



# **ABF NBO Officers' Seminar**

## *CONCLUSION*

### *WHAT IS IMPORTANT FOR THE NBOS*

**By Gianarrigo Rona WBF President**

**Cape Town, South Africa , 3.- 5 May 2017**



# **ABF NBO Officers' Seminar**

***National Olympic  
Committee***

***RECOGNITION***

**Cape Town, South Africa , 3.- 5 May 2017**



## **ABF NBO Officers' Seminar**

# **Good Governance of the NBO**

- **Democracy**
- **Transparency**
- **Division of the powers**
- **Multiannual Mandate**
  - **Antidoping**
  - **Ethic & Integrity**
- **Developing Youth Bridge**

Cape Town, South Africa , 3.- 5 May 2017



# **ABF NBO Officers' Seminar**

## **Structure of the NBO**

**General Assembly**

**President**

**Executive Council**

**Presidential Council**

**Disciplinary Organs**

**Committees**

**Secretariat**



# **ABF NBO Officers' Seminar**

## **Disciplinary**

**Prosecutor  
Judge/Tribunal  
CAS**

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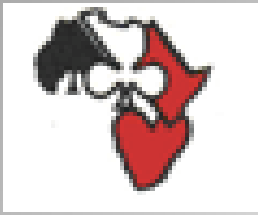


# **ABF NBO Officers' Seminar**

## **National Teams**

## **Coaching Training**

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# ABF NBO Officers' Seminar

## Auditors

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# ABF NBO Officers' Seminar

## Secretariat

- Administration
- Competitions
- Development
- Communication
- External Relations

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# **ABF NBO Officers' Seminar**

## **Administration**

- Database**
- Membership Card**
- Membership Dues**

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# ABF NBO Officers' Seminar

## Competitions

- Championships
  - Tournaments
- Rules & Regulations
- TDs Organisation
  - Security Tools
  - Safety Tools

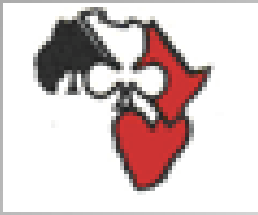


# **ABF NBO Officers' Seminar**

## **Communication**

- Website
- Social Network
- Media
- Broadcasting

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# **ABF NBO Officers' Seminar**

## **External Relations**

- **Sport Authority**
- **Political Authority**
  - **Schools**
  - **Families**
- **Sport Organisations**

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# **ABF NBO Officers' Seminar**

**THANK YOU FOR YOUR  
PARTICIPATION AND  
ATTENTION**

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# CSB NBO Officers' Seminar

## THE EDUCATIONAL AND SOCIAL FUNCTION OF BRIDGE

by Gianarrigo Rona

Extract from a study by Prof. Elsa Cagner, member of

# THE EDUCATIONAL AND SOCIAL FUNCTION OF BRIDGE

by Gianarrigo Rona

Extract from a study by Prof. Elsa Cagner, member  
of  
MIUR & FIGB Commission

Previous experience and studies carried out have affirmed that Bridge has a strong educational function in today's society since it has positive effects both in the socio-emotional and the cognitive sphere.



In Bridge there is a strong element of establishing social relations: precisely because it is a pairs game and one involving relationships Bridge contributes greatly to creating a community spirit and a sense of belonging to the institution and consequently to improving relations both with one's companions, teachers and with the institution. It is precisely the creation of such an environment which contributes to the pupil's involvement and combats the lack of will-power so common in young people and, on the contrary, stimulates their motivation.

**Bridge promotes the capacity to construct one's own personal identity since it allows one to acquire a series of behavioural assurances. Since it is a game of simulation it allows one to experience situations which if actually faced would provoke excessive anxiety and would be rejected for fear of failure. The simulation guarantees each one the protection from consequences too negative due to what is done or said in the progression of the game**

Bridge helps in the acquisition of new knowledge and improves one's ability to study different disciplines: according to cognitive theories, in the learning phase it is best to gain competence in using neutral material to lessen the anxiety of the testing experience.

Bridge is not only a neutral subject but is particularly captivating in that it has a ludic aspect. If learned in a pleasant way it is simpler to learn.

# BRIDGE AND THE ENVIRONMENT OF SOCIAL RELATIONS AND AFFECTION

## **BRIDGE AND THE ENVIRONMENT OF SOCIAL RELATIONS AND AFFECTION**

- 1. The strong game element of socialising and aggregation**
- 2. Play Activity reinforces the relationship with the educational institution**
- 3. Deep involvement eliminates scholastic lack of will power and stimulates learning**

## The strong game element of socialising and aggregation

By its very nature a game involves a strong element of socialising and aggregation and contributes in a determining way to creating a community spirit.

Bridge involves building a relationship with the partner; the two individuals of the couple accept each other, overcoming any character differences.

**Bridge is a game which creates strong ties: it becomes vital to get to know one's partner, build the couple, sacrifice a part of one's own personality for one's companion, have relations with others, assimilate habits, behaviour, customs and mentalities different from one's own. Thus there is the possibility to set up beneficial interactive relations with others. It requires effort, enthusiasm, understanding, concentration and will to win and take the correct decisions together.**

Bridge, with some of its rules, simulates the necessity for dialogue and communication, important factors in teaching and building up valid and lasting interpersonal relations in everyday life. The study and reading of codes which create the basis for interaction and co-operation between participants, represent the main nucleus of the first phases in the bridge teaching programme.



Another positive element concerning socialising is due to the totally consistent participation possible, without limitations for character types which is a discriminatory factor in almost all other sporting disciplines. Bridge promotes the most unexpected socialising between people of different ages, sex, race, educational level, culture, and character. All this is a most important element in gaining intercultural

**Play Activity reinforces the relationship  
with the educational institution**

**An activity such as bridge contributes to the  
strengthening the bond between the student  
and the school environment. The real and  
progressive involvement of pupils is clearly  
evident, as is, in some cases, the resultant  
improvement in their attitude towards this**

**In this improved relationship with the school, the student-teacher relationship is also improved: teaching bridge to young people or learning it with them, permits the development of an even more articulate and valuable relationship, with greater probability of reaching formative objectives proposed by the school.**

Deep involvement eliminates scholastic lack of will power and stimulates learning

Experience has shown that improving relationships between pupils and teachers and creating ties to the school outwith the curriculum can be a way of combating the most dangerous of school problems, lack of will power, which *originates from a total uninterest in the school and is a lack of communication and of reciprocity of interest between pupil and school*

**Many children create their own lack of will power from their failures: they convince themselves that they are beyond help. In these cases a very positive experience in another direction can change this usual behaviour.**

**With bridge, even from the very beginning of starting to study it, one can note how the pupil is drawn in and interested in learning more about a subject which requires logic and synthesis, the capacity for analysis and memory, determination and self-control and gives immediate results which depend on quality of play.**

**The ludic-competitive aspect of  
bridge stimulates enthusiastic  
participation and contributes in  
the creation of the core element of  
any activity: motivation to learn**

# BRIDGE AND THE CONSTRUCTION OF PERSONAL IDENTITY

Bridge is a game which allows one to acquire a series of behavioural assurances since being a game of simulation it gives one the opportunity to experience situations which if encountered in reality would provoke excessive anxiety and would be avoided for fear of failure.



The game generally permits one  
to increase one's self-esteem

the game brings the team or pair of players  
very important results involving the  
sharing of objectives and it promotes  
positive behaviour. Achieving an objective  
contributes to increasing faith and esteem  
in oneself.

**The simulation involved in playing also gives one the opportunity to try new ways of behaving, to risk making mistakes in order to become more self-assured. Certain forms of behavioural assurance are essential for scholastic success.**

## Bridge contributes to:

1. **Creating and reinforcing one's decision-making capacity**
2. **Developing the capacity to compare**
3. **Offering the opportunity to cope with mistakes**
4. **Offering the opportunity to cope with defeat**
5. **Encouraging the acceptance of rules**
6. **Stimulating the rational organisation of study**
7. **Preparing for employment**

## In Conclusion

how bridge can improve the cognitive structure of pupils and the skills which are useful in school curricular subjects which bridge can promote?

**It should be stated in advance that all components of the game, both theoretical and practical, have an absolute logical, mathematical and statistical matrix and this requires continual reasoning, improves the capacity for concentrating analysis, forces one to cope with continuous strategy problems, and increases mnemonic possibilities.**

**Bridge therefore, especially in the play phase and the analysis of play, requires of and improves in the player mental co-ordination, increased capacity of attention and concentration, memory and technical knowledge, all of which are characteristics developed in the first phase of study. This results in the formation of a more analytical and mature critical capacity in the immediately successive phases.**

Thus in general the skills which bridge  
promotes and develops in the cognitive  
ambit are:

capacity to communicate

logic skills

prerequisites for learning: attention,  
memory

specific transverse skills

Recent studies on the learning of school pupils show how the lack of these particular skills creates most curricular difficulties for the pupils.