics is being taken into the competition programme of the Olympic Games. This would be certainly possible for attractive groups of sports such as wheelchair basketball. For the time being, sport for handicapped people will continue to occupy this special status, however, they apparently are not really members of the “Sporting family”. Is this fair?

Is there still hope for the small basketball player?

In the USA a “6 feet and under basketball” has developed in the so-called “Recreation Centers of Colleges”. Male players must, according to these regulations, be below 1.86 metres to be allowed to play. And it is also stated that: “the tallest player in each team should set a time when he can be measured by a director of the League” This variation of the rules has not managed to be established in the rest of the world. In other team sports, such as football or hockey, difference in height hardly matters. Smaller, nimble players can make just as valuable a contribution to the game as players who tower above them. Is this new form of basketball realistic?

What children find important in sport

People often think that boys and girls believe it is very important to win the game. From a number of investigations in Europe and USA it has become clear that for children enjoyment of the game and pleasure in movement are far more predominant. This is why it is so important they all get the same opportunities to learn the game.

Chess – a male preserve?

Even in intellectual sports such as chess, there are hardly any competitions in which men and women play with and against one another. In chess there is one exception: Judith Polgar plays very successfully in international competitions for men. Her father, an educationalist, trained his three daughters in chess from the time they were three years old. He wanted to show that a lot can be achieved through systematic training and education. He was able to achieve good results with all three daughters, but especially with Judith. Through this “experiment” he also wanted to show that myths (as Polgar, the father, says) regarding biologically-based differences between men and women (e.g. men think more analytically than women) must be regarded with some scepticism.



Equal opportunities. Yes, but for whom?

Oscar Pistorius (aged 21) from South Africa runs on artificial limbs, which are J-shaped artificial legs in carbon fibre. His achievement in sports for the disabled is outstanding, and is altogether comparable with the performances of able-bodied athletes. Now he would very much like to take part in the Olympic Games. However, up to the present his chances of so doing look very slim. He says: “I am not disabled, it’s just that I don’t have legs”.

In this case the IAAF is confronted with a major dilemma. On the one hand there is the wish of the athlete to have an equal chance to take part in the Olympic Games. On the other hand, it is suspected that through his artificial limbs he might have an advantage compared with able-bodied athletes. In sport at the highest level, there are already several



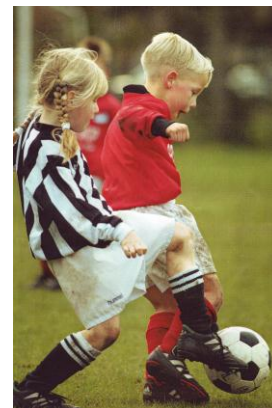


forms of restorative surgery: for example people can be fitted with artificial joints, or eye diseases can be healed with lasers. Where is the border between therapy and “techno-doping”? Equality of opportunity can be looked at from various angles: from the point of view of sport for the disabled, but also from that of able-bodied athletes.

Best practice examples

Boys and girls play with and against one another

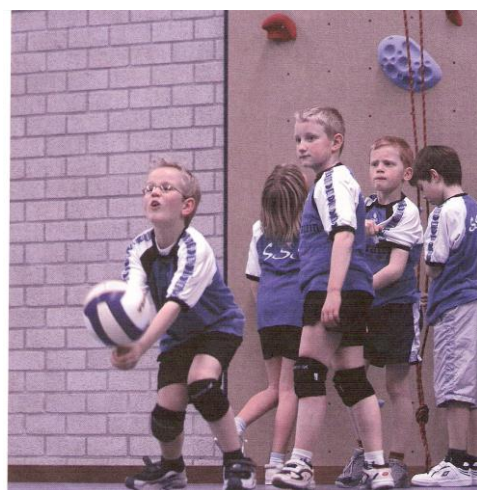
In order to make it more acceptable for girls to participate in competitive sports, sports education for boys and girls aged from six up to approximately twelve can be carried out together. Also mixed teams can be set up. In football people have had good experiences, particularly when the children are at approximately the same performance level. In training and competition, the girls learn in exactly the same way as the boys, and therefore they have the same opportunities to learn the sport. From the point of view of developmental psychology, there is nothing against this. However, if necessary, it is possible to set up separate teams at the beginning of puberty.



Heavyweight and lightweight classes in rowing

In rowing a distinction is made between various weight classes, for which the total weight of the rowers in the boat is taken as the standard. The International Fair Play Committee has presented the International Rowing Federation with a prize for this change in its rules. In order to make it possible to have fair sport, and to give lightweight rowers a chance to participate at the top level, the International Rowing Federation has not been afraid to make this division. This has doubtless caused more work. But above all, rowers from the Asian Countries who are generally lighter than Americans or Europeans, can now profit from this Fair Play decision.

Division of children into categories



In youth sport other aspects play a part in deciding the level of ability at a sport. The sports clubs have the job of organizing this properly. Hence in many team sports changes are made in the youth section each year. Half of the team goes up into a higher age group, and the team is filled up with children from a younger age group. This can mean that the playing ability of a team might be considerably different from the level in the previous year. In order to avoid too large differences appearing in the playing ability (which can be seen in a result like 21 to 0), test games are arranged before the commencement of the season in order to set the level of the teams. Only after

that are the final divisions into classes made. In this case Fair Play means creating similar levels of playing ability between teams, so that more exciting games give more pleasure to the children, and they learn the game better.





Respect

Respect

Introduction



Why are the Winter Olympics held in Lillehammer in 1994, the Olympics and the Paralympics held in Sydney in 2000 and the Football World Cup staged in Germany in 2006 so positively remembered? There have been so many other major sporting events in recent years. Yet what characterized these competitions in such a way that we remember them to this day as something very special?

A respectful attitude among all protagonists in sport turns sporting competitions into unique events.

It was the exceptional spectators who showed respect for every performance, every single athlete and every nation equally, thus creating a unique atmosphere. The focus was not only on the winner because the spectators cheered every individual athlete, showing them the respect that every sportsman and sportswoman deserves after years of training.



Respectful actions are, however, the task not only of spectators but of all participants in sport.

Respect in sport as the basis of the fair play ideal

A person can show respect to themselves (e.g. to their own body), towards another person and also towards a thing. In order to put the fair play ideal into practice, respectful treatment of various sporting partners is required. In sport respectful treatment is demonstrated among other things by renouncing selfish behaviour and allowing for and respecting the following aspects in one's actions:

1. the dignity of the individual,
2. the sporting performance of every athlete,
3. the specific rules of the sporting system (e.g. anti-doping etc.),
4. one's own health and that of one's fellow players,
5. the cultural differences and moral concepts, and
6. the protection of the environment/nature.

Being fair in sport means not only pursuing one's own interests but also taking other aspects into account.

Respect is especially indispensable when it concerns relations between people. Respectful dealings with others require, for example, mutual respect for the dignity of the individual. Various forms of interaction exist in sport. The athlete is always the focus in the world of sport. At the same time, the athletes are surrounded by many interest groups which are also responsible for putting the fair play ideal into practice. This responsibility rests with all those involved in sport. In varying situations each individual make their contribution to respectful dealings with others: the sponsor in contractual negotiations, the sports organization in setting the framework conditions for trainers and athletes, the media representatives in presenting the sport and the sportsmen and sportswomen, and so on.

In practice, each individual faces dilemmas time and again. The athlete extends his hand respectfully to his rival before the game and fouls him a few minutes later. A profit mentality, striving for recognition and other motives keep tempting people into acting unfairly in sporting practice in certain situations. In this regard, the environment can help



Respect

Selfish interests can continually tempt a protagonist into not acting fairly. The sporting environment is responsible for ultimately ensuring that selfish acts are not rewarded.

Sporting achievement is worked hard for in every discipline and deserves respect. Fair means offering everyone the same opportunities.

to simplify the decision for the athlete. If, for example, the spectators, media, sponsors and associations do not accept disrespectful conduct and deny the sportsman a platform

Respectful actions based on mutual recognition form the basis of fair sport. Not only the athlete but all those involved in the sporting system are responsible for this!

for marketing, that sportsman will be guided in a dilemma situation towards opting for respectful conduct. However, what if the athlete who fouls and acts disrespectfully actually wins and takes the prize money?

Even outside sport it is important that athletes and other participants display respectful conduct. Successful sportsmen and sportswomen are often idols particularly for young people.

All forms of sporting endeavour are not always granted the same respect. For example, when a women's football team is allocated a poorer pitch and less favourable training and tournament times than the men or when a few people engaged in competitive sport receive more public funding than the many engaged in popular sport, this is not always fair.



There is insufficient respect for differences even nowadays. Homosexual sportsmen and sportswomen are still treated disrespectfully by other athletes or spectators and even racist conduct has not yet been completely eradicated in sport.

Sport is full of emotions and, as a result, the protagonists forget to treat one another respectfully. At the same time, emotions can also be used to show mutual respect, such as when opponents celebrate together at the end of the competition or fans also cheer the defeated team.



Sportsmen and sportswomen are making increasing inroads into nature. Mountain bikers ride right across our countryside, forests are felled for ski slopes and green spaces are replaced with concrete jungles for new stadiums. Fair play in sport also means abandoning such interests in favour of protecting nature and preserving the environment.

Where sportsmen, spectators and others from around the world come together, respect for the values of differing cultures is acquired. The fair

play ideal is not understood in the same way everywhere. In the world's various regions, sport has varying historical roots from which within the respective sporting system varying moral concepts have also been developed. Respectful dealings with others and the implementation of the fair play ideal therefore require an ongoing dialogue between all those involved in the sport, to which the International Fair Play Committee would like to contribute. The aim is to agree on a common list of values despite cultural differences so as to facilitate fair sport, respect being the precondition.





Respect

Respectful actions based on rules and moral conviction

Respectful actions can be based either on stipulated rules or on a moral attitude. **A fair sport must apply both forms.** The sportsman must obey the rules but must also behave respectfully in the situations for which no rules have been stipulated. This form of respectful conduct is to be regarded all the more highly because it is based on a moral attitude.



An infringement of sporting rules entails sanctions. In situations in which there are no written rules it is left to the person as to whether they act respectfully or not. Conduct based on moral conviction is not to be taken for granted and must be learnt. The tone is set back in early childhood. It is the task of parents to teach children and young people to behave respectfully in sport and to convince them of the importance of such conduct. All those involved in the sporting system bear this responsibility. The example set by adults for children and young people is not to be underestimated either. Young people look for role models, adapt their behaviour to them and learn from them. When awarded the International Fair Play Prize in 1997, Nelson Mandela described how his mother had served

as his role model and how this proved crucial to his later life.

At the same time, the views of athletes must also be respected if they examine sport's rules and framework critically. Putting fair play into practice can also mean respecting differing opinions.

Critical examples and food for thought

Media

An athlete regarded as the favourite reaches only 10th place in the Olympic Games. After the competition the journalist's first question is why that athlete has failed. With this comment is the journalist showing respect for the athlete's performance, for which he has trained over many years and made many sacrifices?



Respectful conduct is based on moral conviction and on rules. The two are complementary.

It is fair to teach children how to treat others respectfully because respectful conduct has to be learned based on moral conviction.





Rules

The dress code has been changed in beach volleyball. All female players have to play in close-fitting tops and hot pants. In television broadcasts the focus is often more on the bodies of the female players than on the game itself. What about respect in this case? How do female players who would rather wear something else feel? How do Muslim female players feel who owing to this rule are excluded from competitions altogether? The new rule was adopted by the International Association, even though figure-hugging clothing is not required to monitor the correct execution of movements. Are the marketing and the media requirements of this sport being put before the dignity of the female players in this instance?



Spectators

Spectators have both a positive or negative impact on the competition through the atmosphere which they arouse. During a match a player commits a foul, for which he is penalized by the referee. As the match progresses, the spectators keep whistling when this player receives the ball. Is that fair?

Here is another situation: a home athlete is one of the favorites. When this athlete is unexpectedly eliminated from the competition, many spectators leave the stadium. Are they showing respect for the performance of the other athletes?

In an ice skating competition the spectators do not agree with the marks given for an exercise. The crowd complains so loudly that the competition is interrupted for a while. Are they showing respect for the judges' performance and is this behaviour fair to the next athlete who is already waiting on the ice and whose concentration is being disrupted?

Best practice examples

UEFA Cup

Every year UEFA allows three teams which have displayed especially fair conduct to participate in the qualifying rounds for the UEFA Cup, even though their performances alone would not have been sufficient for qualification. In selecting the teams UEFA takes into account special cases of respectful conduct, with the following criteria being crucial:

- fair conduct on the part of fans (no rioting, no pyrotechnics etc.)
- fair conduct on the part of players (the number of yellow and red cards is especially important in this case)
- fair conduct on the part of officials (i.e. in interviews or TV appearances)
- fair conduct towards the opponent (no insults etc.)
- fair conduct towards the referees (no verbal attacks, no unjustified and excessive criticism)

In this way, UEFA is rewarding respectful conduct in the interests of fair play.



Respect

Multidiscipline events in athletics



Decathletes and heptathletes set a good example in athletics. They may be rivals within the competition but they exchange tips and congratulate one another on their good performance. After the competition they celebrate together, again congratulating one another. They present themselves to the spectators as a group of friends. The multidiscipline athletes respect each of their fellow competitors and their performance. There can hardly be a finer example of fair

play for spectators and athletes!

Helpline in sport

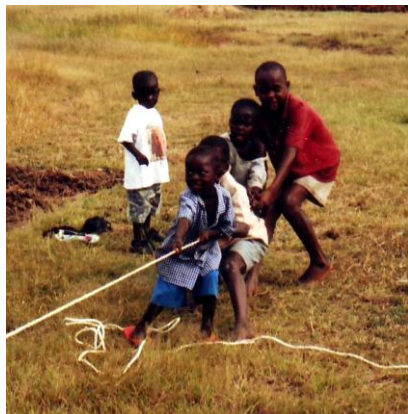
The Dutch national sports association NOC*NSF has established a helpline for sportsmen and sportswomen. The hotline offers athletes, as well as trainers and parents the opportunity to turn to and confide anonymously in advisors and to talk to them about problems, such as sexual harassment or other offences. Young sportsmen especially frequently become dependent on figures responsible for them, such as trainers and advisors, and do not have the confidence to draw attention to grievances. Thanks to the hotline the sportsmen and sportswomen are offered an outlet in such situations – an important aspect in making the system more transparent and in then making those responsible accountable for their misconduct.





Health

Introduction



The enjoyment which children derive from sporting activities is clear to see. They beam even though their own lives and prospects are very limited. They fight, experience excitement and enjoy what they are doing. The focus here is not on the competitive element but on experiencing exercise together.

At first glance, it is not obvious that sport is also beneficial to children's health because this is not about improving the body's performance potential in a targeted manner and not about specific health sport programmes aimed at improving general fitness. It is about more than that – because through sport children can improve their psychological wellbeing.

They can “free their heads” and improve their mental health, which has suffered owing to military conflict, for instance, or similar traumas. For them sport offers a good opportunity to forget or suppress the bad memories and to get to know their supposed opponents as sportsmen. In experiencing this for themselves they can achieve a mental balance, self-confidence and renewed energies.

Health as the aim of fair play

What is actually to be understood by health? According to the definition of the World Health Organization (WHO), health is a condition of complete physical, mental and social wellbeing.

And what does this now mean for sport? How can the term wellbeing be described in sport?

The facets of wellbeing in and through sport can be experienced through fair play.

In sport the individual participant can pursue wide-ranging goals. Through sport they can improve their physical fitness, take exercise as a change from their everyday activities, make and maintain social contacts or gauge their personal performance against that of others. In this sense, competitive sport can be distinguished from sport undertaken for health, fitness or rehabilitation purposes.

Central to competitive sport is comparing one's personal performance against that of others. In order to achieve the best possible performance or a record in competitive sport the athlete is dependent on complete physical, psychological and social stability in the long term. The athlete is also never alone in competition. The individual engaging in sport is reliant on their fellow players in pursuing their goal. In addition to the athlete's own health, that of his opponent is also central to competitive sport.





Health



Wellbeing in sport is demonstrated here in very differing ways. The idea of competition does not conflict with this. For example, children experience social integration in their team and after puberty young people can develop through training and competitions a positive attitude to changes in their body. But also the excitement experienced in competition is for many competitive athletes an important source of their wellbeing. This can contribute to an

improved, more balanced and more relaxed attitude to working and everyday life and leisure time.

Outside competitive sport, especially in leisure sport, there is often a very pronounced focus on health, with the emphasis on sport offering a change to everyday activities, the fun and enjoyment from exercise and the targeted promotion of individual body functions.

Wellbeing in sport can be experienced through successful movements, pleasant and exciting activities such as hill-walking, sharing in the social atmosphere within the sporting group in which people can exchange views freely and openly, the confidence of taking on a burden or the feeling of satisfaction at achieving something.



Furthermore, women, for example, who engage in martial arts or sports which are usually reserved for men strengthen their mental and physical confidence very considerably and thus also their everyday wellbeing.

Fair play: It all depends on "how"

In order to experience physical, mental and social wellbeing at all levels the following aspects of fair play are significant:

1. Fair play towards oneself in the sense of:
 - Respect for one's own body and its abilities,
 - Consideration of one's own needs,
 - The possibility of finding out about one's own body (effort etc.),
 - Viewing one's body as a partner.

2. Fair play towards others in the sense of:
 - Respect for the physical and mental health of the competitor,
 - Viewing the competitor as a partner in sport, i.e. regard for mutual dependence,
 - Consideration of the mental state of the team, fellow club members or one's charge,
 - Responsibility on the part of all those involved in sport, especially the trainer, for the health, physical development and social integration of young sportsmen and sportswomen,
 - Motivation to exercise (through coaches in health and rehabilitation sport) and enabling the experience that sport can be fun.

Fair play in non-competitive sport means actively experiencing successful movements and beneficial efforts.

Fair play towards oneself and towards others guarantees sport which is healthy.



Fair play towards oneself means integrating a balance between effort and moderation and between overstretching oneself and not stretching oneself sufficiently into everyday life.

Fair Play towards oneself...

... is expressed as respect for oneself, one's body and also one's soul. In order to meet the requirements of competition, intensive training is needed, during which you can strongly sense your body, its limits, your muscles and the effort being made. Children and young people with a healthy body can sometimes outperform adults and feel proud, thus forging their own identity.

Apart from the positive aspects connected with competitive sport, pain and injuries often have to be tolerated. In top-level sport especially, the training to achieve qualification standards and success is usually accompanied by a deterioration in physical wellbeing.

Athletes usually face a dilemma in this regard. On the one hand, they have to try to improve their performance steadily. This is only possible with hard training, which can in turn result in injuries. On the other hand, they rely on their health and have to develop an awareness of their body's needs and take these needs into account. The demands which are made in some sports on those actively participating are sometimes difficult to reconcile with health. In competitive sport, reciprocity or dependence on the competitor is also especially important regarding fair play towards oneself. You are often dependent on the requirements of the opponent, having to respond to the standards (speed, tactics etc.) set by the competitor and to perform actions which may significantly harm health. In such cases, your own body can appear to be the "enemy", not functioning as you would wish.



The wellbeing described can be discovered in and through sport if you regard and treat the body as a partner. This means avoiding (false) pride or overestimating one's abilities even in popular sport. The ambitious tennis player who defends his club ranking to the point of a heart attack or the "fanatical" jogger who breaks down in a cross-country race were unfair to themselves. Even if it is not always easy to heed the body's signs because the pressure not to fail in

competition is so great, it is advisable always to be aware of the fact that you are ultimately responsible for your physical health. In going on, you must look beyond the present to the future bearing in mind that you have only this one body.

Fair play towards oneself also means viewing one's own body as a partner and not just as a resource.



Fair play towards others...

... means not endangering the health of one's opposite number, be it the competitor, the fellow player or the fellow club members as well as one's charge in training. This is aimed at the responsibility of various groups of people.

The athlete is jointly responsible for the physical health of the opponent and fellow player. Especially in the very emotional and tense situation of competition, in which lightning reactions are often required, fair play means thinking about one's opponent's health and acting in this spirit. This can mean foregoing one's own advantage if it is foreseeable that such an advantage could result in an injury for the opponent.



Fair play means one for all – boosting team spirit, self-esteem and wellbeing in sport.



The so-called contact sports in which one's strengths are directly measured against that of the opponent, such as boxing, American football, handball or basketball, are based on an idea of health that is subjectively different from such sports as tennis or golf. Therefore, the more combative sports are not unfair per se. Nevertheless, special caution is required and special protection necessary because even a punch executed properly in boxing can injure the opponent

Fair play means – especially in contact sports – showing respect for the health of one's opponent beyond purely sticking to the rules.

significantly.

Especially important with regard to the fair play aspect of health is the role of the trainer. Fair play means that the training is adapted to the physical abilities of the individual athletes. In the case of very performance-oriented athletes, it can be necessary for the trainer to slow them down so that they do not burn themselves out. With children and young people training in line with the stage of development is very important. The physical and mental features of the various stages of development need to be examined closely. It is also important to recognize when the exertion of pressure – which can have the effect of encouraging – turns into something negative, thus leading to excessive mental demands.

Critical aspects and food for thought

Doping

Drug-taking or doping is the use of banned substances and banned methods. Drug-taking or doping is used only for the sake of success and always at the expense of health. The subsequent often various serious consequences must be considered above all. Doping is without question starkly at odds with fair play including with regard to the health aspect.

Yet how is the following case to be judged: a very ambitious table-tennis player has been training very hard for many years. He notices, however, that his body does not always take the strain well, resulting in frequent injuries. In order to counter this he tries to withstand the strains involved with regenerative preparations and all sorts of medicines which are not on a doping list. Is this fair?





The “unsporty” child

During a PE lesson two football teams are selected which are to play against each other in the next lesson. The same picture emerges every time. The good players do not want to have their rather overweight and somewhat awkward fellow pupil in their team, even though he would very much like to take part. He feels excluded, misunderstood, alone and lacking in self-esteem. This situation has a considerable impact on his mental wellbeing, which could even affect his physical health with time. Sport would be so good for him but instead he feels forced to turn his back on it.



Explaining the risks involved

In some sports such as gymnastics the training for competitive sport starts in very early childhood. The trainers stress that the young girls should not dwell on the exercises and should not be afraid. There is therefore no discussion of the risks involved. Doesn't fair play demand that the possible risks involved should be explained?



A glimpse at the competition calendar

One of the world's most important major sporting events takes place in August, which in the host country is by far the warmest month of the year. The heat during this period is unbearable. For the athletes this means a considerable health risk. A month later it would have been much cooler there but those responsible decide nonetheless for a date in August.



The Ski-Jumping World Cup: the ski-jumping event is being broadcast live on television and many thousands of people have converged on the ski jump. There is an excellent atmosphere. Only the weather is not ideal, with very high winds. Some of the jumpers have considerable problems and can barely stay upright on landing. Then the inevitable happens and one of the jumpers falls, injuring themselves badly. The jumping is not suspended immediately,

however. Only after another four jumpers have risked their safety do those responsible decide to suspend the competition. It was explained afterwards that the athletes would have been free in such weather to decide not to jump. Is that realistic? Were they really free to do so?

A motor sport event enjoys huge popularity - reason enough to extend the route and to keep adding new stages. Yet the degree of difficulty cannot stay the same. More and more new challenges make the race a great event. Are the demands on the participating sportsmen still reasonable?



The role of doctors

Doctors have to ensure that their patient's health is paramount. Yet what are the doctor's actual tasks in competitive sport, especially at the top level? Is it in the interests of the injured sportsman's health if pain-killing measures are taken so that he is ready to resume playing immediately? Or the following example: the injured sportsman has to be fit again in three days. Where is the time for the healing process? In relation to drug-taking and doping the following question has to be allowed: how can a drug-taking sportsman acquire such a detailed medical knowledge of the effect of drugs and the dosage required all by themselves?



Best practice examples

Anti-doping camps for young athletes

In order to heighten awareness of the need for healthy sport including at the top level, so-called anti-doping camps are organized in some European countries for young athletes at which they can engage in a cross-border dialogue. As a special incentive and form of motivation to continue to say no to drugs, the participants are appointed as “junior doping prevention ambassadors”.

Sport lessons to promote wellbeing



In some African schools there are no regular PE lessons. Projects have been established to try to improve this situation under which sports classes and sporting partnerships are offered. Social and religious aspects as well as the school's age groups are irrelevant. Some full-time helpers but chiefly volunteers from around the world seek to advance the children aged between six and 13 through sport. Through the

sporting activities they develop team spirit, learn to resolve conflicts without the use of force, make friends and boost their self-confidence. For the children's physical and mental wellbeing it is crucial that they have the opportunity to engage in sport, to exercise, to test themselves against others, to discover their body's limits and to experience fun and enjoyment.

Holistic concept in health sport

For health sport at club level there are several interesting framework concepts along the lines of fair play. Apart from strengthening physical health resources special importance is attached to psycho-social aspects, such as improving the attitude to one's own body, influencing the mood, developing social contacts, breaking down barriers to engaging in sport, and ideas on transferring the sporting experience into everyday activities. These programmes are also designed, for example, to motivate overweight children to take up sport with the focus not only on losing weight but also on the psycho-social component described.

Running therapy

Running therapy can be helpful in restoring the physical and mental balance which is overburdened by everyday stresses and competitive pressure. The aim of relaxed running at a gentle pace is to be fully aware of one's body and mind in communion with nature and to influence them positively. Completely in the spirit of fair play the running therapy starts with the body but also deals holistically with the whole individual. It can even help to tackle drug- and alcohol-related problems among others.



Health pass

So that children and young people can participate in gymnastics competitions, many organizers of sporting events demand the presentation of a health pass which must be no older than one year. This ensures that the children's health and development are checked at regular intervals.





Strategies for Conveying and Spreading Fair Play

Definition of strategies

Introduction

A strategy here is understood to mean a deliberately planned campaign aimed at influencing the conduct of all those involved in sport within the spirit of the fair play ideal. Various strategies can be distinguished. Which of them is the best depends on the respective situation and the targets set. The best result is often achieved by varying interacting strategies.

Strategies on an individual and organizational level

The strategies can be drawn up and used within two levels, the individual and the organizational level (e.g. sports organizations, committees etc.).



Local sports clubs, regional sports associations and international sports organizations have the opportunity to promote fair play in sport through targeted campaigns. This can be achieved by improving the rules, by providing good equipment and facilities or through educational programmes. There are two general approaches. With the *top-down* strategy the management of the organization alone makes the decisions and tries to implement them. This strategy is often used with pressing matters which cannot be delayed. The *bottom-up* strategy is more interactive. In a dialogue with the organization's members the decisions are prepared and adopted. This can sometimes take a lot of time but the advantage is that the

Top-down and bottom-up strategies

policy is supported by a broader base. It is often the case that within one organization these two strategies are pursued in a reciprocal process.

Proactive and reactive strategies

In order to promote fair play in sport it is very important to differentiate further between general strategies. A proactive or a reactive approach can be adopted. With the first strategy the aim is to view and promote fair play against the positive background of sport. Efforts are made to continually improve current practice so as to prevent possible problems in the future. This includes all preventive approaches, for example. The reactive strategy responds to problems already existing in sport and tries to correct current practice. For a sports organization it is important to examine the relationship between proactive and reactive strategies because disparities in favour of the reactive approach can hamper the effectiveness of proactive steps in the long term.

Individual strategies

Strategy to improve knowledge

The aim of this strategy is to improve and deepen the knowledge of the people participating in sport in the hope of changing conduct through increased knowledge and thus of promoting fair sport. Very good results can be achieved with this strategy although the impact of this measure can be relatively limited. For example, smoking is bad for one's health, as most smokers know, but they cannot kick the habit. In fair play in sport there are also big disparities between "knowledge" and "action".



Strategies for Conveying Fair Play

Fair Play Quiz, Dealing with Rules

	Agree +	+/-	Disagree -	?
1. Provoking a penalty is simply part of the game	+	+/-	-	?
2. I always try to remain friendly, even though my opponent was unfriendly towards me.				
3. If a player is lying on the ground with a injury, I shoot the ball over the sideline.				
4. If there is much at stake it is understandable that the rules are violated.				

A positive example of this strategy is the effort to promote knowledge of the rules. A competition can “come off the rails” because people do not know enough about it. At club level there are various ways of improving knowledge of a sport's rules through quizzes, for example. Young people in particular can find this great fun.

Fair play quiz

Another key preventive strategy is explaining to sportsmen and sportswomen the possible injuries which they may sustain. This concerns not only the health of individual players and team members but also the opponent's health.

Health education

Most strategies of this kind are linked to the sport's positive aspects and follow a proactive approach.

Action-regulating strategies

Action strategies from a negative competitive context

Action-regulating strategies are aimed at influencing the conduct of sportsmen and sportswomen directly following the undesired action, such as through warnings from the referee or umpire.

The referee can directly intervene with green (hockey), yellow and red cards when unsporting conduct is evident. These strategies are used in a negative situation which also makes sanctions necessary. A player who is sent off the field with a red card is an example of a reactive action with a direct impact on the course of the match.

Need for sanctions

A second example of an action-regulating strategy in a negative sporting situation concerns doping. If an athlete is convicted of doping in most sports they face a lengthy ban. It is hoped that such measures will help to ensure equal opportunities and to promote athletes' health in a preventive manner. Increasingly intensive doping tests are carried out to this end. The “non-competition tests” are carried out without notice and almost round the clock. The World Anti-Doping Agency (WADA) has laid down the relevant guidelines.

Doping tests and bans from competitions

This strict strategy also has a downside, however, with sports organizations facing a major dilemma. Honest sportsmen and sportswomen can be subject to general suspicion as a result. Furthermore, the tests which are often regarded as degrading profoundly encroach on the private lives of athletes, many of whom feel criminalized. Unfortunately, it must be noted that this strategy usually affects the athlete alone. The conduct of trainers or doctors is not usually subject to such strict monitoring. Is that fair?



Doping dilemma

There are also many action strategies resulting from a positive sporting context. Attractive and fair sport is rewarded, such as an appealing action on the playing field or the most attractive combination. Prizes can even be awarded for special cases, for example, when an injured player is helped or disabled children are given the opportunity to play sport in a club.

Action strategies from a positive competitive context

With children there could be a weekly review to determine who is playing fairest. The fairest player could then be nominated as the “Player of the Week” and accompany the first team or carry the ball. Adult sportsmen and sportswomen at club level could nominate the “most valuable player of the season”. The honour is significant but the title

Rewards



Strategies for Conveying Fair Play

is even more pleasant if it is accompanied by an actual prize. The club is thus demonstrating the importance it attaches to fair play, respect and pro-social conduct.

A third example of an action-regulating strategy is guidelines, meaning understandings on desirable conduct by those involved in sport directly and indirectly, such as sportsmen and sportswomen, trainers, sports doctors, sports journalists and parents. These understandings are then recorded in writing. The guidelines are thus formulated in a generally comprehensible manner so that those involved can adjust their actions accordingly.

In the following example (taken from the British Trainers' Association) the situation of the child is the starting point. Here are some of the guidelines:

Example of guidelines for trainers in sport

- A successful trainer is more concerned about the wellbeing and interests of the players than about records of victories and defeats.
- Make sensible demands concerning the time which children and young people are expected to devote to sports training.
- Energy and enthusiasm – they need other incentives.
- Children play for fun and pleasure. Winning is only part of that. Therefore, never make fun of the young athlete or shout at them if they have made a mistake or lost a competition.
- Avoid giving the talented players more playing time. The "only" average players need and deserve the same time. Be sensitive and sympathetic towards the less talented.

These guidelines do not entail sanctions but are to be understood as binding requirements on conduct. They are not bans but requirements on which one's actions should be based.

Codes of conduct also exist for various professional groups in sport, such as sports journalists.

Strategies to influence moral attitude

Behind these strategies is the idea that fair play is being promoted by appealing to the personal convictions of those involved in sport. Convictions in this sense mean those standards and values in sport to which people feel committed. Many of these standards and values are specific to sport and related to competitive sport, such as seeking the limits of one's physical capacity. Others are universally valid in society, an example being respect.

These strategies are more at the motivational level. Personal experiences are linked to the person's identity with regard to the question: who am I? What belongs to me and what does not?

Of course, we often speak about such issues with others too, but voluntarily. Power and compulsion are not part of these strategies. The most obvious and often most effective strategy in this context is conversation. For the athlete's development it is often very important to talk about such issues as, "Am I allowed to provoke my opponent? If yes, how? If no, why not?"

A conversation can be supported by audiovisual aids, such as a video recording, so that one's own behaviour in the game can be assessed with the necessary distance. In that way a disastrous cycle can be broken: "The others started fouling us and we had to defend ourselves!" Reflections on one's own behaviour and that of others can start at this point.

Reflections on fair play can also be stimulated by the sports group. Each sportsman reports on his own personal experience of fair and unfair conduct in sport without seeking

Positive impact of the stance and attitude of those participating in sport

Conversation as a strategy

Video feedback



Strategies for Conveying Fair Play

immediate comments from the others, the aim being to view fair play from several perspectives.



A further excellent tool is to encourage sportsmen to put themselves in the position not of the athlete but of the referee or trainer and to learn to see things from the other's point of view. Many views and problems regarding fair play can be put into perspective in this way. It is important that the personal experiences within this role-changing exercise are sufficiently discussed and talked about within

the team or the club.

A lot is often expected from the strategy of using top athletes as models. Young people especially like to identify with their sporting heroes, seeking to be like their idols in every respect. There are former top athletes who perform this role well and have a very beneficial effect on young people's sporting development. Of course, these top athletes are not supermen but personal characteristics must be incorporated in the overall picture of fair play.

Role changing

Top athletes as role models

Strategies for sports organizations

Many individual strategies are also implemented within an organisation. Yet there are also strategies that are directed at the organisation itself.

The first, proactive strategy concerns creating a positive image for sport. The aim is not to be pushed onto the defensive owing to the disproportionately high attention given to the shortcomings in sport although this does not mean abandoning an internal critical stance. Rather, this stance should be translated into an active approach, thus demonstrating sport's beauty and appeal.



Positive image of sport

The sports associations represent the interests of their members, including at international competitions. This is not always easy, because the activities are often controlled by commercial interests and political forces, one example being the plans to broadcast Olympic swimming events at a time which is barely tolerable for the swimmers. The interests of commercial television companies in the USA were apparently more important in this case than the interests of the swimmers.

Sports organizations must also look after the health and wellbeing of athletes within the spirit of fair play. Rules to this effect can be laid down and existing rules improved. Examples include helmets in cycling events, a minimum age for children taking part in tennis tournaments or protective headgear in Olympic boxing bouts.

The sports organisations also have an educational role to play. They are usually directly responsible for the training of coaches and for the course material used. In brochures

Representing the interests of sportsmen and sportswomen



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directed at children in which the rules are explained they can illustrate and explain aspects of fair play.

Another example is the organization of youth camps through (international) sporting associations, where girls and boys from different countries can get to know one another and form friendships. This is a very proactive strategy which helps to promote understanding and cooperation across countries and cultures.



International sports organizations, such as the IOC as well as the CIFP, bear responsibility for sport as a whole. In this framework, the publication of fair play manifestos and declarations, which are intended for all sports associations, is one of their tasks.

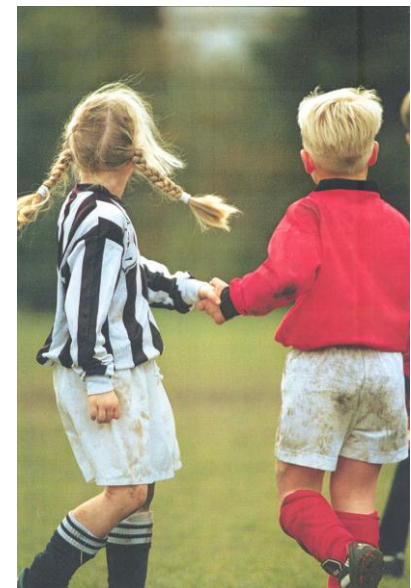
Publication of manifestos

They can also award prizes to people and organizations that have made an outstanding contribution to fair play in sport.

In order to put fair play into practice in the sense of fair participation in sport, special preconditions must be created for those groups which are often not treated equally in sport. This includes the disabled, women and people who are discriminated against.

At international level, rich countries could offer their know-how and their sporting facilities and equipment to poorer countries which cannot afford to allocate such funding to sport. This development aid can be regarded as a facet of fair play. Pooling knowledge and experience is certainly one of the tasks of sports organizations, which also have to voice public criticism from time to time, such as against the use of child labour in the manufacture of sports goods.

In addition to the strategies outlined above, there are many other ways of promoting fair play in sport. By presenting these wide-ranging examples, the International Fair Play Committee is seeking to encourage people to reflect further on fair play and ways of putting it into practice. Together all these strategies can help on an individual and organizational level to realize fair play in sport. We all have a role to play and we all have nothing to lose.



Promoting participation in sport

Development aid in sport

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