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Summary



- 03 HEPA and health personnel education
- 06 Being a good manager, or the key competences of successful manager in the field of sport for all
- 08 Integration of ethnic minorities through sport
- 11 HEPA from slovak adolescents' point of view health-enhancing physical activities, duration, frequency, young people and school

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THE CONTRIBUTION OF PUBLIC AND PRIVATE INITIATIVE AS A WAY OF PROMOTING PHYSICAL ACTIVITY



The present economical crisis significantly affects Europe, although in some countries of the continent they are starting to perceive tendency changes, for many Europeans this is just evidence that the recovery of our economy and businesses still haven't strengthened.

The field of sport is no exception to this situation bearing in mind that a study carried out by the French presidency of the European Union confirmed that more than half of sport finance in our continent comes from the families and that local and national governments and the participation of sponsors are important sources of revenue collection.

In this context the sport organizations suffer a greater or lesser extent the effects of a crisis that punishes the economy of these entities.

Faced with the situation of lack of income, common sense leads us to immediately reduce expenses, and with this the elimination of certain activity programs, the reduction of maintenance costs and salaries leading to the dismissal of staff.

Nevertheless, we mustn't forget that the period of economic recession also means new opportunities that help to modify the organizations orientation. The need to cover other types of demands and to adjust and rethink some activity giving each one the optimization of recourses that are usually used. At the same time the general feeling of low spirit felt by society can be diminished by practicing sport, making this a fundamental element of leisure in these difficult times.

The governments and institutions should interpret that the investment and support in physical activity is now more important than ever. To reduce health costs the attributed values should be added to the sport phenomenon. Values like the integration of people, education or diversion.

Nevertheless the responsables of the sport entities must be able to identify the opportunities and this requires effort in the dedication of direction and organization of activities. An effort needs to be made in their design, novelty, not only in new offers of practice but also in the managing process. What has been valid up to date must be reviewed and most probably restated. The recruitment and training of those people who are in charge of the activities must establish a basic element to be able to cope with the change. Continuous training should be more than ever a key element in the management of human resources of the sports entities. Regarding the participants, it is essential to improve and maximize the communication channels. The new technologies are influencing our social relationships and this is why the management of the communication process is essential.

Finally and not least important a process of alliances must be established. Alliances with all types of entities and in all areas. The sport system is part of the society and coexists with other systems like health, the labor market, education etc. So we must identify in relation to other fields, the opportunity that can help us to fortify our entities.

Toni Llop. CESS President

HEPA AND HEALTH PERSONNEL EDUCATION

Prof. Stjepan Heimer and Marija Rakovac. Faculty of Kinesiology, University of Zagreb, Croatia

One of the goals of regular physical activity is health protection and promotion. Who can be a greater authority in physical activity recommendation than a physician, a medical doctor; nevertheless if he/she is advising a healthy or a sick person?

Most primary care physicians as well as physician specialists working in hospitals and clinics have only general, vague information about the values of physical activity in health protection and promotion and in certain chronic diseases prevention. As a rule, in most of physician the knowledge of this area is almost the same as in general population. Just therefore it is necessary to think about the health-kinesiological education of physicians and other health personnel and about the realising the corresponding programs of their education.

They have to be acquainted with:

- Fundamentals of physical recreation and recreation sport,
- Forms, kinds of physical activities,
- Programs and offers, particularly of the so called health-preventive physical activities.
- Influence of regular physical activity (RPA) on the human organism,
- RPA in health protection and promotion,
- RPA in prevention of certain diseases,
- RPA in life quality and expectancy increasing.

Such an approach provides basic knowledge for planning utilization of health care personnel and health system activity to become the crucial health factor in physical activity. Health system within the HEPA area is not related only to the individual physician's activity, just as in the health care system we do not think of it only as of a physician in a clinic or in a hospital.

Here are some possible tasks a physician can accomplish in co-operation with "Sport for all", thus contributing to health promotion of the entrusted population:

- Health and fitness diagnostics and the determination of possible contraindications for sport-recreation activities, especially in persons of middle and elderly age.
- Co-operation with sports-recreation centres in consulting and directing their clients towards the most appropriate programs and centres.
- Consulting about physical activity in specific health conditions like pregnancy, older age, persons with specific needs or mentally challenged persons.
- Recommending or averting from the use of different physical or preventive methods, like massage, sauna, Turkish bath, ultrasound, aero-ionization, solarium etc.
- Participation in volunteers' education system in "Sport for all".
- Participation in common policy of planning and implementation of intervention measures at micro- (individuals and families), mezzo- (schools, factories, firms, settlements, communities) and macro levels (counties, state).
- Participation in criteria creation, implementation and quality maintenance and control within organization Sport for all, that is, in particular programs and clubs.





- Participation in common activities aimed at politicians, government and misgovernment organizations that can contribute to the promotion of health-preventive role of Sport for all.
- Lobbying for political and social support, as well as for support and co-operation of public-health service, for adapting laws and regulations, struggle for the place of Sport for all in public media and struggle for sponsorships and auspices.

You may be surprised with the fact that the organized health-preventive physical activity promotion has in Croatia a century long tradition. (By the way, the initiator and the first president of the World Health organization was Andrija Štampar, the professor of the Zagreb Medical School, whose influence in preventive medicine in our country is still very respected and alive).

In the very beginning of the 20th century Radovan Markovic in his book "Science on health" (Published by the Royal Croatian, Slavonian and Dalmatian regional Government, Zagreb, 1909) stated very

modern views regarding the relationship between physical activity, fitness and health. Živko Prebeg in his lecture "Physical exercise and public health" (Physician's messenger, nr. 7, July 1941) indicates to the mechanisms and the role of physical activity for proper and harmonious development and function of particular organs, as well as to the negative influence of inactivity (hypokinesia) favouring the development of degenerative changes in different systems of human organism.

Since the end of sixties till the end of nineties Prof. Mirko Relac and his co-workers (Krešimir Štuka, Stjepan Heimer, Nikola Sabioncello, Željko Pintar and others) carried out a number of investigations, organized many postgraduate courses for physicians, influencing actively in the society and spreading knowledge on physical exercise sanogenic influence.

The last two decades Stjepan Heimer, Marjeta Mišigoj-Durakovic, Marija Rakovac and others wrote a number of articles, textbooks and studies, continuing with social activities that contributed to knowledge and ideas spreading on the role of physical activity in health protection and promotion in Croatia.

The Faculty of Kinesiology in Zagreb follows the tradition of association of physical activity and health and introduced

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The Faculty of Kinesiology in Zagreb follows the tradition of association of physical activity and health and introduced such an approach in its university and doctoral curriculum lectures on sport-recreation medicine.

The School of Public Health „Andrija Štampar“ in Zagreb introduced this subject in the postgraduate study of

4. HEPA implementation and development – Finnish experience
5. How Sport for all can become the recognised partner of Health system and cooperate with media? - German experience
6. Sport for all – the Health system partner - Catalanian experience
7. HEPA implementation and development – Med imurje County experience and plans
8. HEPA implementation and development – Slovenian experience.
9. HEPA and chronic non-contagious diseases prevention
10. HEPA and women's health protection
11. HEPA and quality of life in elderly

The course ended with a round table enabling discussion, questions and proposals.

Experience from the certain developed countries indicates that struggle for Sport for all to become close and co-operative partner to health service is not easy at all and it cannot happen over night. The example from Germany shows that even in the country with high conscious about the place and the role of regular physical activity took more than 15 years of organized persuasion, negotiations the health system on the need of common action in this field till getting approval on joining programs. We here today represent a part of the significant subjective factors. It is just on us, on our knowledge, our persuasiveness, our efficiency and population support depend how successfully we shall change the objective factors and how many time we shall need to catch up with countries that we consider examples in applying HEPA in health protection and promotion and in prevention of diseases dominating as the public-health problem.

Results will quite sure reflect on the citizens' life quality promotion, on saving recourses for health protection, not to mention productivity increase and economical prosperity of the country.

PRELIMINARY STUDY: BEING A GOOD MANAGER, OR THE KEY COMPETENCES OF SUCCESSFUL MANAGER IN THE FIELD OF SPORT FOR ALL



Iztok Retar, professor, Expert Director Sport Union of Slovenia

What are competences?

A “competence” is a Latin expression meaning a right, authorisation. It is used to define material or moral right to make decisions. Today it is used to describe knowledge and skills needed to make effective decisions. Competences are thus an effective combination of knowledge and skills, willingness and capability to respond in the most appropriate way when we are solving work problems in the field for which we assume responsibility. Competences of a sports manager can be personal and professional. Among the personal competences are determination, high self-esteem, entrepreneurial spirit, responsibility, reliability, communication skills, and a positive personality. The professional competences include expert knowledge, understanding and correct usage of expert terminology, entrepreneurial way of thinking, knowledge of the sports environment, expert knowledge and skills in the field of planning, direction, organisation, monitoring and recognition, understanding and solving of problems. A modern sports manager also carries a wider social responsibility he should adopt a so-called inter-cultural approach, which means he encourages mutual understanding among individuals and teams having different cultural backgrounds. Nobody is alone in this world no matter where he is. Sport connects people and a manager functions as a link on a local as well as on a global level. He has to know a competitor, the market, the law, as well as society. He has to be competent in an inter-cultural way.

The goal of the research

The main goal of this research is to define key competences of sports professionals, who are directing and managing sport and recreational activities. Another important

goal of this research is also to establish an expert basis for the further development of education programmes for sports managers, and with these to be in line with the needs and demands arising on the sports market. The basic competences of managers in the field of sport and recreational activities are defined on the basis of professional literature on directing and managing sport and education, and on the basis of the results of a pilot study “Key competences of a successful manager in the field of sport and recreational activities”.

Definition of the research

We have defined the following eight areas which can be crucial for the successful direction and management of a sports club: knowledge about the sports market; business processes; human capital/human resource management; financial resource management; marketing; IT skills; quality management in sport activities and ability to take part in life-long learning. These areas were used for defining the competences which can best describe an individual group.

Definition of the research problem

The evaluation of success of sports managers can be implemented in various ways. One of the possibilities is to assess the development of competences. An important question is thus: what kind of manager a contemporary



sports club needs; which qualities and what kind of knowledge should he possess. The term “competences” gives us information not only about an individual's knowledge or about his/her completed studies, but it also tells us about that person's capability to transfer knowledge into practice. When studying the developed competences of teachers and pedagogues we have been using eight areas of “generic” competences which were set up by the author of the research: knowledge about the sports market; business processes; human capital/human resource management; financial resource management; marketing; IT skills; quality management in sport activities and ability to take part in life-long learning.

Questions in the research

We have implemented an evaluation study in order to find out the following information:

- Which are the most developed competences
- Which are the least developed competences
- The list of Top 10 competences which you would like to develop further
- Potentially important competences which are not yet established
- Which forms of education and teaching skills are the most beneficial for developing individual areas of competences
- Motivation structure for more pro-active planning and participation in various ways of developing personal competences
- The importance of encouraging individual development of competences
- Obstacles linked to the development of competences

Results of the preliminary research

The top 10 competences which you would like to develop further

- I know how to introduce innovations in the activities of a sports club
- I intentionally include my co-workers in the planning process
- I am familiar with the expectations of different groups and members of a sports club
- I include different members of a sports club in the decision-making process
- I am familiar with the possibilities and resources which can be used by a sports club in order to implement its activities
- I establish links between a sports club and companies and the economy in general
- I know how to efficiently promote a sports club
- I encourage the use of IT for communication
- I am familiar with the principles of successful training
- I know how to monitor success on the basis of evaluation of indicators”

Potentially competences which are nor yet established

The people asked usually did not mention new competences. They obviously believe that the above-stated competences are

enough to cover the entire field of activity.

Which forms of education and teaching skills are the most beneficial for the development of individual areas of competences?

Greatest emphasis is placed on the acquisition of competences through practice and work experience and to further education and acquisition of skills. According to the survey, formal education and self-studying which includes reading literature and browsing on the internet are the least beneficial.

Motivation structures for a more pro-active planning and participation in various ways of developing personal competences

The people surveyed would be interested in gaining new competences with the help of foreign lecturers, through the improved image of voluntary work and by better evaluation of work in civil society, better evaluation of quality work in the field of sport, return of moral values and improved interpersonal relations in society.

The importance of encouraging individual development of competences

The majority of the people surveyed believe that individual development of competences is of great importance and that it is important to upgrade one's knowledge.

Obstacles linked to the development of competences

The obstacles mentioned by the people surveyed are: complex legislation, lack of time and money, weak motivation, disintegration of the evaluation system.

Findings and final conclusions

The primary goal of the preliminary study was to develop methodological instruments for studying and monitoring the professional development of sports managers. We estimate that we have managed to adequately set the development of methodological instruments within the framework of the preliminary study which shall enable us to analyse the competences of sports managers.

INTEGRATION OF ETHNIC MINORITIES THROUGH SPORT

REMARKS ON CRITERIA FOR SUCCESS OF PROGRAMS AND PROJECTS

Professor Dr. Herbert Hartmann

What is the topical challenge?

Undoubtedly sport has been recognized as a popular and appropriate tool for social integration in the civil society as well as on political level. Numerous declarations on national and international level, national and international "Action plans", thousands of projects and programs could be listed in this field of action. The challenge to improve the efforts seems to become even more important.

Integration of ethnic minorities has become one of the most demanding social-political challenges in our European societies. The quantitative relation between native citizens and foreigners changed dramatically. More and more foreigners stand against less native citizens.

The number of migrants increased by more than 2.5 million persons in Germany within the last ten years. More than 10 mill. migrants currently live in Germany (2 mill. of them are Muslims). In 2050 we expect that 16 mill. migrants will live in Germany. Already now one quarter of our youngsters (under 15 years old) have a migration background.

A lot of bad incidents make us aware nearly every day, that in our European societies smoothly running, peaceful and constructive living together with people coming from different ethnic origin, from different cultures and from different religious background is not at all natural until now, but still in deficit. Xenophobia is still increasing. Isolation of migrants in "parallel societies" is still a reality!

The potential of sport to contribute to the process of social integration seems to be a matter of course. But isn't it surprising that we can hardly find serious, evidence-based, longitudinal evaluation study on the real and sustainable effects of sport participation for the process of integration of migrants? That doesn't mean that individual particular projects have not been launched without any success. We can find many statements about good results. But it should make us ask strongly, if the results of projects and programmes related to integration through sport fulfil the expectations and if they are really able to contribute to social integration in a substantial way. We should consider, which criteria is suitable for planning and carrying out projects/programmes in the field of integration through sport, to make a substantial contribution to the entire process of integration more likely.

To find an answer for this question, it seems to be necessary to have a deeper insight in the term, the basic conditions and the process of integration.

"Integration" as a complex and diversified process

<Social Integration> is a term, used in sociology and several other social sciences. It means in general the process of combining a group of persons like minority groups (e.g. handicapped people, drug or alcohol addicted persons, old people), refugees, underprivileged sections of the society,



ethnic or religious minorities to integrate into the mainstream of the society and to make available the opportunities, rights and services of the mainstream society. In this article we'll focus on the specific target group of ethnic minorities.

Integration of minorities is an indispensable social-political aim of governments and civil societies pursuing human rights and values and is substantial for a smoothly running, peaceful society.

Social integration is a long lasting and very differentiated process of joining together and growing together. It needs: convergence, argumentation, communication, finding agreements, identification of differences and assumption of common responsibilities.

In contrary to <Assimilation> (total conformity) <Integration> demands not to surrender it's own cultural identity. Integration is to keep independence, but to acknowledge the culture of the up taking country as a "guiding culture". The existence and setting up of "parallel societies" is counteracting to the process of integration.

The process of integration can be differentiated into 4 steps:

- Accommodation (structural integration): Migrants become recognized as members of the up taking society; they get entrance to social positions and get equal chances within the society. Preconditions: ability to speak the language and to have knowledge about social rules of the up taking country.
- Acculturation (cultural integration): Learning and internalization of the culture in the up taking country, which enables to participate in the social life; but at the same time keep it's own cultural identity (cultural balance).
- Social Integration: The up taking society accepts the migrants in the private sector, when they participate in social activities and become members in social groups (e.g. sport clubs).
- Identification integration: Migrants develop a personal feeling of affiliation.

Obstacles for successful integration

We know today, that unequal social chances of migrants are the most important reasons for failing successful integration. Many migrants are underprivileged in respect

- To education opportunities
- To gainful employment
- To meaningful perspectives of living.
- The efforts towards a better integration need a multiple and networking strategy in different fields (holistic approach):

- Language acquisition
- Increase in level of education
- Participation in working life
- Participation in meaningful leisure activities (e.g. culture and sport)

Even if this explanation may be a little bit academic, it should make aware that the process of integration in general –and even more if we are going to facilitate integration through sport- is a difficult, long-lasting and complex process. This insight may prevent us from too high expectations in our integration programmes and projects related to sport. Those remarks also make us realize that the process of integration is not running for itself, is not coming automatically. Integration has to be strived for

- on one hand from the position of the up taking society has to be organized and needs strategically-methodological planning, established by different entities on local and/or national level;
- on the other hand the migrant himself has to do his part; he has to be willing for active engagement in public or private offers, has to make efforts for learning either the language, professional skills or cultural habits.

Social integration is a long-lasting, multi-facetted process. This process has to be arranged as a holistic and educational orientated approach through different stakeholders. Sport can only give a part-payment and assist to successful integration. It takes more than sport and physical activity to facilitate relevant and valuable results within the process of integration.

Sport as a suitable tool for integration

As it was already pointed out, sport activities have been used successfully for a long time for the aims of integration in many projects and programmes. But why is sport a suitable medium for integration?

- Mutual experience through and with our bodies makes it easier to get to know each other and to come closer together.
- Sport follows rather uniformed rules and norms.

- Language is less important for communication than in other parts of our social life.
- Jointly experiencing victories defeat and emotions create a feeling of community. Nationality, colour and philosophy of life lose importance.
- Sportive values of fair play, respect, international understanding creates an atmosphere of familiarity.

But we must remember that this favourable structural characteristic of sport in regards to integration is not a matter of course, it is not coming automatically. The effects need to be strived for. The activities have to be arranged methodically in an appropriate way by experienced instructors. We also know that sport can also provoke negative racist effects, hate, violence and xenophobia. Every weekend we can observe many examples of separation instead of integration through sport on soccer fields.

Undoubtedly sport offers a high potential for the process of integration, particularly in the first phase of this long lasting process (accommodation phase). Sport can/should be a "door-opener" and later on a constant, supporting companion within this multi-faceted process. But also in sport the effects of integration have to be strived for carefully, have to be organized, need a systematically and continuous approach, need specially educated instructors and managers.

10 RECOMMENDATIONS FOR PROJECT PLANNING ON "INTEGRATIONS THROUGH SPORT"

1. Be aware of the limits of a sport-project on integration!
2. Don't expect fast success; have a whip hand!
3. Try to set up reliable, stable organizational structures (e.g. permanent working groups, competent leadership, tools for communication, set of rules for rights and obligations).
4. Have a holistic view of your project concept; include more than only sport activities:
 - Offering language courses
 - Individual care taking of private social problems
 - Support in dealing with local authorities
 - Consultation and support in arrangement of employment (using relationships)
 - Carrying out social events (camps; barbecues, common breakfast; ...)
 - Instructor-education of migrants.
5. Exchange your experience with other projects (networking).
6. Be open and strive for evaluation; look for measurable evaluation criteria; be open for changes every time.
7. Not every sport activity is suitable to support integration effects. Some activities are more dangerous to segregate persons than to bring them together. Generally <sport for all> activities seem to be better than strong competitive sports, team sport better than individual sports.
8. Demand an active collaboration and contribution from migrants themselves. Mutual giving and taking.
9. Take care of the human resources to run the project. Financial resources are less important than human resources. Motivate and give opportunity to attend special qualification measures. Try to include migrants to qualification measures (instructor education). Give responsibilities to migrants themselves.
10. When you are going to start a (time limited) project, take into consideration from the very beginning the possibilities for a permanent, long-lasting programme.

Individual projects of local civil society organisations (e.g. sport clubs) are very welcome. But they need a staple (a tie into bundles) to become more effective for the entire development of the integration process as a social-political challenge for a society. Good practice demands a binding umbrella in the way of campaigns and long lasting programmes, guided by a strong civil society organization on national or international level.

Sport associations have already verified their competence to run such programmes. For example the German Olympic Sport Association (DOSB) is running a programme "Integration through sport" for 12 years with strong governmental support (5 mill @ per year and the DOSB is appointed as one of the main stakeholders in the "National Action Plan for Integration" [/ Sportwelten/Integration durch Sport]). Also the International Sport and Culture Association (ISCA) has underlined its competence as a critical, admonishing stakeholder in the field of intercultural dialogue and integration through sport on different occasions, such as congresses, seminars and political statements []).

HEPA FROM SLOVAK ADOLESCENTS' POINT OF VIEW

KEY WORDS: HEALTH-ENHANCING PHYSICAL ACTIVITIES, DURATION, FREQUENCY, YOUNG PEOPLE AND SCHOOL

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Introduction

Health enhancing physical activities (HEPA) in a daily regime as part of life style helps humans reach physical, mental, social health, optimally develop his or her physical, mental, functional and motor performance. Sport creates conditions for optimal life style and gives optimal appearance and structure (HARTMANN, 1999). Lack of physical activity (PA) increases occurrence of obesity and other diseases, decreases the quality of life and threatens human life. This causes the progress of financial, material and social albatross as well as increasing claims on the budget in the health service, household and in farmstead. That's why the World Health Organisation (WHO) recommends including into the daily regime a minimum of 30 minutes of moderate PA for adults and 60 minutes for children (White book in sport, 2007). This PA could eliminate many risk factors of life style and causes of birth and health problems.

Table 1. Subject description

Gender	Boys		Girls	
Type of school	High school	Vocational school	Vocational school	Vocational school
N	189	121	263	66
N=639	310		329	

Table 2. Participation in PA

Gender	Boys (%)	Girls (%)	Total (%)
Regularly (at least 3 times/week)	47	27	37
Regularly (1-2 times/week)	22	24	24
Irregularly (seasonal)	16	26	23
Non participation at all	15	23	16

Healthy life style leads a man, who is conscious and competent to decide on healthy alternatives in the daily regime (WIEGEROVÁ, 2002). Besides conditions for health care creation, there is important information and knowledge about health preservation risks, co-operation in healthy

environment formation and about participation in building conditions for sport.

HEPA is hand in hand with good health status support and affect prevention of appeared health problems. HEPA is part of the wellness life style that enables people to do everyday activities to a high standard and contribute to a quality life. Therefore there is always a bigger need to educate young people in different fields of healthy life styles, mainly about healthy food, regular participation in physical activities and prevention in young age. First of all parents should encourage their children to create healthy habits from early on in childhood taking care of regular food intake, healthy diet and nutrition and regular participation in different PA. Hereby automatically contributing to the prevention of their children getting heart disease in an older age and there is a big probability that their children will adopt these acquired habits for the rest of their lives.

Aim

The aim of this study was to evaluate opinions of 15 – 19 year old adolescents on a weekly frequency and the duration of health enhancing physical activities as a part of young peoples' life styles.

Methods

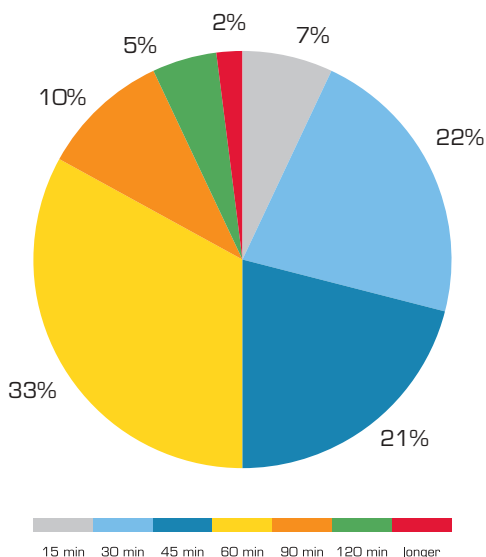
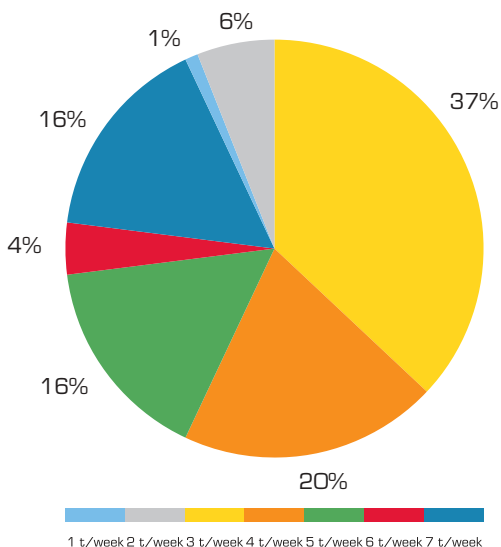
639 Slovak adolescents completed questionnaires assessing their opinions on appropriate weekly frequency and duration of health enhancing physical activity in young people (table 1). Data for 310 boys and 329 girls from different types of secondary schools were analysed.

Part of the questionnaire was information about respondents participation in physical activities in their leisure time. We found

out, that boys are more active as 47 % of them participate in PA at least three times per week comparing to girls who are participating in PA more irregularly or are totally inactive (table 2).

Results and discussion

Significant requirements of HEPA is its regularity and intensity. From the first question of the questionnaire we were finding out the opinions on optimal weekly frequency of PA that should be health beneficial for young humans' organism. The biggest number of young people considers participation in HEPA three times per week (37 %) and in second place they expressed that participation four times per week (20 %) in HEPA should be appropriate to maintain good health for young people (figure 1). Regarding the WHO recommendations, young people should participate every single



day in various physical activities and in our case only 16 % of adolescents considered everyday participation in PA for maintaining their good health and well-being.

In the comparison between boys and girls we can see significant differences ($p < 0.01$) in opinions on weekly frequency in HEPA. In girls 47 % prefer to be physically active three times per week comparing to boys (27 %) who prefer more frequent participation in HEPA (4 and 5 times per week) than girls. Everyday participation in HEPA represented more boys (19 %) than girls (13 %). This proves the fact, that boys provide a more active life style than girls (table 2) as well as having a more positive relationship to physical activity comparing to girls.

In the second question we were finding out adolescents' opinions on appropriate duration of HEPA. We offered them response possibilities in ranging from 15 to more than 120 minutes. The results show, that 60 minutes of HEPA duration is the most appropriate for their health from young peoples' points of view. This opinion was presented by 33 % of adolescents. Even though it was the biggest number of our respondents, regarding the WHO recommendations (60 minutes of moderate to vigorous intensity PA each day that is developmentally appropriate and involves a variety of activities), we consider it as an insufficient number of young people. In the second place 22 % of respondents consider that 30 minutes of exercise or physical activity would be enough for good health and in the third place in total order of opinions (figure 2), 21 % of adolescents considered that 45 minutes of exercise is health beneficial.

Results between boys and girls are presenting significant differences ($p < 0.01$) in opinions on health enhancing exercise or physical activity duration. Girls more significantly prefer 45 minutes of HEPA than boys. On the other hand boys mostly incline to doing 90 minutes of health enhancing exercise. In general we can say, that 26 % of boys prefer longer lasting HEPA (90 up to more than 120 minutes), which is significantly more compared to girls (10 %). From the girls' point of view, shorter lasting exercise (from 15 up to 45 minutes) is more health beneficial and more than half (55 %) of them have this opinion.. We think, that 90 minutes, or even 120 minutes of HEPA for adults or even older individuals is not so effective and health beneficial, but for young people 90 minutes of exercise or physical activity is appropriate for their general physical fitness development as well as health prevention of young organisms towards adulthood and old age. Given that boys are more physically active, they prefer participation in longer lasting physical activities, because of bigger interest and enjoyment of movements. Here we have to point out that it depends

also on the type of HEPA and its intensity. By this we would like to say, that if boys spend 90 or 120 minutes in fitness clubs doing only power training without professional guidance, this kind of physical activity would become a risk for young organisms. Physical activity that includes different sport and motor games for fun would be appropriate and beneficial for general physical development of young growing organisms.



Obtaining results about frequency and duration of HEPA permits us to express recommendations, that there should be a better theoretical preparation in schools directed at the intermediation of optimal readings for HEPA performances in each age. This knowledge could become an easier basis for individual HEPA management in the individual life style of each person separately following his or her individual interest, conditions and possibilities. When we asked our respondents about topics in the area of HEPA which are taught in schools, unfortunately to only 50 % of Slovak adolescents, mostly boys (61 %) weren't introduced to any HEPA areas. Their response was the following: "I don't remember, we didn't take any HEPA topics in the teaching process, I don't know". Topics including wide spread diseases, mostly heart diseases were presented by only 17 % of adolescents, topics about healthy nutrition and healthy diet were presented by 16 % of adolescents and knowledge about positive influence of PA on health was given in lessons to only 5 %. The reason why boys introduced less number of topics about HEPA in the teaching process than girls can also be due to lower interest in the field of health in general and the healthy life style of young people. Even though boys are more interested in topics like PA influence on health and stress compared to girls, who prefer topics about healthy diet and healthy life style. These topics are presented to adolescents in schools during teaching subjects like biology (58 %), chemistry (16 %) and in physical education (P.E.) lessons, but only 10% knowledge about HEPA is given. Parents intermediate knowledge concerning health is given

to 66 % of adolescents, mostly by mothers, who still have of course leading position in the nurturing of children, family and the household. Coaches give knowledge concerning PA and health to

30 % of young athletes. When we compare to 37 % of adolescents who practice sport, we can observe, that a lot of coaches give their athletes knowledge about the need of regular exercise and other questions concerning the influence of regular participation in PA in young peoples' health. We hope, that they will build positive relationships with sport with perspective to long-term physical activity as part of an active life style towards active aging.

Conclusion

On the basis of the acquired results we observed, that young adolescents dispose of insufficient knowledge about the influence of PA on human health. It points out concrete opinions on frequency and duration of HEPA, when 60 minutes everyday participation in HEPA represented only a small percentage of adolescents. However, parents but also the schools can and should play a major role in promoting children's interest in health enhancing physical activities. Furthermore, the school can sustain this involvement by encouraging students to enrol in physical education by teaching the value of regular, vigorous physical activity, and by providing opportunities to engage daily in vigorous yet enjoyable activities. Recommendations are offered for increasing exercise participation and for improving children's attitudes toward physical activity within the school environment.

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