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SPECIAL SUBJECT

*THE LEGACY OF THE OLYMPIC GAMES:
INFRASTRUCTURE, ART, QUALITY OF LIFE
AND ECONOMICAL PARAMETERS*

ANCIENT OLYMPIA

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FOREWORD

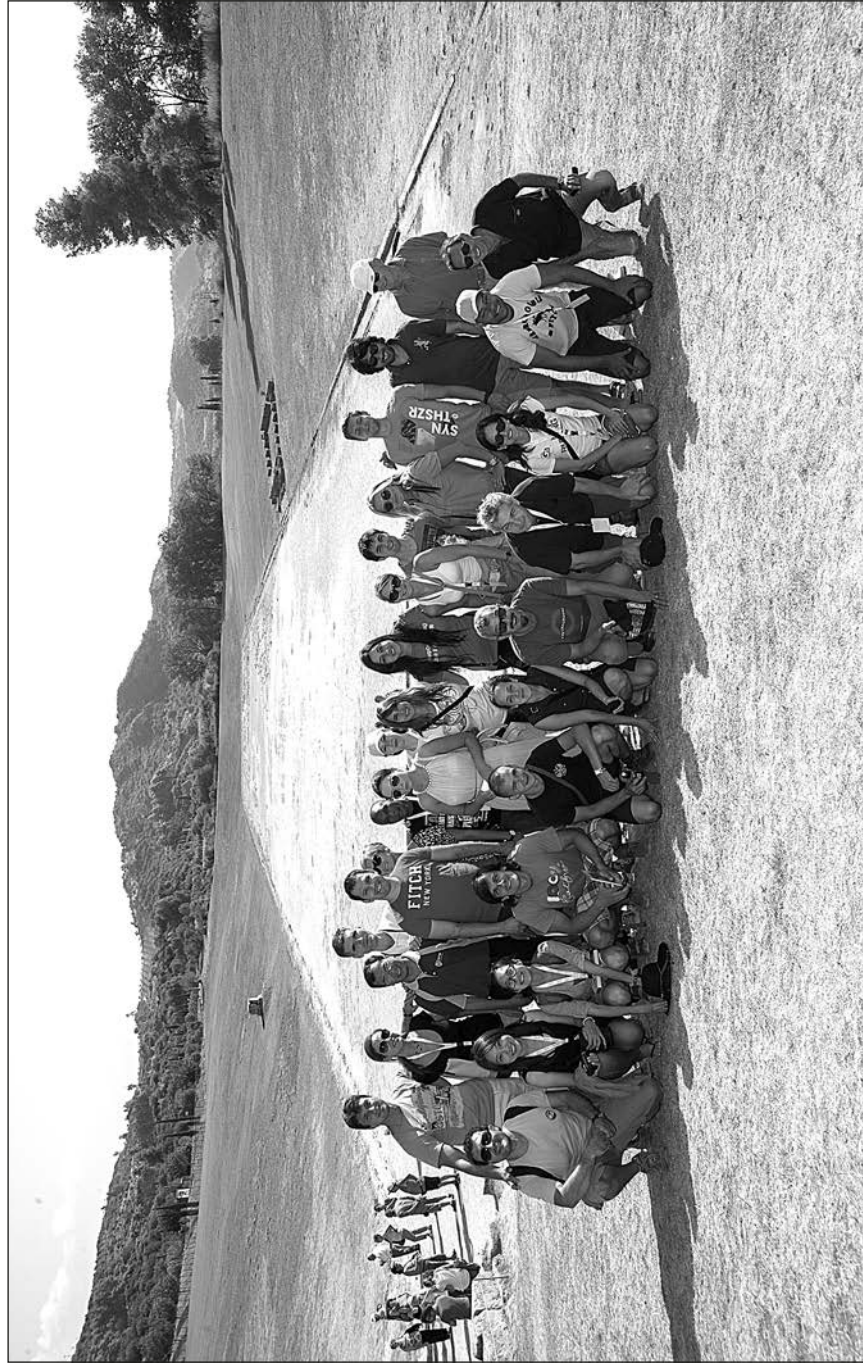
The 20th International Seminar on Olympic Studies for Postgraduate Students was organised in the facilities of the International Olympic Academy once again this year from the 1st to the 29th of September 2013. The Ephoria and the staff of the IOA welcomed the multicultural group of 22 participants in Greece in order to enrich their knowledge in Olympism.

Upon their arrival in Athens, the participants started their first day by visiting the different archaeological sites of Athens and began their interesting trip to Ancient Olympia, during which they visited various cities and archaeological sites on the way such as Epidaurus, Acronafplia, Mycenae and Nemea.

The works of the Seminar were divided into four cycles. In the first cycle Assoc. Prof. Ioanna Karamanou, Prof. Dr Paul Christesen and Dr Christian Wacker dealt with the ancient Olympic Games and their philosophy, capturing the participants' attention with their special knowledge on the topic.

In the second cycle which was devoted to the modern Olympic Movement, the revival of the Olympic Games and the history of the modern Olympic Games Prof. Dr Wojciech Liponski and Prof. Dr Konstantinos Georgiadis managed successfully to enrich the students' knowledge and motivate them to update their papers with very interesting stories they shared with them.

The third cycle which focused on Olympic education and socio-political aspects of the modern Olympic Games (media and communication, management, organisation and marketing) the multicultural team of professors with Assoc. Prof. Małgorzata Bronikowska from Poland, Prof. Dr Katia Rubio from Brazil and Prof. Dr Stephan Wassong from Germany succeeded in improving the critical thinking of the participants.



The postgraduate students at the ancient stadium.

Last but not least in the fourth cycle Prof. Dr Gabriela Tymowski examined the ethical and philosophical issues of Olympism as well as the athletes' rights in the modern Olympic Movement through very interactive and interesting lectures.

Each student presented a paper during the period of the seminar and these 22 papers are published in the Seminar's proceedings according to the initial idea of offering the new researchers a platform for publishing their original academic work.

The International Seminar on Olympic Studies for Postgraduate Students creates a unique multicultural environment in which the students manage to enhance their knowledge and enrich their research on Olympic and sports subjects. It is a forum for studies on all theoretical and practical Olympic related subjects both to the ancient and modern Olympic history/Movement. Apart from attending the daily lectures, the participants had fruitful discussions and listened to different points of view related to the Olympic matters.

On behalf of the Ephoria of the IOA, we would like to express our deepest thanks to the professors, students, coordinator, the staff of the IOA, the Hellenic Olympic Committee and the IOC for their contribution and continuous support to such a successful educational activity.

Prof. Konstantinos GEORGIADIS
IOA Honorary Dean

WELCOME SPEECH
by the Honorary Dean of the International Olympic Academy,
Prof. Dr Konstantinos GEORGIADIS

It is my pleasure to welcome you here today to the twentieth International Seminar on Olympic Studies for Postgraduate Students.

On behalf of the President of the International Olympic Academy, Mr Isidoros Kouvelos, I would like to welcome everybody to Athens. Mr Kouvelos is also Secretary General of the ICMG, President of the Hellenic Olympic Academy, Member of the Board of the International Olympic Truce Foundation and Member of the IOC Commission for Culture and Olympic Education.

First of all, I would like to welcome and introduce the professors who will supervise you in your first cycle of studies: Prof. Dr Paul Christesen (USA), Assoc. Prof. Ioanna Karamanou (GRE) and Dr Christian Wacker.

Now I would like to introduce this year's coordinator, Ms Tatiana Rudkovskaya from Ukraine.

This year there are 22 participants in the 20th Postgraduate Seminar, 12 men and 10 women, from 19 different countries.

I would also like to say a few words about the purpose of the 20th International Seminar on Olympic Studies for Postgraduate Students. First of all, it is an opportunity to help selected young students from many parts of the world to gain knowledge and experience on the Olympic Movement, in order to expand their Olympic knowledge.

In addition, you have the opportunity to contribute to the Olympic research. Apart from that, what is more important for you is living together for 29 days, exchanging ideas, creating friendships, and helping each other, since that is the real

meaning of Olympism. That will help you –and us as well– in making personal contacts with different countries all around the world. Thus, creating an educational network through which we will be able to communicate in the future.

At the end of the seminar everyone will be awarded a certificate, which will be signed by the President of the IOC, the President of the IOA and myself. I hope this certificate will be useful for you in the future.

I expect that you will be tolerant with each other. After all, Tolerance is one of the principles of the philosophy of the Olympic Academy.

And so, finally, I would like to wish all of you an enjoyable stay here in Athens as well as in Olympia.

Students' Papers

- The opinions of the students do not necessarily reflect those of the International Olympic Academy.
- Out of respect for multiculturalism and diversity in scientific research, we do not intervene in each student's way of presenting his/her bibliography and footnotes.

THE INFLUENCE OF FORMULA 1 ON MASS CULTURE (HISTORY, CUSTOMS, LANGUAGE, MENTALITY, TRADITION AND ITS ANCIENT OLYMPIC ECHOES) AND VICE VERSA

Renata CHUDA (POL)

Sport has always been one of the most important factors in the lives of all human beings. For thousands of years sport has been an inseparable element of our existence. By the term *sport* I mean not only its purely physical aspects, but also its technical as well as cultural, psychological and even philosophical and emotional elements. All these features are particularly palpable in a discipline of sport which has become the apple of my eye and the field of my research for the last 12 years, namely Formula 1.

When looking at historic and distant human emotions, similar to those raised by car racing, I became acquainted with chariot racing. Of course, at the first glance it has nothing to do with modern Formula 1. But when we look a little bit closer, there we can find some similarities especially those of ludic character, particularly factors which suggest that Formula 1 racing contains, in its idea, some universal characteristics of emulation also typical in the past for one of the most dangerous but at the same time the most valued sports in Ancient Greece. It is amazing to observe that despite all civilisation's technological progress, some elements of human nature and especially the attitude towards competition, as expressed in wheel racing, have remained similar if not the same. Ancient Greece is the place which is considered to be a cradle of many different disciplines of sport. Apart from such

pioneering disciplines as running, boxing, pentathlon and wrestling, there also appeared a discipline which became the mythological main reason for establishing the Olympic Games. According to Book 23 of Homer's *Iliad* it is chariot racing which happened to be the trigger thanks to which such a wonderful event as the Olympic Games came into existence. They came into being at the funeral games of Patroclus. As per another legend chariot racing appeared as a result of a victorious race of Pelops, a suitor of king Oenomaus's daughter – Hippodamia. In reality, it is claimed that chariot racing (*hermatodromia*) was introduced in the Olympic Games in 680 BC and soon became the primary discipline of all equestrian events, while others, like racing on horseback, were dropped on very early. Chariot racing was reconstructed by Homer in such a way that Professor Lipoński in his *Historia sportu* describes it as the primary and the most prestigious discipline in the Olympics¹. Especially the Greeks have always been aware of their historically based superiority in the field of sports. As it is stated in *Odyssey* "[...] in boxing, in wrestling, in chariot racing and in running, we excel all others"². They have known that "sport is one of forms of bringing up a young man giving him stout heart, discipline, resistance to hardship and the sense of responsibility"³.

As I mentioned earlier, chariot racing and Formula 1 races by their external appearances may seem quite distant from each other, not only as far as the time range is concerned, but also in many other aspects, if not in all of them. However, there is nothing more misleading. This thesis may seem controversial, but there are many facts supporting it. A detailed research of many written sources discussing chariot racing and Formula 1 races has led me to the conclusion that they are amazingly alike in their basic features. The similarities of the two types of racing do not lie of course, in the mechanical power of the engine, unknown in the past, nor in the wheels, as a mean of moving, but mostly in the spirit of competitiveness, the human desire to be the quickest and most effective in covering a distance. The spirit of these two disciplines is ideally described by the Olympic Creed: "the most

1. Lipoński, Wojciech (2012). *Historia sportu*: 109. Warszawa: Wydawnictwo Naukowe PWN.

2. Douskou, Iris (editor) (1982). *The Olympic Games in Ancient Greece. Ancient Olympia and the Olympic Games*: 30. Athens: Ekdotike Hellados Athenon S.A.

3. Winniczuk, Lidia (2006). *Ludzie, zwyczaje i obyczaje Starożytnej Grecji i Rzymu*: 477. Warszawa: Wydawnictwo Naukowe PWN.

important thing [...] is not to win but to take part [...]”⁴. For many participants, winning has always been beyond their reach but it has never been a reason for quitting. As expressed in the book *The Olympic Games in Ancient Greece. Ancient Olympia and the Olympic Games* spirit of competition “captivated the minds and hearts of the men of the period”⁵. Nevertheless, the analysis of modern races shows that the same idea of competitiveness is also visible in actions of Formula 1 racers. In some cases, the weaker racing team, the higher the spirit of competitiveness due to the biggest desire to gain something normally unachievable.

The idea of competitiveness can also be observed in the fair play attitude towards competitors. Charioteers and Formula 1 racers alike have been subjected to sporting rules. Their transgression was both now and in ancient times heavily penalized. In both cases the penalty was financial in its character. Nevertheless, the ancient one was much more severe because the leveraged money served as a payment to artists carving bronze statues of Zeus which were placed along the road leading to the stadium in Olympia. They all had an inscription revealing the name of a given culprit and his offense⁶.

Another area of similarity is the idea of creating hero worship. In both disciplines such an attitude is clearly noticeable, even though nowadays there are different ways of presenting it, e.g. interviews on TV and the Internet, photographs and articles in magazines, posters hanging on enthusiasts’ walls, in opposition to ancient ways, like hymns called *epinikia*, odes or even minting coins and building monuments in the honour of the winners. Also at present this ancient cult is still visible in form of figurines, for instance from Geometric and Archaic period, presenting horses and charioteers found during excavations in Greece⁷.

The second aspect of this humanistic approach to racing and hero worshipping is the emotional attitude of the public. In Ancient Greece “[...] crowds have set out from ends of the earth, and have suffered the incredible hardships and toils of their long and difficult journey [...] (to) see the spectacular equestrian competi-

4. Adapted from: www.englishclub.com.

5. Douskou, Iris (editor) (1982). Op. cit.: 32.

6. Rotkiewicz, Maria (2011). *Światło Olimpij*: 113. Warszawa: Fundacja Centrum Edukacji Olimpijskiej, Wydawnictwo Heliodor.

7. Examples from: Yalouris, Athanasia and Nicolaos (1993). *Olympia, guide to the museum and the sanctuary*: 175 and 176. Athens: Athens: Ekdotike Hellados Athenon S.A.

tions [...]”⁸. Contemporary Formula 1 fans seem very similar in this respect to their companions from almost 2,700 years before. Modern attitude of Formula 1 enthusiasts towards their heroes can be easily noticeable during TV coverage. It is possible to observe full grandstands of cheering fans. Surprisingly, the same may be applied to their ancient equivalents. Their behaviour was “documented” by the Attic potter and vase painter Sophilos in 570 BC⁹. He immortalised cheering people sitting on a grandstand during a chariot race, simply portraying them on a vase. It is an undeniable proof of the importance of hero worship in ancient times.

Chariot racing and Formula 1 are also alike in “technical” areas. In both cases it should be emphasised that the racers have used the most advanced technology of their times. It is particularly visible in the division of races into different categories. In the case of chariots, there were a few types depending on the kind and age of animals used and their number. The most prestigious among them was *hippon tetrippon* (4-horse chariot). While in the instance of modern racing, the key division is based on horsepower and engine capacity, where Formula 1 is the most advanced form of car racing. Therefore, these two disciplines appear to be the top wheel-racing phenomena of their respective periods.

Another element showing similarities of chariot racing and Formula 1 is the architecture of the venues where they take place. Ancient experience in shaping the oval track for chariot racing was certainly helpful in designing modern circuits for motor cars. The first modern professional racing circuits were Brooklands (UK), Autodromo Nazionale di Monza (Italy) and Indianapolis Motor Speedway (USA). They were similar in their general shape to the ancient hippodromes, where chariots used to race. Of course, neither the size nor technology of the construction of those venues can be comparable. In 2008 Norbert Muller, a German archaeologist, suspected that he located the hippodrome in Olympia which is “[...] a large, elongated, flat space, approximately 780 m long and 320 m wide (four *stadia* long and *stade and four plethra* wide). The elongated racecourse was divided longitudinally into two tracks by a stone or wooden barrier, the *emblon*”¹⁰. Unfor-

8. Palaeologos, Kleanthis [in:] Douskou, Iris (editor) (1982). Op. cit.: 130.

9. Example from: Majewski, Kazimierz (editor) (1978). *Kultura materialna starożytnej Grecji. Zarys. Tom III*. Print no. 38: 285. Wrocław: Państwowa Akademia Nauk.

10. Adapted from: www.sportcontradroga.org.

tunately, it appeared to be a miscalculation. The *tethrippon* consisted of 12 laps (*dodekadromos*) round the circuit what constitutes approximately 14 km. As far as modern Formula 1 circuits are concerned, their circumference varies from 3.34 km up to 7.004 km. Nevertheless, the total length of a full race exceeds 300 km (from approx. 305 to 320 km). The only exception to this rule is Monaco Grand Prix – the complete distance of the race equals 260 km. That is why the number of laps differs from race to race.

It is also easy to notice the resemblance between Formula 1 and chariot racing in form of circuit officials. The presence and tasks performed by stewards and marshals on a Formula 1 circuit brings to mind their Greek equivalents, respectively *hellanodikes* and *agonarches* being present during the Olympic Games. The first ones have been “responsible for making judgements on breaking rules and imposing penalties”¹¹, while the latter ones have been in charge of the technical side of races. Apart from them, in Ancient Greece, there was also another racing official, namely, *agonotet* who was the president of the Olympic Games. During Formula 1 race, such a role is played by Charlie Whiting – “the FIA Race Director and Safety Delegate [...] also the Permanent Starter at F1 races and the head of the Formula 1 Technical Department at the FIA”¹².

The analysis of chariot racing and Formula 1 may be also conducted from a strictly linguistic perspective. It is possible to select terms defining only the events of racing. They may be defined as a specialist terminology devoted only to a particular discipline of sport. There are many “vocabularies” included in the language used for describing either chariot racing or Formula 1. They include words from different fields of knowledge, e.g. names of technical elements, venues, people, animals or even clothes. Apart from the abovementioned terms describing racing officials, among others, there is also a group of words characterising “technical” elements used while racing. Besides such an obvious example as the circuit and the hippodrome, there are many pairs of equivalents appearing in chariot racing and Formula 1. Just to start with: *hippaphesis* and *hyspleges* (triangle starting gate and starting boxes with ropes) acting as the present-day two-row chessboard-like starting grids and starting lights. Moreover, Ancient Greeks had at their disposal

11. Chuda, Renata (2012). M.A.thesis: *The language of Formula 1 as a specialist language*: 105. Poznań.

12. Adapted from: www.grandprix.com.

animal-shaped devices called *eagle* and *dolphin*. Their task was to inform the audience about the start of the race and then, about the number of laps to go. Currently, such a role is played by starting lights and pit boards held by pit board men through the pit wall. In the “technical” department there are also terms needed to describe elements of vehicles. Nevertheless, in case of the representative of equestrian sport this terminology consists not only of axle and wheels, but also types of horses used to team. “The two in the middle were called *zygioi* (yoke-horses), and the two on the outside *seiraphoroi* (trace-horses). The strongest and the liveliest horse was normally yoked on the right-hand side, and called *dexioseiron* (right-hand trace-horse)”¹³. It is obvious that in the event of Formula 1, the “technical” vocabulary is much more complicated due to the technological and time difference. However, the basic elements like axle and wheels are still the essence of racing terminology, even after 27 centuries.

As far as the lionising vocabulary is concerned, at the end of a race, each Formula 1 driver is honoured by receiving a prize and being played his national anthem, while at the end of the Olympic Games, each *olimpionikos*, meaning, the winner received *kallistephanos* (an olive branch) and could listen to a hymn called *epinikion*.

Another common feature of chariot and Formula 1 racing is their widely understood nobility. The Greek concept of the Olympic Games was purely aristocratic in its character due to the fact that the Athenian democracy was in its prime. Only wealthy and well trained people, often of noble origin, could allow themselves to take part in chariot racing. Aristocrats called themselves *agathoi* (good ones), while people from lower social stratum were referred to as *kakio* (bad ones)¹⁴. However, over time, professional *agonistikós* (agonistics) appeared and the general idea of aristocratic event lost some of its value because also *kakio* had a chance to take part in the competition. There were cases of people training and living on Olympic Games. Unfortunately, such a situation led to unidirectional training which was in contradiction to the notion of the Olympics. Such state of affairs caused dissenting voice of aristocrats and allowed them to keep one discipline, namely chariot racing, exclusively for themselves. Nowadays, the situation is similar – only

13. Douskou, Iris (editor) (1982). Op. cit.: 235.

14. Winniczuk, Lidia (2006). Op. cit.: 475.

exceptional drivers can experience driving a Formula 1 car either thanks to their excellent driving skills or/and the wealth of their sponsors. Not always perfect handling of a vehicle guarantees a given driver success. Very often, it is the equipment and intercession of wealthy individuals that help the racers to get to the top. We can also find the echoes of such situation in ancient Byzantium. There, the drivers taking part in chariot races were divided into three groups according to their skills¹⁵. Today, it is impossible to find such diversity in drivers' skills in one modern motor sports discipline. Now, drivers are divided according to the level of their abilities and thanks to that, individuals with similar competence are placed in a shared category of races, e.g. Formula 1, Grand Prix 2 or Porsche Super Cup.

There is also more spiritual attitude towards the concept of nobility. Aristocratic origin provided also the notion of *arête*. It was exceptionally important in the context of taking part in the Olympic Games due to the fact that it included such qualities as "*eneksia, kalle, tolme*"¹⁶ meaning: fitness, beauty and courage. In case of Formula 1 there is no such element as *arête* needed to become a part of the world of modern motor sports, but nevertheless, there is some degree of spiritual qualities which allow these very few individuals to have the upper hand over the rest of racing drivers. Undoubtedly, courage and self-esteem and, what may sound incredible, also humility make an excellent Formula 1 driver.

The next category similar in those two disciplines may be found in the area of "prize giving". In both cases, the winner has been awarded with a prize. In ancient times, when a charioteer could be hired by a wealthy patron, the owner of the chariot was also honoured. Their prizes were quite different from each other because in ancient reality the owner of a chariot was more highly respected. The famous olive crown (*kallistephanos*) was handed to the possessor of a winning chariot, whereas the drivers received a cotton fillet worn round their foreheads. Wealthy principals were also able to commemorate their victorious animals and the driver by erecting monuments made of wood (in case of one-time winners) or marble or red bronze (for three-time victors). They were also immortalised on minced coins. Also poets celebrated the name of a given winner by composing choral songs or hymns called *epinikia*. Such a victory was also an opportunity to

15. Lipoński, Wojciech (2012). Op. cit.: 178.

16. Winniczuk, Lidia (2006). Op. cit.: 476.

make a feast at the end of the Olympic Games as well as in the hometown of the winning chariot owner after the event. Nevertheless, “[t]he moral importance of the prize at Olympia was incalculable. The athletes competed with integrity, uprightness and dignity, in order to win a simple crown that was more precious than any riches, and to offer it as a gift to their households, their clan, their city, their ancestors, or their gods”¹⁷. Nevertheless, as time passed, also a financial award came into consideration.

In modern times, the situation is the same. Apart from an awarded trio gathered on the podium, a person representing a given Formula 1 team is also given an award as a symbolic gesture towards the owner. They all receive prizes in forms of cups, plates or fancy-shaped awards depending on the race venue. The victor is also played his national anthem together with his team national anthem—so again, both the driver and the “owner” is worshipped by the accompaniment of cheering crowds. Even nowadays, drivers and teams feel closely related to their hometowns and that is why, particularly important victory is when achieved on their home-circuit. Apart from all that, individual racers and racing teams receive points in order to receive the world champion title at the end of each season. Then, all gained points are converted into financial equivalent.

Yet another example reinforcing my thesis is the question of “clothes”. It is widely known that ancient Olympians did not wear any form of clothing because one of the assumptions underlying the idea of the Olympic Games was “to celebrate [...] the achievements of the human body”¹⁸. However, the only exception to this rule were charioteers. As in the case of contemporary racers, they had to wear specially prepared clothes called *xystis* for safety reasons as a form of protection against, among other things, dust risen by horses and injuries in cases of accidents, which also in modern times occur quite often. The garment “fell to the ankles and was fastened high at the waist with a plain belt. Two straps that crossed high at the upper back, prevented *xystis* from ‘ballooning’ during the race”¹⁹. Modern Formula 1 drivers’ outfit has primarily the same role to act as the ancient one. It is also worn to protect them from accidental fire but also serious dehydration which

17. Douskou, Iris (editor) (1982). Op. cit.: 113.

18. Adapted from: www.crystalinks.com.

19. Adapted from: www.ghsd-curriculum.com.

may occur during long races held in high temperatures. The full outfit consists of overalls, balaclava, shoes, gloves and underwear produced from Nomex – very light but at the same time durable and resilient material. The helmet is built from carbon fibre. Despite enormous differences in technological advancement, fabric used and the way of wearing of both types of clothing, their purpose and usage is undoubtedly the same.

I am sure that the foregoing description of the similarities between ancient chariot racing and contemporary Formula 1 races does not exhaust the whole spectrum of the subject. It only indicates the gist of the problem what leaves an extensive field of research for further in-depth analysis as a part of my more general Ph.D. thesis on culture and language of modern car racing. Such scrutiny would reveal much more complicated, detailed and overlapping issues supporting in greater deal my thesis claiming Formula 1 to be a distant descendant of an ancient Olympic discipline, namely chariot racing.

MODERN DIPLOMACY: PROMOTING EURO-MEDITERRANEAN RELATIONS THROUGH SPORT

Emanuel PULIS (MLT)

Literature about sports diplomacy is only as recent as a few decades, despite the fact that sport has grown to a large size. Despite a number of similarities, one must distinguish sport as practiced in ancient history and medieval times from modern sport as we know it today. The willingness of international leaders, as well as politicians, to use sport to further their own political ambitions has characterised sport throughout history and certainly since the activity began to be more structured in the nineteenth century. Nowadays sport has become inseparable from politics and related diplomatic and economic activity and is deeply ingrained in today's increasingly globalised world.

While sport at times reproduces the politics of contested national and other identities, it need not be at the expense of an acceptance of the possibility of internationality or a focus upon common humanity. Living sporting identities are in constant flux, an ever-changing international balance of similarities and differences that might contribute to what it is that makes life worth living and what connects us with the rest of the changing world.

At Euro-Mediterranean level, Northern and Central European states have been more successful at intensifying their economic and political interaction amongst each other than Mediterranean and South European states. The latter have not

been so successful at promoting such interaction and are therefore finding it difficult to compete in the international market. Mediterranean countries attract less than 2% of international investments. Calleya takes this argument a step further arguing that the main reason for this is attributed to market size¹. Sport exchanges in the Mediterranean, however, flourished among Mediterranean states, irrespective of the political lethargy surrounding the Mediterranean when compared to the European integration. The Mediterranean Games were proposed at the 1948 Olympics by Muhammed Taher Pasha, Egyptian NOC president, and they were first staged in 1951. They provide less powerful states like Malta with the opportunity to brand their nationality at international levels. Judoka Laurie Pace and shooter William Chetcuti were among the Maltese medal winners in the history of the Mediterranean Games. Whereas an Olympic or a European Championship medal is considered a far reach for the Maltese NOC, small states like Malta were more successful at Mediterranean level of competition, winning a number of medals. To date, these two medals are considered among the best international sporting achievements by Maltese athletes. By using the Mediterranean Games and other international events such as the Games of the Small States of Europe, Malta is in a position to promote dialogue among states in the Euro-Mediterranean region. The successful staging of the GSSE in 2003 gave Malta the opportunity to exercise diplomatic activity with other small European states. Similarly, Malta was praised by the IOC president Jacques Rogge. This was a good public relations move, not only for the Maltese NOC, but for the Maltese government and the Maltese people in general. Diplomats must realise that such sports manifestations can serve as a good tool for lobbying at foreign ministry level to promote a sense of national identity and then to project that identity abroad.

For diplomatic activity to reap the full benefits from such sport manifestations, diplomats must move away from confining themselves to traditional diplomacy. Inter-state diplomatic activity is being gradually replaced with “new” more complex forms that involve a range of state and non-state actors, generating a broader diplomatic agenda. In this context, international sport, involving a complex of non-state

1. Calleya, S., *European Union Policy Towards the Mediterranean: the Euro-Med Partnership and Region Building. The Convergence of Civilizations? Constructing a Mediterranean Region Conference*. Lisbon, 6th–9th June, 2002.

actors, is viewed as an increasingly appropriate subject of diplomatic discourse². In some extreme cases, even coercive diplomacy³ has relied on sport as a reasonably cost-free and striking way of inflicting punishment especially until the Cold War era. Sport, since then, has been more successful at maintaining its autonomy but sportspersons are still acutely vulnerable to changes in the political climate.

Both Europe and the other Mediterranean states are becoming increasingly interdependent on each other. Sports diplomacy can be a tool that helps diplomats in the establishment and promotion of common values. Therefore, wider political activity such as the Euro-Mediterranean Partnership process could reap necessary benefits from acknowledging and using sports diplomacy as a means of soft power.

There also exist cases where sport has impacted negatively on diplomatic relations between states. The pattern here is that nations would be undergoing a period of cold relations and a particular sporting event would trigger off hostilities. Racist issues have sprung up in many a country in Europe in recent years. Countries such as England, the Czech Republic, Greece and Italy all witnessed some form of racist manifestations over the past couple of months. A French survey revealed that 39 percent of the nation believed that there were too many foreign born players on the team⁴, even though France won the 1998 World Cup and the 2000 European Championship with a team dominated by black and North African immigrants.

In extreme cases, due to its wide appeal and immense following, sport has time and again been utilised as the means with which to achieve ends. Unfortunately this has also brought about undesirable connections such as that between terrorism and sports. The most obvious manifestation of such is the massacre of eleven Israeli athletes by Black September terrorists at the 1972 Munich Olympics.

Different Levels of Sport Diplomacy

Sport diplomacy must be understood at different levels. At state level, more commonly, sport has become a tool of national identity and pride, not only where

2. Allison, L. (ed.), *The Changing Politics of Sport*, Manchester, Manchester University Press, 1993, pp. 5-6.

3. The term coercive diplomacy refers to the attempt to pressure adversaries by all means short of war.

4. Ibid.

developed modernization is under way and large number of people participate in organised sport, but also in states who might be economically and militarily under-developed but who can still produce Olympic champions. The issue of national prestige plays an important role in this regards. Furthermore, sports law will be tackled in this chapter. Hence, it is no longer the exclusivity of IGOs to monitor rules and legislations pertaining to sport. The main theme analysed relates to the free movement of persons and how state law facilitates freedom of movement of persons contained in EC legislation, with specific regards to the field of sport.

Lobbying among states is taking place at a growing rate, to host major international events or perhaps simply to appoint a national within the sport INGO's executive board. States have also relied on sports diplomacy for narcissist purposes as well. In relation to the extrinsic value attributed to sports by despotic leaders as mentioned above, lies the case of "national vanity" whereby certain countries invest on individuals rather than on the whole nation.

The growth of an effective international law system, particularly at regional level, such as the EU, has given sport a new global dimension that was never seen before. The previously mentioned Bosman case at the ECJ in 1995 outlawed a number of football transfer systems that conquered the European region before 1995.

The economic potentials of international sports events are acknowledged⁵. It is not always the case, however, that international sporting events generate a surplus to a host city or to the state in general. The 1976 Montreal case study implies that states must be careful at not overestimating the potential benefits of staging an Olympic Games.

At the non-state level, international sporting organisations and private enterprises as well as a number of extraordinary athletes have become at times more influential than a number of states in managing sport. There are international organisations of great power.

The increasing roles of the IOC and FIFA in world politics, as well as the UN involvement in world sport cannot be neglected by member states. These sport organisations have also found room for partnerships because the values of sport compare well with the values outlined by the UN. As Kofi Annan, Secretary-General of the United Nations once argued

5. See Crompton, J.L., "Economic Impact Analysis of Sports Facilities and Events: Eleven Sources of Misapplication", *Journal of Sport Management*, Vol. 9, 1995, pp. 14-35.

Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole communities. I am convinced that the time is right to build on that understanding, to encourage governments, development agencies and communities to think how sport can be included more systematically in the plans to help children, particularly those living in the midst of poverty, disease and conflict⁶.

Limitations

It would be illogical to assess the benefits of sports diplomatic engagement primarily in terms of the enhanced power to the government of the time, just as it would be risible to think that the Netherlands' medal tally in the Olympic Games will strengthen the hands of the Dutch government in its negotiations with the World Trade Organisation. Nevertheless, there can be benefits in status or prestige which are distinct from those in power. In the absence of "great games" like imperialism and the cold war, like the 1990s, the importance of prestige would increase at the expense of power. In a conflict free situation, sporting prestige would become an increasingly important tool for states to promote their image on the international playing field.

Today many states and regions rely on sport for branding purposes rather than for a sense of power over other regions. A Welsh person, for example, whose identity falls within that of UK and the EU, might take pride in Welsh prestige as a result of success in the game of rugby or in the Commonwealth Games while being entirely opposed even to the existence of Wales as a player on the international stage.

Recommendations

Further research in public and cultural diplomacy, and more specifically into sport diplomacy, is needed to better understand the effect of sport on International Relations.

For it to flourish, sport diplomacy should continue to rely on expansionist

6. *Sport for Development and Peace*, Retrieved from <http://www.un.org/themes/sport/intro.htm>, Accessed on 1st June 2007.

movements such as the EU enlargement, the European Neighbourhood Policy and other initiatives aimed at promoting cooperation, peace and prosperity. It is, after all, the aim of the EU Neighbourhood Policy to have a “human face”, and provide with more opportunities for people to interact, using a bottom-up, popular approach. The aim is for people to learn about other ‘neighbouring’ societies and cultures⁷. Perhaps, more direct references to sport should be made to promote its efficacy in regional politics and diplomatic activity. Diplomats should be aware of the benefits of sports exchanges.

Earlier in Chapter Two it was acknowledged that the European region is flourishing in its partnership ties at a much faster rate than its Mediterranean counterpart. The Mediterranean Sea connects no less than three continents or 21 states with a population of 400 million. It is one of the world’s heaviest areas of conflict, one that in the past and to date has been occupied by Europeans, Christians, Muslims, and Jews, Africans, Arabs and other ethnic minorities. More efforts need to be done by diplomats to find common grounds on which to start long lasting negotiations. French president Sarkozy’s proposal to unify the Mediterranean rim was welcomed by a number of states such as Spain and declined by others, including Turkey. Such initiative came at a time during his presidential campaign. One wonders whether this idea would have had a better impact if it were introduced during the Mediterranean Games, a two-week international sporting event in which interaction between Mediterranean states, diplomats and embassies, officials and athletes intensifies. Such sporting events attract the wide attention of the media and of millions of people.

Sport diplomacy as an academic subject should be introduced in International Relations and Humanities courses at college and university level education. This will provide political sciences students with sufficient general background to become aware of the role of sport in the international sphere. Young diplomats should be capable of understanding the full benefits that can be obtained through sports diplomacy. With the booming of telecommunications and transportation facilities,

7. Commission of the European Communities: Communication from the Commission to the Council and the European Parliament on Strengthening the European Neighborhood Policy, Brussels, 4 December 2006, COM(2006)726 final, p. 6 – there is no direct mention to sport, however the report does emphasise on cultural and educational exchanges.

coupled with the new rulings by international courts aimed at facilitating sports transfers between foreigners, sports activity across borders becomes inevitable.

As seen in Chapter Two sport, particularly team games such as football, has ability to promote a sense of unity and look beyond ethnicity or other differences. Football can be used at Euro-Mediterranean level to promote a sense of common identity that goes beyond national identity. Advocates of the Euro-Mediterranean partnership, for instance, would likely appreciate the idea of a “Euro-Med United” team as a tool of promoting a sense of community. International matches then, against the likes of Africa, North America or other large communities, would surely enhance identity support among different European and Mediterranean states, pushing aside any rivalries that exist in other dimensions, including political, religious, ethnic or other cultural differences. This sports team would not serve as an end in itself but as a means to reach higher diplomatic activity among Euro-Med states. The sense of identity in sport can therefore be used at regional and international level and not only at national level.

Conclusion

Looking back at a number of case studies, such as the 2002 World Cup, jointly held by South Korea and Japan, and forward to the 2008 Beijing Olympics, sport brought together academics and politicians with a single theme: can sport, which exerts enormous popular interest around the globe, be more than a temporary diversion to wars and strife.

Sporting events such as the Olympic Games and the World Cup provide with an extravaganza that brings the world together for weeks on end, transcending war, poverty, class, and culture, and culminating in the most watched television events of the year.

No one wishes sport to be a mere palliative, an excuse for not engaging in serious reform. But only the deeply cynical do not take pleasure in it, for example, hearing working class British crowds, once capable of throwing bananas at black players, chanting the name of an idol who happens also to be black but whose skin colour has finally become irrelevant. In some cases, gifted athletes who become

heroes to millions of fans have an increasing role in diplomatic activity, together with the state and non-state actors.

This research paper will help to develop insights that diplomats, policy makers and entrepreneurs can work with. Again, it is important to stress that sport diplomacy should not be seen as a substitute for the engagement of traditional diplomacy and the traditional understanding of humanities theories. It does, however, serve as a heuristic cue to shed more light on practices and trends in international relations. Sport has often taken the lead, whether it was black athletes' recognition in a white-dominated culture or whether, at international level, cooperation between states could be initiated on a long term basis, with the foundation of the IOC. Sport can therefore contribute to a deeper understanding of the contemporary relations. Sport should eventually be perceived as an innovative, wide-ranging and provocative field to contemporary international relations.

Whether we like it or not, we live in a society in which sport plays an important role.

For the vast majority of us, sport kindles memories of triumphs and tragedies in childhood, adolescence, and adulthood: it cloaks a field of dreams. Be it competitive or social, organised or impromptu, a team-game or a solo pursuit; whether we dedicate our lives or from time to time dip our toes in it, sport touches us all⁸.

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TEACHING OLYMPIC VALUES IN A SPORT MUSEUM

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The ideal of the Olympic Movement is to educate people all over the globe to practise sport and have a way of life based on a solid foundation of Olympic values. Olympism is used worldwide as the support for teaching life values and life skills to people of different ages and cultures, in various environments, both formal and non-formal. Today's Olympic education is promoted by the International Olympic Committee, International Olympic Academy, National Olympic Academies, Institutes of Higher Education, Olympic Studies Centres, schools and many other organisations.

Among the cultural institutions, one of the most effective in teaching the Olympic history and values is the *Sport Museum*. Being dedicated to celebrate our sporting heroes and significant events of sport history, which encompass an important dimension of the universal culture, the sport museum is one of the few timeless places where *the champions of the past are met by the champions of tomorrow*.

This paper discusses the specific functions and solutions employed by a sport museum in order to promote the Olympic values and traditions to the general public but mostly to the young. The case study of this paper is a general sport museum with a dedicated Olympic section.

Today's sport museums are essential links of the educational system in each country. The learning principles which constitute the base of museum's activities are similar to those of other educational institutions: the pedagogical approach, active learning, accessibility, multiculturalism, the studying of visitors and evidence of learning.

The Olympic drive of a sport museum is an *active learning environment based on the value of experience*. For sport museum's specialists, the key question is how to manage and transform the initial enthusiasm of a visitor into directed, integrated knowledge about sport, Olympism and its values. The discovery and construction of meaning is centred on the *museum object* by alternating the educational role from the written and spoken word to visual support and kinetic participation. This is done through the interaction with objects or simply with *sport and its values* in designated workshop and sport activity spaces, part of the museum.

Active learning in museum is the interaction of the visitor with information and experiences at hand. The design and the thinking behind exhibition have to be very modern and utilitarian in order to invite the public to explore its universe. Active learning within the cultural framework of the museum means that visitors reflect on their own impressions and ideas inspired by the exhibition. They have personal judgements and build new interpretations, making new connections with the information provided. In this environment loaded with Olympic ethos, active learning blends with *passive learning*, like watching a memorable sport video, while the viewer has no other purpose but to enjoy the beauty of the sport spectacle.

Active learning in a sport museum uses didactic methods and activities such as: case studies, group debates and cooperative learning, workshops, research & guided discovery, kinetic games, leisure-time options, frontal lecture, internet navigation, visit on site, autonomous learning, simulation/dramatizing, reading of sport newspapers and magazines, problem solving, problem posing and direct curatorial questioning. *Informal learning* and flexibility of choice characterise museum active education among other cultural institutions giving a high degree of personal agency to its visitors¹.

Among the categories of museum public involved with active learning are always the children. This is why the *exhibitions and museum programmes interconnect with school curriculum*². The scholarship and expertise around Olympic museum's collections give useful, creative and cooperative learning practices, blending with school practices. The museum is the perfect place between school

1. Cornelia Brüninghaus-Knubel, "Museum Education in the Context of Museum Functions" in *Running a Museum. A Practical Handbook*, Paris, 2004, p. 119.

2. George E. Hein, *Learning in the Museum*, London, 1998, p. 9.

and home, where children learn and experience in different ways under the guidance of dedicated professionals, by using visual and object-based approaches. For the young, active learning must be understood as problem-solving, debates, discovery, creativity, self-expression, confidence and an effective instrument for them to become not only consumers of knowledge but producers as well³. Support for these activities can be provided via Internet as the museum's website with its download section may recommend educational kits on various sport themes, such as the Ancient Olympics, the roots of modern Olympic Games, brochures in digital format about Olympic values and so on.

Whatever action is taken in order to engage visitors in learning about Olympism and sport generally, museums need to address *the challenge of accessibility and attendance*. Being a key dimension of any museum, accessibility concerns not only the physical access into the building and its galleries but also the access to the information provided. This aim raises many questions, like what are the target-groups of the museum, where the hard to reach communities are, what is their cultural background or specific needs, how their attendance can increase and what they want their museums to do for them⁴. Accessibility in museums depends a lot on how a number of other practical problems are solved. For the purpose of making its collections accessible and user-friendly to diverse categories of public, museums invest in precise orientation support – signs, plans, colour codes, graphics and regularly train the staff who can give details, and answer questions about the exhibition⁵. All the museums must have parking spaces, services and facilities for visitors with disabilities.

In the same interest area is included *the accessibility to information*, also based on the pedagogical approach. Current curriculum theories underline the great significance of exploration of what the visitors/students already know through narratives, storytelling, art, posters, individual study and discovery, physical movement and object-based learning⁶. For the children, these independent, small or large group activities which are based on the stories, events, ceremonies and symbols of the Olympic Movement, will always have a school-wide relevance.

3. Kate Bellamy, Carey Oppenheim (ed.), *Learning to Live. Museums, Young People and Education*, London, 2009, p. 13.

4. Hein, p. 156.

5. Hein, p. 161.

6. Joseph D. Novak, D. Bob Gowin, *Learning How to Learn*, New York, 1984, p. 40.

Furthermore, conceptual access to information and the learning strategy has to be addressed too. This regards the capacity of the visitors to associate the content of an exhibition - concept, objects, text, and story with previous knowledge. A collection of totally foreign objects or notions with labels in a language they do not understand will prevent visitors from learning and making coherent meaning of information. One effective way to transform the new, unknown information in familiar data is to connect what is most probably familiar to the public with the unfamiliar elements of the exhibition⁷. In a sport museum, many of the objects and personalities presented are very often familiar to the visitors. For many of them, the normal gaps in information usually appear when the curatorial discussion points towards details concerning the ethos and history of the Olympics or to the rules of a particular sport. Therefore, the sport museum approach is to create exhibitions consisting of popular facets of the Olympic world – medals, distinctions, diplomas, high quality photography, audio-video and others like that, and gradually add to them the story component, so that connections can be made in the mind of the visitor, favouring the assimilation of new data. This extends understanding and allows visitors to link new information to the prior knowledge.

The narrative behind the exhibition and its heroes touches an informational and affective dimension. Every story about a well-known sport personality of the Olympics is promoted through activities that form internal beliefs and challenge students' knowledge in literacy, history, character discussions, sport and Olympism, elementary physics, health and social realities. When centred on a sport personality, these values-based stories promote role-modelling as a powerful educational tool.

For museum staff, it is important to know who the audience is, what the cultural interests of visitors are and how they interact with the exhibition. The needed information is usually gathered from different sources such as *social studies*, *visitor surveys* or *internal reports* displaying attendance and financial markers. For the same purpose of keeping effective all the educational programmes of the museum, other internal services deal with the *evidence of learning*.

The Olympic values and principles represent the core of the modern Olympic Movement and a great knowledge exchange platform, with no curricular bound-

7. Hein, p. 161.

aries. As an indissoluble part of the reality and aspirations of our society, modern Olympism has envisaged sport as an invaluable instrument to shape the world and make it better. For the purpose of giving the learner a historical depth of the modern Olympics, the *ancient roots of the Olympic Movement*, traced back to the classical Greek civilization should be added to the educational programmes. For any visitor of the exhibition but mostly for the young, this teaching drive activates the prior knowledge they have acquired during formal learning in schools and gives it a direct utility as the foundation for new data. The visitor integrates these types of information while making connections between disciplines in regards to the Olympics, art, religion and universal history.

The study of the Ancient Olympics in the sport museum aims to essentially summarise their features embedded in the culture of the old Greeks, for the students to learn how other cultures understood values such as fair-play or the balance between body, spirit and mind and compare the Olympic Games of ancient Greece to the modern Olympics. Like many other learning activities in museums, these are to a great extent object-orientated, having a focus point on the Greek pottery painted with athletic scenes and on archaeological vestiges. The objects and graphic representations together with abstract historical facts will prompt interpretations through active learning and discovery. Quizzes, questionnaires and games on the Ancient Olympics values, traditions and history may start with questions such as: “What were the Olympic Games in ancient Greece?” or “What exactly was the ancient Olympia in the times of founding the Olympic Games?”⁸.

A curatorial conversation and a plan of learning activities on these values and principles must embed the rationale that stayed behind the revival of the modern Olympics. Participants should learn how this Olympic idea grown inside the intricate historical pattern of the time, being restored after a millennia and a half. Such a journey through the early history of the modern Olympic Movement will acknowledge the great achievements and merits of personalities such as Panayotis Soutsos, Evangelie Zappa, William Penny Brookes and Pierre de Coubertin. The educational activities organised in the sport museum are related to the context that shaped the values and principles of the modern Olympics and therefore need to

8. Maria Bulatova, *Encyclopedia of Olympic Sports in Questions and Answers*, Kyiv, 2001, p. 22.

discuss the national, social and cultural aspirations the 19th century in Europe, where this project sparked and was originally supported. *The cause-effect relation* has to be followed closely in explaining why the restoration of the Olympics was seen during the 19th century as a solution to a number of social, cultural, national and international problems. The role of great personalities such as the Greek-Romanian Evangelhie Zappa in the Olympic revival has to be known together with their ideals and actions that followed the Olympic idea up its entrance on a global scene due to Coubertin efforts.

When teaching the Olympic values to the young, the museum educator should employ an entire range of *kinetic activities*. Olympic sport museums come today with *dedicated spaces for sport activities and simulator machines for different disciplines*. These can be penalty simulators for football (soccer) with a virtual goalkeeper, basketball panels or cycling race simulators. The safe simulators and small-sized modified playgrounds are a perfect addition to the classic museum approach. They contribute to engaging visitors in dynamic educational games and other physical activities by giving them the possibility to practise sport rules and sometimes, initiating them to the sport universe.

A sport and Olympic museum addresses the task of teaching Olympic values both on theoretical and practical grounds. Behavioural and intellectual skills are taught in today's sport museums using learning activities and infrastructure complementary to the school curriculum. Museum learners have the adequate study conditions and time to process and reprocess the information received. This can be done through a workshop about sport and themselves, sport and the Olympics generally or a case study of an athlete's endeavour to become an Olympic champion. Students taking part in such debates should be able to define these values and answer questions like "why", "how" and "where" when talking about them.

Questions such as: "What are the most important values for your family and community?", "How sport can help young people develop a *balance between body, will and mind*?" prepare the student for the learning activity about the Olympic values and history. Sometimes, a useful ice breaking strategy is to start with a discussion about the ideas of the ancient Greeks regarding the harmony in the human personality. Students must know that learning takes place in the entire body and not only in the mind. In this respect, the physical component of

the Olympic education greatly contributes to the intellectual and moral learning. When teaching the value of balance between body, will and mind, educators employ all the learning methods already mentioned, together with other values and use specific learning support like charts with skill sets, in order to record student outcomes, developmental tasks and assessment measures⁹. Short video materials give the students examples of athletes that did not win the medal they wanted but showed no disappointment and answered with a smile the questions from the media. The problem-solving method and direct curatorial questioning may also be used in conjunction with some amazing stories about will and courage, like the one of the Japanese gymnast Shun Fujimoto who helped Japan winning the gold medal at the 1976 Montreal Olympics, even if he had a broken knee.

The *joy of effort* can be taught together with other values like *respect*, *cooperation* and *friendship*. It is always a good strategy to bring to discussion great athletes and their Olympic achievements or just people who have a passion for sport. By doing this, the teacher helps learners identify the qualities that characterise such a person. The starting questions of the learning activities might be: “What personal qualities and values help someone to become a great athlete?”, “How does he/she live these values in the daily life?”.

Introduction to values like *fair play* may be made through questions and answers as well: “What is the *spirit of fair play* and how do athletes show this?”, “How do you show fair play in your daily life?”, “How do you define fair play?”. This gives all students the chance to add in real *examples from the sport world*, tie them into the contemporary society, and later on, develop and strengthen fair play in their own communities. Teaching fair play in museum can always start with the synthetic spoken, written and visual information. Learning through discovery, comparison, group work and problem-solving are didactic methods recommended for teaching this value. For the first step, the students talk individually or in groups about their own understanding of the term “fair play”. The learning activities usually take place under the direct guidance of the museum educator, from whom the students receive the full definition and explanation of the term. The learning strategies should employ key statements such as: “Without fair-play,

9. Deanna L. Binder, *Teaching Values. An Olympic Education Toolkit*, Lausanne, 2007, p. 113.

sport is no longer sport” or “For all sports, victory cannot be sought by any means”. Students need to be taught the fair play notion in an atmosphere of friendship, tolerance which allows respect and consideration for all. They must understand that fair play depends on the responsibilities of the competitors, coaches, trainers, medical officers, managers, referees, sport organisations, journalists, public authorities and spectators. The video support used during the workshops and other educational activities will allow children to identify fair play behaviour in different sports. The learning activities here are always diverse and may vary from poster drawings and paintings to creating games or songs about fair play¹⁰.

During a gallery tour in the sport museum, curators and teachers frequently address other values and knowledge objectives. Among them is the *respect for others*. This value integrates respect for oneself, for the human body, for the others and the environment, for the rules and regulations of sport and Olympism, and generally for all our society. The Olympic museum is a great learning environment to address this value through *the multicultural education agenda* which constitutes the heart of the entire Olympic thinking. The learning activities on this topic can engage debates on subjects such as acceptance of cultural diversity, racism, ignorance, human rights and different cultural heritages. Depending on the age group of the subjects, these activities have to first define the used terminology and initiate the problem-solving process. Together with the exhibited objects, the pictures and videos running in the background, the learning framework may include a brief presentation of world’s traditional sports coming from different cultural heritages, their essential features, differences and similarities.

As the Olympic Charter states, “the goal of the Olympic Movement is to build a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values”. Therefore, the multicultural education involves a complex process of acquiring essential information and establishing the affective grounds and values like respect for human rights, cultural diversity and intercultural dialogue. It underlines the social importance of sport, particularly its uniting role for the progress of our contemporary world. According to several surveys, three Europeans out of four consider sport an instrument of integration,

10. Binder, p. 82.

64% of European citizens think that sport is useful in combating discrimination and 81% view sport as an opportunity for communication between the different cultures (Eurobarometer Survey, 2004)¹¹.

Sport is a human right and a strong vector in development, aid and peace efforts. Over the millennia, sport has played a significant role in all societies having today a great cultural heritage. Therefore, learners must know that sport is about multiculturalism, participation and inclusion. Being a reflection of our world, it has all the good and the bad of it and needs a driving force to fully develop its positive potential. This is a fundamental aim of the Olympic Movement.

As these activities are complementary to school formal education, teaching respect for others in a sport museum can enlarge school studies on various drives: sport ethics, Universal Declaration of Human Rights, the fight against racism and discrimination, the study of specific rights like the right to dignity and acceptance and the connection between rights and responsibilities.

In the same way, a focus on excellence during museum activities inspire and encourage young people to make positive choices and try to become the best that they can be in everything they do. *The pursuit for excellence* is an “inside-out” process which stands for giving our best, in sport activities and in a professional field as well. It is not only about winning a competition but also about participating and developing personal goals. This means to do our best in our daily lives taking all the advantages from the combination of a strong body, mind and will provided by a sport orientated education. In a sport museum, learning activities which involve teaching this value may start a group debate on the requirements of different sports, on what are the strengths, qualities and skills required to be able to perform to your best. The stories of Olympic athletes as role models, presented through the video support, the brainstorming activities and other methods such as autonomous learning, case study, simulation/dramatizing/game, frontal lecture, will help learners identify the qualities that characterise people who have a passion for sport and who had success in the sport world and outside it.

In the Olympic education toolkit published in 2007 by the IOC, were suggested several learning activities on this value: “Pursuit of excellence”, “Living excel-

11. William Gasparini, Aurélie Cometti (ed.), *Sport Facing the Test of Cultural Diversity*, Strasbourg, 2010, p. 11.

lence”, “Do you know how to dream?”, “Doing my best”, “You are a champion!”. Through the use of memorable stories and great role models, all of these activities stimulate students to think about how the Olympic values can help them “to become the best that they can be”.

This paper summarises the theoretical and practical approaches and drives of action developed to accomplish the objective of teaching the Olympic values in a sport museum. It provides an account of learning activities in this field as they are found in the specific literature and practice of sport museums worldwide. All the methods, examples and case-studies suggested for these activities can serve as a starting point for developing new educational materials and workshops ideas. Their use, together with an outstanding sport exhibition, printed learning support, the enthusiastic activity of museum curators and educators will keep the Olympic museum a dynamic and exciting learning environment which will effectively spread the values and principles of the Olympic Movement to generations of visitors.

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HISTORY OF THE CREATION OF THE SPANISH OLYMPIC ACADEMY. CONTEXT, HERITAGE AND CONSEQUENCES

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1. Introduction

In 1939, the proposal made by Carl Diem in 1938 to the Hellenic Olympic Committee, regarding the creation of an Olympic Academy in Hellenic lands, was accepted, according to Conrado Durántez (2003). However, the project was postponed by the outbreak of war. Later, another proposal for the creation of an International Olympic Academy was launched by Carl Diem and John Ketseas, reaching this time the expected results so that it meant the approval of the creation of the International Olympic Academy during the 44th IOC Session in Rome (Durántez, 1988).

This was a turning point in the structure and operation of the Olympic Movement. With its creation, an aspiration and concern that had been developing within the Olympic Movement was achieved. This aspiration and concern had been the brewing of Pierre de Coubertin. It was fear of the ideals on which the Olympism was built, were being manipulated from the time course and the interests that were alien. Thus, the *International Olympic Academy*, as Conrado Durántez wrote, was created to meet this among other objectives:

“The promotion and defense of ethical and moral values that constitutes the philosophical code of the Olympic Movement, as well as

reporting the negative impact of foreign pressures to the principles contained in the Olympic Charter”¹.

After the final creation of the IOA in 1949, its operation was delayed more in time. It was not until 1961 when it held the first of the courses that, in order to bring the Olympics to different social groups, have been held at the headquarters of the International Olympic Academy today. Those circumstances were due to that, in a first test, out of 80 invitations sent to the National Olympic Committees no response was received from a large number of them. The few who did, responded in a negative way to Diem and Ketteas’ invitations to perform what was to be the first course in the IOA².

2. The beginning of Conrado Durántez in the Olympic world

Conrado Durántez Corral was the creator of the Spanish Olympic Academy, the first National Olympic Academy. He conceived the idea of its creation from the positive impact that caused his first contact with the International Olympic Academy in the first course held in Olympia in 1961.

Conrado Durántez’s relationship with the general context of the Olympics was initiated during the Olympic Games of Rome, for which he was shortlisted to attend as an athlete representative of Spain in the discus test³.

However, Durántez himself had to inform the Federation by letter of his absence, because at the same period he was preparing the final exam to become a judge. And like this concluded the first foray of Conrado Durántez into the Olympic world.

Later in time, in 1959 there was a meeting that would be definitive for two reasons. Firstly, because of the approach that led to the circumstances of the creation of the Olympic Movement, its philosophy and values. Secondly, because of the meeting of José María Cagigal, that was the support within the regime Conrado Durántez subsequently would require to carry forward their idea of the creation of the Spanish Olympic Academy.

1. Durántez Corral, C. (2003). *Academias Olímpicas Nacionales*, Madrid, Olympic Spanish Committee publishings, Spanish Olympic Academy, p. 5.

2. Durántez Corral, C. (2003). *Academias Olímpicas Nacionales*, Madrid, Olympic Spanish Committee publishings, Spanish Olympic Academy, p. 5.

3. Durántez Corral, C., Oral interview, 18th April 2013, Madrid, Spanish Olympic Committee.

As mentioned, in 1959, Conrado Duránte met José María Cagigal⁴ –a teacher who taught sports psychology at the National Institute of Physical Education (NIPE) of Madrid– on the occasion of the Mediterranean Games. From that encounter, Conrado Duránte kept in his personnel file a copy of the work, *Men and Sport*, which was given to him by José María Cagigal. On that final encounter Conrado Duránte himself told us in the interview that we kept in the month of April:

“I found a number of things I did not know in that book he dedicated me, *Men and sport*; despite me being at university, being a judge, that book had 90% of things I did not know and impressed me: the whole Ancient world, the Greek world, the Olympic ideals, Pierre de Coubertin ...⁵”.

2.1. Conrado Duránte’s election as representative in the first course of the International Olympic Academy

When the International Olympic Academy sent invitations to the various National Olympic Committees for these sending a representative to the first course of the Academy, the Committees were requested to send an athlete. Therefore, the Spanish Olympic Committee conveyed this finding of representative to the Athletics Federation, the one that might decide who should attend.

Conrado Duránte details how this process occurred, and how he was not initially considered to be the one representing the Spanish Olympic Committee in the first course of the Academy (C. Duránte, oral interview, April 18, 2013):

“So, the president of the Athletics Federation at that time was Andrew Tuduri, had already thought of sending his son, who was a remarkable runner. But there was some discuss to be taken at the meeting of Federations. The Galician Federation representative, Manuel Fraga (same name as the politician), was a close friend of

4. Spanish university professor, pioneer and responsible for the development of many aspects that unfolded over several decades what today sustains the teacher training of what is now the area of Physical Activity and Sport Sciences. He was director of the first and only centre in Spain that formed its teaching staff during the Franco regime.

5. Duránte Corral, C., Oral interview, 18th April 2013, Madrid, Spanish Olympic Committee.

mine and made me such a tremendous accolades, saying that I had been sub-absolute champion of Spain in discus throw and that I had been awarded with a judge position with very remarkable marks. In short, he made such allegation defending me, that I was finally selected. Because of that speech, I was selected”⁶.

It is then possible to assert that Conrado Durántez’s election as representative of the Spanish Olympic Committee owed a lot to the lauds made by Manuel Fraga, representative of the Galician Federation of Athletics, as a result of his outstanding and important history as a professional and a sport player.

However, although his election was definitive, Conrado Durántez had to pass an interview with the President of the Spanish Olympic Committee and National Sports Officer, José Antonio Elola Olaso, Juan Antonio Samaranch, then responsible of Olympism in Cataluña and Jaime San Román, Secretary of the National Sports Delegation, belonging to the Francoist regime at that time dominant in Spain. We assume that the results of the interview were satisfactory as everything was confirmed for Conrado Durántez to travel to Olympia as Spanish representative to attend the first course of the International Olympic Academy.

2.2. Conrado Durántez attends the first course of the International Olympic Academy

That first contact Conrado Durántez had with the Olympism in Greece was accompanied by some problems that made him suffer various uncertainties during the first moments of his arrival. It seems that, from the *Spanish Olympic Committee*, it had not been sent a letter warning of his arrival. That meant that he was not received with the entire group of attendees and had to travel alone by train from Athens. From that first trip through Greek lands, he remembered casually meeting on the way with one of the teachers of the course, Professor Stenhouse.

Once arrived at the place of the Academy, he found out that the army had assembled some tents for the occasion and a calm, relaxed and very Olympian environment among the 25 people attending the course⁷.

6. Idem.

7. Idem.

Among Duránte's anecdotal memories concerning the circumstances in which the first course held in June 1961 was developed, he recalled that all students in the course received warnings about the dangers of wildlife which could be in the place. He also remembered the fact that they attended all conferences sitting under the trees. He remembered with special affection listening to the keynote by Carl Diem "Anelings of our times: Objectives and meanings of the International Olympic Academy". In addition, Conrado Duránte referred to, in the interview that he kept, how this first course was not only an experience in Olympia, but Diem had gotten some German company to fund a trip through Greece for all the attendees.

Thus, Conrado Duránte continued attending the courses of the International Olympic Academy for two more years, as he remained chosen by the Spanish Olympic Committee as a representative, while continuing his career as a judge back in Spain.

3. Creation and first years of operation of the Spanish Olympic Academy

In 1964, Conrado Duránte suggests that his friend, the director of the National Institute of Physical Education (NIPE) in Madrid, José María Cagigal, could assist to the course in the International Olympic Academy, and when he does he is as impressed as Conrado Duránte with all the work developed there, the great environment among the attendants and the Olympic principles.

It is at this time when, suggested by Conrado Duránte, they both agreed on the creation of a similar institution to the International Olympic Academy in the National Institute of Physical Education.

However, prior to the creation of this institution, Conrado Duránte wrote his first book, "Olympia and the Ancient Olympic Games" in 1964. This book began in 1961, because of how impressed he was after his return from Olympia. In his own words:

"When I wanted to collect data, I went to the National Library and there was nothing. Then, at that time, I had the fortune of being appointed head of international relations of NIPE by Cagigal, and we travelled around a lot. When José María saw that I got on well with the Greeks, I was asked to be head of international relations, as a col-

laborator. As a result of that, we travel and it was some kind of obsession, in order to write the book, as an academic, when getting off the plane going directly to the library of that country to search for data and bibliography. As I was going every year to the International Olympic Academy too, I could also get information from there as well”⁸.

Four years later and without missing any of the courses developed so far by the International Olympic Academy, Conrado Durántez launched, with José María Cagigal, the Olympic Studies Centre at the NIPE in Madrid, inaugurated on November 25th, 1968.

José María Cagigal outlined the reasons why he and Conrado Durántez considered appropriate to install the Olympic Studies Centre within the INEF of Madrid:

“In the Olympism, sporting virtues are condensed and, through it, they intensely manifest their risks, their excesses. It is impossible to study comprehensively sports in our society without referring to the movement and the Olympic spirit, its message, its significance, its contemporary development, its achievements and limitations.

Another purely practical reason for the creation of this centre was to prepare students of National Institute of Physical Education, which each year had to attend meetings of the International Olympic Academy. It was advisable to arrive at such meetings with the best possible mental conditioning, with an Olympic themed background. For this the Olympic Studies Centre would be useful”⁹.

It will be later, in 1969, when the first course is performed, structured over two or three sessions each year. This first inaugural course involved people of the importance of Juan Antonio Samaranch, then president of the Spanish Olympic Committee, Avery Brundage, president of the International Olympic Committee, which was responsible for the ending act of that first year, as well as Conrado Durántez and José María Cagigal themselves.

In these early days, the Olympic Studies Centre did not even depend on the Spanish Olympic Committee, but was fully integrated into the NIPE, which was

8. Idem.

9. Cagigal J.M. (1973). *Olympic Studies Centre*, Madrid, Sports Council Archive, p. 5.

who supported and defrayed all costs. In addition, Juan Antonio Samaranch, president of the Spanish Olympic Committee at that time, gave great importance to the Academy.

Other personalities who attended these courses, in the still called Olympic Studies Centre were Frank Lotz, Otto Szymiszek and Prince George of Hanover, who was president of the International Olympic Academy and an ex officio member of the International Olympic Committee.

While Olympic Studies Centre conducted its first years, the International Olympic Academy continued to develop its own. At that moment, the Olympic Studies Centre used to send between 5 and 7 students to courses in Olympia, which, joined with the dozens of students sent by Germany, lead the International Olympic Academy to limit to 3 the maximum number of representatives per nationality, so no country would have an excessive power in the Academy.

This measure was also reinforced in 1969, when Greece adopted a law preventing, among other things, that the president of the International Olympic Academy was not Greek, which implied the departure of George of Hannover from the presidency. Then, both Conrado Durántez and José María Cagigal offered him their support to stay in charge, which they did not succeed and, as expressed by Conrado Durántez in the interview (April 18, 2013) “was unfair but it was so”.

After the first years of the Olympic Studies Centre at the NIPE of Madrid, in 1971 Conrado Durántez and the Spanish Olympic Committee were appointed Official Partners of the International Olympic Academy.

It was in 1973 when, finally and to match the new National Olympic Academies beginning to emerge, the Olympic Studies Centre of Madrid's NIPE changed its name to the Spanish Olympic Academy, although it was not integrated as a Commission of the Spanish Olympic Committee until several years later, in the 80s, when the Academy also acquired a structure with president, secretary, etc.

Until 1977, Conrado Durántez was awarded by the support of José María Cagigal, who left that year the direction of Madrid's NIPE due to political motivations, as he was considered an independent man. However, the friendship and mutual support between José María Cagigal and Conrado Durántez lasted, and José María Cagigal continued attending courses at the Spanish Olympic Academy until his death in a plane crash in 1983.

3.1. Discussion about the primogeniture as National Olympic Academy

After the nominal exchange institution, a strong discussion took place within the Commission on the Olympic Academy. At that time, Norbert Muller argued that the primal as the first National Olympic Academy was held by German and, in the words of Conrado Durántez:

“As we are all on the Olympic Academy Committee, one day the problem occurred. So Nico Filaretos, who was current Chairman of the Committee, asked that we might bring our documents to prove it. I got there loaded with records, sessions, etc. while Norbert Muller failed to prove his words. From that, a record was taken after a month, in which it is said that, after a discussion, it was agreed that the first National Olympic Academy that was created was the Spanish Olympic Academy in 1968. And in Olympia is recorded that the first National Olympic Academy was the Spanish one”¹⁰.

It was then well proved and established that the first National Olympic Academy created was the Spanish Olympic Academy, which also continues in operation since then.

4. The role of Conrado Durántez, as president of the Spanish Olympic Academy, in the creation of National Olympic Academies, key legacy of the Spanish Olympic Academy

4.1. The IOC's Itinerant School of Sport Administration

In the year 1982 was held, at the International Olympic Committee, a monograph meeting to promote the creation of National Olympic Academies, being possible then to appreciate the efforts of the International Olympic Committee to encourage the creation of more National Olympic Academies. To this end, it was agreed in 1984 by the IOC Executive Board the creation of the Itinerant School of Sport Administration, whose first actions took place in 1986.

Once the Spanish Olympic Academy was integrated as a Spanish Olympic Committee Commission, Conrado Durántez, as president of the Academy, partici-

10. Durántez Corral, C., Oral interview, 18th April 2013, Madrid, Spanish Olympic Committee.

pated in the ambitious project of the IOC Itinerant School. This happens two years after Alfonso de Borbon y Dampierre, Duke of Cadiz, was chosen as president of the Spanish Olympic Committee in a vote that Conrado DuránteZ did not won by one vote. It was in this way that begins his essential role in the creation and development of numerous National Olympic Academies on several continents.

The aim of the Itinerant School of Sport Administration was to spread the Olympic principles, publicize the work of Pierre de Coubertin and other basic issues that were then unknown, such as the role of an Olympic Committee or the importance of the Olympic Truce.

In Spain, three teachers were chosen among who Conrado DuránteZ was. Then, the first international course took place in Lausanne, Switzerland, to see if the teachers had the level. Conrado DuránteZ describes his own role as Itinerant School professor as follows:

“We went to a few countries in Africa or America to tell them to do a course on what is the Olympics, because they did not know. Well, I suggested the same to the Academies, because there are 200 National Olympic Committees around the world and there are 140 Academies. So my proposal is to go to those countries and say, to the corresponding Olympic Committee president, ‘An Academy is to collaborate with you. The president of the Academy is a collaborator who, by delegation, will be dedicated to spread the Olympic principles’, which is one of the tasks of the National Olympic Committees”¹¹.

As a result, the number of National Olympic Academies working increased from a few to many more.

However, soon after starting on the Itinerant School, Conrado DuránteZ began to devote himself to the promotion of National Olympic Academies in various countries of Africa and America. This promotion work and support for the creation of National Olympic Academies directly resulted in the creation of 17 Academies, the following: Benin in 1986, Portugal in 1987, Italy in 1989, Venezuela in 1991, El Salvador in 1992, Colombia in 1993, Honduras in 1993, Bolivia in 1994, Paraguay in 1994, Costa Rica in 1994, Panama in 1996, Mozambique in 1997,

11. Idem.

Equatorial Guinea 1997, Angola in 1997, São Tomé in 1997, Niger in 1999 and Nicaragua in 2000.

However, in addition to directly participating in the creation of the National Olympic Academies mentioned, the Spanish Olympic Academy “*has contributed to promote the creation of Olympic Academies in Africa through courses in Benin (1997) and Togo (2001), being created as a result of six Olympic Academies in the francophone area*”¹².

4.2. The creation of the Iberoamerican Association of Olympic Academies

To Conrado Duránte, the diversity of languages is a difficulty to explain the subtleties of the philosophy of Pierre de Coubertin and the various Olympic values. It is for this reason that comes to his mind the idea of making a Spanish-speaking working group, so that the common language made communication easier¹³.

To this end, in 1988 (Duránte, 2012a) makes the most of the many representatives of the Spanish-speaking American countries that had attended the course of the International Olympic Academy in Olympia and invites them to what would be the first Congress of National Olympic Academies of the same language.

The meeting was a success and it is agreed the creation of Iberoamerican Association of Olympic Academies (AIAO in its Spanish acronym). However, it was not until 1990 when it was officially established as an Association.

This meeting and the ones after were key in the creation of many of the National Olympic Academies that were created in America with the aid of Conrad Duránte. Many of the countries that had not yet created a National Olympic Academy, impressed by the work of Conrado Duránte in nearby countries, sought help for their creation, inviting Conrado Duránte to numerous conferences and meetings.

The appreciation for the work of Conrad Duránte was and is such that even some Spanish-speaking countries, such as Niger in 1999, in view of the excellent results in Benin, requested his help and thus obtained.

However, the funding for this new association was not simple. For the purpose of funding, Conrado Duránte:

12. Spanish Olympic Academy (2008). *Spanish Olympic Academy 1968-2008 XL Anniversary*, Madrid, Spanish Olympic Academy, p. 1.

13. Duránte Corral, C., Oral interview, 18th April 2013, Madrid, Spanish Olympic Committee.

“Took advantage of the fact that people returned to America from Olympia, and searched for someone in Spain to fund the conference. If you tell a mayor that representatives from 27 countries will come to a conference of all the Spanish and Portuguese speaking Olympic Academies of the world at a minimum expense, he will always find a sponsor”¹⁴.

Exchange possibilities offered by this Association are such that, in one of the conferences, Conrado Durántez decided to publicize among attendees the Treaty of Tordesillas. Considered a treaty of ferrous Olympic values, it is one of the few treaties that did not intend to end a war, but avoid it. This is why the Iberoamerican Association of Olympic Academies offers the possibility of a full cultural exchange, not just an academic one.

Proof of the success of the AIAO in spreading the Olympic values and the benefits of having a National Olympic Academy is that at the beginning there were five Olympic Academies associated, while there are 27 recognised today (AOE 2008).

Despite the promotion work developed, it was not until 1996 when there was official recognition by the International Olympic Committee of the Iberoamerican Association of Olympic Academies (Durántez, 2012a).

In constant growth, during the 90s were added to AIAO various francophone National Olympic Academies, which led to the decision of changing the name of the association, because it did not include the diversity of its members through its name. Thus, in 2002, the Iberoamerican Association of Olympic Academies is renamed as Paniberica Association of Olympic Academies (Durántez, 2012a).

5. The work of the Spanish Olympic Academy at a national level.

Functional legacy

5.1. Olympic Studies Centres (OSC)

The Spanish Olympic Academy *“has designed three courses to be developed at the National Institute of Physical Education in Madrid, Granada and Barcelona*

14. Ídem.

during the next period (XVII Session)”¹⁵. This expressed, as early as in 1986, that the momentum from the Spanish Olympic Academy was intended to give the spread of Olympic values through a more direct disclosure in NIPes.

In 1989, Miguel de Moragas spoke with Conrado Durántez about his desire of creating at the University of Bellaterra, belonging to the Autonomous University of Barcelona, an Olympic Academy of the University itself. To this question, Conrado Durántez expressed the impossibility of the existence of two Olympic Academies in the same country.

However, there was a clear willingness to compromise by both parties in order to spread the Olympic values. Conrado Durántez expressed his thoughts as follows:

*“The Academy has a generic dimension in society, from school to adult, but its place is the university, which is the birthplace of the Olympic movement, born in the Sorbonne, by Pierre de Coubertin in 1894. College is the place where a man with the mental status of a university student, can understand the humanist call of Olympism, so I think that the university is the right place so that the diffusers of the principles were the Centres in their territories. The right atmosphere for the Olympic broadcast is college”*¹⁶.

Based on this desire to return the Olympic Movement to college, it was agreed to create the Olympic Studies Centre Bellaterra, signing the agreement on June 28, 1989 and using a similar formula to the one that was used in 1968 for the creation of the Olympic Studies Centre at the National Institute of Physical Education in Madrid.

“The OSC is created through an Agreement signed by the President of the Spanish Olympic Committee, the Chancellor of the respective University and President of the Spanish Olympic Academy. The Spanish Olympic Committee-Academy gives Olympic themed bibliography to the OSC and both parties compromise to

15. Records of the Spanish Olympic Academy XVI Session 1986, Madrid, Spanish Olympic Committee, pp. 3-4.

16. Durántez Corral, C., Oral interview, 18th April 2013, Madrid. Spanish Olympic Committee

organise lectures, seminars or Olympic broadcasts, sharing costs proportionately".¹⁷

This agreement encouraged other universities to establish its own Olympic Studies Centre in order to spread the Olympic principles. The following year, in 1990, came the creation of the OSC in La Coruña. In 1995, the Granada one was created and then many universities created their own OSC until the completion of the 27 Olympic Studies Centres that today exist in Spain.

As proof that those Olympic Studies Centres are operating, many of them have developed their own publications, either electronically or on paper, such as the OSC at the Autonomous University of Madrid with its publication *Citius, Altius Fortius. Humanism, Society and Sports: Research and essays*, which began as a publication in May 2008.

Olympic Studies Centres also have the support of the Spanish Olympic Committee, which pays many different publications and supports them financially and with many of the speakers for organised conferences.

Another success of the Olympic Studies Centres is based on the appearance of new researchers in the Olympic Movement such as Alberto Aragón Pérez, representative of the Spanish Olympic Academy in the course of the International Olympic Academy for graduates in 2012.

5.2. Education in schools and high schools

Besides getting the Olympic Movement and its dissemination back in the university, the Spanish Olympic Academy, through its president Conrado Duránte, has also worked in the dissemination of the Olympic principles both in high schools and schools, through collaboration with the Spanish Olympic Committee in the campaigns "All Olympic" and "Olympic Heroes", which work by representing a small performance, a story in which there is a book which tells about several Olympic stories, as is that of Jesse Owens.

These two campaigns based their information on publications for children that

17. Spanish Olympic Academy (2008). *Spanish Olympic Academy 1968-2008 XL Anniversary*, Madrid, Spanish Olympic Academy, p. 15.

Conrado Durántez has developed: “History and philosophy of Olympism” and “Sport, Olympism, values and symbols”.

5.3. Spanish Union of Olympic Philately, Spanish Pierre de Coubertin Committee and Conrado Durántez’s publications

To achieve its objectives, the Spanish Olympic Academy in 1996 prompted the founding of the Spanish Union of Olympic Philately (UEFO in its Spanish acronym), which is responsible for the design and distribution of philately with Olympic motives for either the thirtieth anniversary of the Spanish Olympic Academy or in connection with the holding of a congress of the Paniberica Association of Olympic Academies.

“The UEFO held annual meetings and publishes two issues a year of Olympic Philately Magazine, which has obtained Special Diploma and Silver Diploma for the book of Olympia Fire, due to the exhaustive study that it is performed on the symbol of fire in Olympic history”¹⁸.

The creation of the Spanish Pierre de Coubertin Committee on October 6, 1998 is another milestone achieved by Conrado Durántez in front of the Spanish Olympic Academy, as his work in the “*dissemination of life, restorative work and image of the Olympic Movement*”¹⁹ of Pierre de Coubertin and his work as head of the International Olympic Committee and the establishment of the modern Olympic Games is vital. It has also been published five papers on his life and work, as well as a score of streets named with Pierre de Coubertin’s name.

In this sense, Conrado Durántez is considered by the International Olympic Committee as the person with the most publications on Pierre de Coubertin in the world, not surprisingly, has compiled and published many of the letters that led to the creation, among others, of the Spanish Olympic Committee in 1912.

Noting the number of publications and quality of them, there is no doubt of the importance of Conrado Durántez as an Olympic researcher, his rescue research work has solved possible historical mistakes such as the aforementioned on the

18. Spanish Olympic Academy (2008). *Spanish Olympic Academy 1968-2008 XL Anniversary*, Madrid, Spanish Olympic Academy, p. 10.

19. Spanish Olympic Academy (2008). *Spanish Olympic Academy 1968-2008 XL Anniversary*, Madrid, Spanish Olympic Academy, p. 12.

first National Olympic Academy created, or the date and place of creation of the Spanish Olympic Committee, which over a period of time it was believed to have happened in Barcelona in 1924 and Conrado Duránte, through his research, concluded had happened in Madrid in 1912 (Duránte, 2012b).

It is important to highlight the hard work that led to this historical rescue supposed to Conrado Duránte, whose training as a judge prevented him from gaining knowledge of ancient languages like Greek and Latin, which meant some obstacles in his research. It is key then to review the importance of the team of translators that Miguel Piernavieja del Pozo, when he was in charge of the direction of the National Institute of Physical Education, made available for Conrado Duránte and other researchers²⁰.

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ADAPTING ANCIENT OLYMPIC CULTURE TO THE STUDENT IN THAILAND

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Introduction

The Olympic crown is a lesson in sportsmanship for all time (Molloy 1987, p. 5), and the Olympic Games held concurrent with the world Exhibition failed to produce a desired effect but they boosted sports results and asserted the vitality of Olympic contests (Stheinbakh, 1979 p. 31). Since their revival, the modern Olympic Games constituted always a great sport event of the world. The Olympics area creative activity that encompasses rich and varied educational values and actions. The Olympics signify, reinforce, or create very different kinds of human interaction (Molloy and Adams, 1987 p. 17), by promoting the culture of sport to people worldwide. This game leads athletes to be more coordinated in efforts of international unity. In addition, it creates a relationship among athletes from different cultures. One activity in the Olympic Games is the opening ceremony process, for example, “Sports Torch Run” and “Parade in opening ceremony event” which is so fascinating of the Games, as the Olympic Games have been in implementation ages ago. Every four years, athletes all around the world are coming together participating and competing. Some of them prepare themselves for a long time, which takes more than four years. Thus, the athlete who wins at the Olympic Games has been trained hard at his sport skills. Some do well, some

cannot. However, the long time training should start at earlier ages, and continue at primary, secondary and especially in high school.

In elementary school, the sport game held every year is called “Sport Colours Games”. It is an adaptation of activities following Olympic Games for students. One activity that was very exciting for them was “Parade”. In paired teams, more athletes and other people together in performing ceremony games. The people in the parade are mainly dressed in bright colours which look wonderful. Some of them were female, taken the position of leader as more beautiful than others. Other athletes had joy at just the participation in different activities in the parade. It is so motivating for people to see when looking at a group of people in the parade moving to the stadium for the opening ceremony. This is the one activity in the Olympic Games that influenced people and students in each country around the world. It also takes part of the sport school games in Thailand as well.

Statement of the problem

Unfortunately, Thailand did not have a very successful history of gold medallist in the Olympic Games. They lose games neither sport performance nor gain knowledge of the ancient Olympic culture. Because they lose games, they will not gain the spirit and sportsmanship. Another serious problem is knowledge about the Olympics. Moreover, there are no books that support education in Olympic Games history in Thai language, weakness of the multimedia and less curriculum detail about Olympic culture in Thai ministry of education. In fact, the number of sport school students applying each year has been large. Perhaps it is bold to think on these lines, but the argument should be followed wherever it leads. Do the further Olympic Games be less of a lesson in Thai sport school classes. This conjecture leads to the following that affects a large number of students’ future. Accordingly, they will have less opportunity to know more about the philosophy, ancient Olympic culture, and the history of the Olympics (information on Olympic Games in part, and modern Olympics). No conceptual enhancement by Pierre de Coubertin, as he mentions in 1927 “Sporting youth of all nations” at Olympia, and Olympism may be a school of moral nobility and purity as well as physical enhancement and energy.

Nowadays, there are physical education classes taken out of the Olympic Games lesson, especially in the sport school. There is opportunity to put a new knowledge of Olympic culture in physical education classes. Koylouri (2012, p. 46) “the problem that without a knowledge in physical education class in the school might be no quality of a book or documentary which refer to experience and condition of living when the student is growing up. According to Scott (2005), the good life had covered to be owner of a home, having a car, or enjoying a successful career. Kretchmar (2005), “While Coubertin found virtue in most formal systems of physical education, he also believed in that a need existed in modern society to conceptualization and implement a new type of physical education that would accommodate the different needs of the different classes within France’s new Republican society. Coubertin attempted to explain a “cause and effect” relationship between sport and broader ontological elements that defined that human condition. Coubertin divided the syllabus into the following functional categories: life saving on the ground, life saving in water, defense, and locomotion.

Furthermore, it is the demonstration of the value between physical education class and Olympic Games combination. Both are major lessons for young students in sport schools. Perhaps, teaching about the Olympic Games in physical class will be successful, and there are two reasons for supporting this concept. First, the children grow up with new information because they take more lessons on Olympic culture and learning the history of the Olympic Games. Second, it started a new idea to motivate students to learning the process of the history of the Olympics. However, sport school students received much foundation on the development of their skills. That is a high quality of study factors. Tony (2012) “there are many categories of the facilities of training: sporting equipment, sport science centre, quality track and field equipment, accommodation, and staffs division in Thailand sport schools”.

Objective of the project

- 1) To adapt the lessons of physical education in Thailand High School classes in order to be more focused on the Olympic Games ethos.
- 2) To promote the Olympic Culture to students when they are young.

Strategy of the project

- 1) Students have the opportunity to perform an activity, which concerns sports e.g. Parade Olympic Games opening ceremonies, torch run.
- 2) Use Olympic imagery to emphasise Olympic events (i.e. picture of sports motion, stadium view, racing game) (after class, 12-30 minutes).
- 3) Presentation of movies that enhance Olympic Games values and principles.

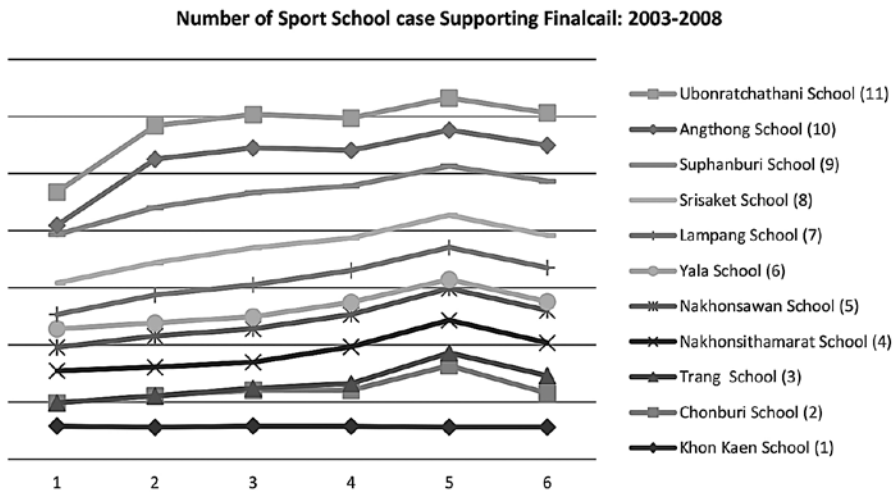
Background of Sport Schools and the Values of Ancient Olympic Culture

The Thailand sport schools are institutions of physical education that educate highly skilled selected high school student athletes all over Thailand to study and train under qualified coaches for adolescents aged between 13-18 years. It is the school's aim to train sport skills for Olympic Games, also teaching about the history of the Olympics and culture. In the students' process of learning they may have the opportunity to go to the Olympic Games after they have completed their study. Kretchmar (2005), ethics looks at how individuals should treat one another and how they should treat themselves. It looks at the specifics of understanding, such as the knowledge that may be present in the reflexes of young children, as well as large problem, such as doubts about the ability of human being to know anything at all. (p. 19). On the other hand, the relation of the ancient Olympic Games in Greece long time ago and humanity competitions is interesting. To understand the specific Olympics in full the Thailand sport schools focused more on the creation of a new programme syllabus. As with all great accomplishments, the specific Olympics began simple with a need, a plan, and people with enough conviction to make a dream a reality (Molloy and Adams, 1987, p. 54). It is the reason that some countries around the world had established sport office, sport culp, sport association, sport federation cases effect of the Olympic culture. Some countries such as Thailand sport schools had taken students to become athletes to be a participant as competitor in Olympic Games and learning about the ancient Olympic Games. Nevertheless, there are not many athletes who can learn history at this moment. Later, the Thai government considered this problem by establish-

ing the sport schools. They expected to have a specific curriculum, which focuses only on sport training and maybe the ancient Olympic culture.

Moreover, the style of teaching among teacher in sport school had taken only training performance tasks. In this training the aim was to develop the student in order to request higher sport skills as well as giving formal high school education. All of the students will be located in the boarding sports school to ensure the programme runs smoothly, between sport and academic education. In other words, the school will allocate secondary school students (aged 13-18 years old) both males and females with accommodation, scholarship, specific sports and physical education programme. Those who pass the physical and specific sport skills test at the entry will be selected to enroll as a student of the school. Thus, the link of the ancient culture Olympic Games between sport schools is not limited.

Graph: Financial Support to Thailand Sport Schools: 2003-2008



Sources: Chatravatee, (2008) *Institute of Physical of Education, Self-Assessment Report: (SAR): 2003-2005*, (pp. 40-42), and (2006-2008) (pp. 47-49), and Planning Division, (2009), 1=2003, 2=2004, 3=2005, 4=2006, 5=2007, 6=2008

The education programme of the Sport Schools is to provide a good education in both sports and academic fields. Although both sports and academic education were equally important, the emphasis on developing appropriate sports skill was

a main concern. It also provided academic learning about the ancient Olympic culture in the classroom (not full time during class). Therefore, the infrastructures, programmes, and allocation of qualified coaches in these schools are more and better than other ordinary schools. Furthermore, sports schools also have policies that promote national sports as well as standard sport in the Olympic Games. According to Sarapang (1998) the curriculum rules of sports school are 1) Managing a student who has the sports skill potential as well as giving them appropriate academic studies, 2) develop student's skills so that they will be able to play in the national team to compete internationally.

The Government had allocated a sum of 102,479.120 Bath (Thai dollar) in 2008, which is estimated around 10% more investment than 2003. However, Thailand athletes on performance acting in the Olympic Games still remain the lowest-result of competition, meaning the low quality of athlete performance. Although, they had a perfect quality of sport facility support in terms of government foundation were used very much. One foundation of government was provided by Thai government for supporting sport school as the scholarship.

In other words, the student in the sport school needs to improve performance of sport skills as well as learning the culture of the Olympic Games (Samahito, 2013). They attempt to focus more in detail and motivate values of Olympic Games; it is not just training sports. Many schools specify the taking of a course or courses from an approved list of "variety" course that are to introduce the student to a culture or lifestyle (French, 2004 p. 57). Thailand sport committee of development sport learning might focus to all lessons in sport school classes for quality of lifestyle also, since there were missing many lessons on ancient Olympic culture, which is concerning the idea/concept and curriculum. There were many problems for teachers and obstacles in the teaching promoting the Olympic culture, in this way it lets teachers teach students for sport training and improving physical fitness only.

However, in the sport schools, there is one activity that promoted the culture of the Olympic Games in physical education class; it is "Sport Colour Games". It is held between semester one and semester two of the study periods. Nevertheless, the implementation of these games is limited; only one time per year. Because times of doing the sport colour games is less. Thailand sport school students will miss the advantage to have the culture of Olympic Games. In other words, it is

not many times implemented during a year study in the free times. However, the culture in the “Sport Colour Games” in the sport school has been the remaining “Parade and Torch run”, which is an element of activity regarding to ancient Olympic Games too.

Why teach the ancient Olympic culture in Thailand Sport Schools?

The idea is why the implementation the physical education in sport school class, is interesting; it is teaching a new technique for the motivation of athletes to focus more on the lesson on the culture of the ancient Olympics. This is reasonable, because Thailand sport schools had their own style of teaching. The different style of teaching in terms of physical education class related to traditional sport. Some sport schools had taught by emphasizing sport skills such as running, swimming, boxing, cycling, football, golf, tennis, table tennis, handball, volleyball, archery, track and field, wrestling, weight lifting, judo, badminton, and shooting, which these sport all belong to the Olympic Games. But, other subjects have been teaching the academic performance in Thai’ lifestyle. However, there is a confusion of what is the type of Olympic values in teachers remaining among these schools.

There were two concepts of the implementation of physical class following the Olympics. Firstly, it was adapting the history of Olympic Games by teaching and training them to go around the environment of the Olympics. By the way, it is more interesting to use imagery of Olympic Games pictures such as, the organisation of an exhibition between each class or each school. For instance, teaching a different exercise about the ancient Olympic Games in the part to motivate students’ awareness such as the Nemean Games of Greece. It was the games of running for respective memories to ancient Greece, which were helped for the first time for a three days period (News of Nemea Games, December 2012). Secondly, adapting the traditional aspect of Thai sport tradition. Because the traditional games were not just for sport event, but also education, culture, democracy, communications, and arts.

As in the ancient culture Olympic Games had discovery by many people in this situation. Many experts (Georgiadis, Wacker, Christesen, and Karamanou, 2013)

point out the view that the Olympics were complex in history, meaning by itself the Olympic Games related to economic, democracy, sociology, health and tradition therapy, and respect to God. Some questions that have arisen “what is the goal of the Olympic Movement”, “how does communication affect the Olympic Games”, is there democracy between genders in sport, and how IOC makes the legacy of the Olympic Games to allow society to benefit from them. However, the legacy after the Games is more beneficial to people.

As mentioned above, it is the new idea concerning the Olympic values in concept creating sport schools. As students are young it may be easy to give a new lesson, especially ancient Olympic Games in physical education classes. Georgiadis (2013) raised the question that what is the main reason of conducting Olympics history in Thailand sport schools. In addition, how making a good relation between Olympic Games and Thai traditional games in sport schools, this question has to be answered in the future.

Legacy of Greece’s Culture of Olympic Games Influence to Thai traditional sport

If the ancient culture of the Olympic Games do support The Thai traditional sports. It may be right to talk about the “Sepak Takraw” which is well-known and popular game in Asian countries (Games for Thailand and Malaysia, Myanmar, Laos, Indonesia and the Philippine in Asian Games). It is the main game in Sea Games since 1965 until present. History of this game had to take part as Asiatic game, in Thailand called Takraw or takro, in the Philippines sipak, in Malaysia sepak raga. Since 1982 it has been an event in the Asiatic Games. The first W.Ch. were held in 1993 in Khon Kaen (Thailand) (Lipon’ski, 2003 p. 483). One thing that is important for this game is fair play and sportsmanship. Before the start of the game, all players have to show each other that there will be fair play at all times, including that they should pay respect to the referee and prospector. They do respect to others as same as the Olympic Games had done in Sepak Takraw. However, trying to develop local games for students of Thailand by “Sepak Takraw” it is a traditional game. It might give higher quality of teaching the physical education in class.

The students of the “Sepak Takraw” as they use to play it before, is an easy way to learn. Furthermore, the idea of promoting the culture of the ancient Olympic Games had interfered in Sepak Takraw. This sport will be changed for the teacher in sport schools, to emphasize more on the Olympics and the traditional sports in order to convert into the same concept among them. Including, teachers in the sport schools between Asian countries: Thailand, Malaysia, the Philippines, Vietnam, Myanmar, Singapore, and Indonesia as they are neighborhood countries. Finally, there is more information about traditional games of Thailand especially in the sport schools for a new version of teaching physical education class.

Exhibition of the Culture of Ancient Olympic Games in Physical Education Class

In the physical education class there are some details of lessons that focused on the culture of the ancient Olympic Games. This might be a right way of putting sport spirit of the Olympic concept. The Exhibition of Olympic Games culture is one promoting a teaching skill of physical education for the teacher. Thus, in physical education class all teachers have to make a motivation such as imagery, for a good stimulation on student performance. Teaching as persons who had more experiences by Exhibition helps guide teachers to do more work on the Olympic culture. Teachers should work harder than normal to search an activity, which related to developing student character. How to change them to be a good sport spirit; it may use education material such as sport psychology combined with the exhibition academic aspect during class. Therefore, the effect of learning the culture of ancient Olympic Games will help students develop character to decrease negative aspect. The exhibition is a powerful motivation about sport stimulation by the integration of sport spirit and sportsmanship as well. For instance, picture model e.g. picture of an athlete in motion of any style from Olympic Games, movie of culture of ancient Olympic Games. Below is an example how to provide Exhibition in practice.

Design of Teachers Work

The teacher should give students to do more practice of sport skill which makes them be smart and retain fineness. They should practise a programme about the image of Olympics in class in the free times. For instance, take some time to practise a relaxation state after ending class, at times after daily training, take a practise image between 12-30 minutes (Hogg, 2002). Provide the Olympic pictures-poster to emphasise students to have a discussion in the class. Try to change some behaviour of students, protecting a wrong habit, keep planning to teach ethics among them. Secondly, teacher stimulates student to be alert in a sensitive point of positive imagination tasks, for instance, create a small game that contains scenes forgotten (re-section), but a blank picture of hard scene of negative images, do not much emphasise the feeling of the winner and loser between them. Finally, making the Olympic Exhibition in different schools or sharing the physical education for future lessons between teacher and teacher in Thailand sport schools.

Suggestions of the project

Further physical education class in Thailand sport school should give consideration with regards to the positive aspects of the knowledge of the ancient culture of the Olympic Games in students. The behaviour of images of Thai' traditional sport and ancient culture of Olympic Games can be changed in teachers in their positive imagination. Physical fitness and school-course syllabuses of Thailand sport schools should be applied with the aim of developing students' character by using the Exhibition of Olympic Games and traditional sport. In summary, the Olympic Games is a place for students in sport schools to learn the ancient culture at the beginning, to now, and to the future.

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TURKISH WRESTLING AT THE 1948 OLYMPIC GAMES IN LONDON

Neslihan ARIKAN (TUR)

In this article, the Turkish wrestlers and athletes participating in the Olympic Games 1948 in London Ruhi Sarıalp's achievements and socio-cultural dynamics that play a role in the success of Turkish wrestling are investigated.

Wrestling represents one of the oldest forms of combat. Literary references to it occur as early as in the Iliad, in which Homer recounts the Trojan War of the 12th (twelfth) or 13th (thirteenth) century.

Even in ancient Greece it was part of the training. In ancient Greece wrestling occupied a prominent place in legend and literature; wrestling competition, brutal in many aspects, served as the focal sport of the ancient Olympic Games. The ancient Romans borrowed heavily from Greek wrestling, but eliminated much of its brutality.

Greek mythology celebrates the rise of Zeus as ruler of the earth after a wrestling match with his father, Cronus. Both Heracles and Theseus were famous for their wrestling against man and beast.

Traditional Turkish Wrestling

All kinds of human behaviour have evolved into a cultural property of the Turks. Turks are a nation in which many heroes of wrestling are seen as symbols of

power and heroism. Turks and national sports horse wrestling, social and cultural life of Turkish society, entertainment, weddings, festivals and fairs have been an essential part.

Wrestling (Turkish: güreş) is considered as an “ancestral sport” in Turkey, represented foremost by the annual Kırkpınar tournament in oil wrestling.

Along with various highly esteemed styles of folk wrestling (known colloquially as “meadow wrestling” because bouts are held on grass fields), Olympic wrestling (known colloquially as “mat wrestling”) is widely practiced, while Greco-Roman wrestling is less popular due to freestyle wrestling’s technical affinity with folk wrestling.

The annual Kırkpınar tournament, held in Edirne in Turkish Thrace since 1362 (thirteen sixty two), is the oldest continuously running, sanctioned sporting competition in the world. Oil wrestling festivals also take place in northern Greece in the Eastern Macedonia (Serres region) and West Thrace (Rhodope Mountains). In recent years, this style of wrestling has also become popular in other countries, particularly the Netherlands and Japan.

Oil wrestling (Turkish: yağlı güreş), also called grease wrestling, is the Turkish national sport. It is so called because the wrestlers douse themselves with olive oil. The wrestlers, known to wear a type of hand-stitched lederhosen called a kisbet (sometimes kispet), which is traditionally made of water buffalo hide, and most recently has been made of calfskin.

Turks from the public to the palace, each layer wrestler was interested. Turks wrestling was always a magnificent position, the pseudonym of a very gentleman and the generals “PEHLEVAN” moniker received. Wrestling is supported and protected by the state. At every turn by the Turks wrestling ring was a fun and exciting time. How broad social base, this is an indication of the sport of wrestling.

Turks wrestling is cultural heritage. Also expressed concerns about the national self from the wrestlers. Anatolia was immaculate wrestler’s children. Their training, showing they are connected to traditions and customs. Kurtdereli, “I think every wrestling behind me the honour of the Turkish nation and the nation was” a philosophical wrestler, so to say. So much so that in the face of the words of Sultan Abdulhamid II, Sultan Rashadand has been a topic of Atatürk State as elders compliment.

Kurtdereli itself, the sacred land of the motherland and the nation has identi-

fied itself with the saints Cons. Not for himself as belonging to the homeland, nation, he wrestle for the flag. Kurtdereli, inspired by the love of the nation and the homeland, to be successful, he says. Kurtdereli assets so the size of this sacred personality who asked to explain the source of strength physically and spiritually defeated. Atatürk, the Turkish sporcularınca this promise Kurtdereli'nin asked to adopt as a principle of professional.

Nowadays, it is known as free-style wrestling style, the Turks and the national sports Karakucak horse wrestling. Wrestling history examines the Olympic, World, European, Mediterranean and Balkan Championships medals majority of wrestlers, wrestling mat wrestling Karakucak appear crossed.

The golden age of wrestling for professional wrestling in Turkey XIX was considered the second half of the century. Professional wrestlers wrestling in the last period of the Ottoman Empire to the west “strong like a Turk” placed the word. Turkish wrestling school and trained by this school wrestling champions have places in the history of the world.

The Republic of Turkey in 1924, 1928 and 1936 participation at the Olympic Games

Republic of Turkey, participated in the first the most important and the most prestigious international sports organisations, the Olympic Games in Paris in 1924. Turkey, in 1924 by a group of 41 people was represented at the Olympic Games in Paris. This is the first Olympic team, athletics, cycling, fencing, football, wrestling and weight lifting athletes took part in the branches. Youth sports organisation of the Republic of Turkey, Turkish athletes at the Olympic Games it is still very new and not been successful in any international experience, gained in terms of experience.

In the Amsterdam Olympic Games in 1928, Turkey was represented with a group of 38 athletes. This is the Olympics, football, athletics, wrestling, cycling, fencing and weight lifting competitions, participating in the branches of Turkish athletes, who did not achieve success worth mentioning, wrestlers gain experience, yet they started recently, only 67 pounds in the fourth of Yalaz Tayyar, promising in this regard has been a start.

1932 Los Angeles Olympic Games, the Republic of Turkey, unable to take part due to financial constraints, only sent an observer.

Turkey 1936 Summer Olympic Games in Berlin, basketball, horse riding, cycling, fencing, football and wrestling athletes participated in 61. Berlin Olympic Games, Turkey, third in freestyle wrestling 79 kg category Ahmet Kireççi and 61 kg Greco-Roman style in the first place Yasar Erkan and the first Olympic medals won by the winner. Turkey, from the Olympic Games in Berlin 1 gold, 1 bronze medal in the overall ranking was 19th.

The first gold and bronze medals at the Olympic Games in Berlin the Republic of Turkey occupied a major place in the Turkish press. Welcome and celebration ceremonies were held in their return to Turkey. Before participating in a small group in the Republic of Turkey for the Olympic Games 1936 Berlin Olympic Games, sports organisation, athletes, sports writers and has been a useful experience for all sports people and are remembered with the first gold medal of the acquisition. Other than that, the 1936 Berlin Olympic Games is also important for the Republic of Turkey should be viewed from promoting.

Success of the Turkish wrestlers and of Athlete Ruhi Sarialp at 1948 Olympic Games in London

Due to the Second World War 1940 Tokyo Olympic Games and 1944 carried out. In 1945, After World War II began to dominate the world, peaceful feelings, and decided to carry the Olympic Games in 1948. The reflection of the relations of peace and culture, many countries participating in the games, which will, of 29 July to 14 August 1948 in London 14 were not invited to the Olympic Games in Germany and Japan, Russia, Bulgaria and Romania, countries did not participate.

In preparation for the Olympic Games in London entered into an intensive study but World War II because it created major damage in London, the Olympic Organising Committee regarding what would be the athletes village, failed due to material impossibilities.

Male athletes were hosted in the military barracks that remained. Women athletes were hosted in the schools. The town had a shortage of food and clothing.

Between 29 July to 14 August 1948 Olympics in London 4104 athletes from 59 countries had participated, 67 people in the convoy headed to London Vildan Aşır Savaşır Turkish athletes (66 male 1 female) and 16 went to the manager. Turkey participated in the London Olympics, in athletics, horse-riding, cycling, fencing, wrestling and football branches. Turkey Olympic team in London on July 22 and July 25 the two went into the caravan. The first group, footballers, athletes, administrators, along with three fencers and the caravan came off as a total of 44 people. The second delegations traveling to London, wrestlers, cyclists, there are 39 people with two fencers and administrators.

Further to the Turkish athletes, the Turkish chef Mehmet Aksoy was taken to London to make their meals. Turkish athletes in the Olympics, not only with other chefs in his home town athletes arrived with the remaining part of foodstuffs brought about by the Turkish convoy, at the end of the Olympics by the Turkish rulers by the British Ministry of rationing is a children's hospital donation.

Wrestling with the national team in Stockholm in 1946, the winner of the European Freestyle Wrestling Championship on 15 points as a team, keeping to the third world-wide success of the day was the preparation according to the requirements of wrestling technique. Period of preparation for the London Olympics in 1948 passed strict Emirgan. Wrestlers, Emirgan established open air grass cushions, truck tarps attached on the training they do. Solar tarpaulin hit the cushion, burning their bodies in wrestling wrestlers wear off; falling to the ground is not possible. Wrestlers fall where it is attached to the mat grass canvas that so many are accustomed to easily place one could not drop the mat at the London Olympics. The injured leg while training in Mersinli Ahmet freestyle wrestlers, a rest period of fifteen days by the Greco-Roman style wrestling coach decided Nuri Boytorun. Mersin liAhmet, London is Olympic champion of Greco-Roman style.

London Olympics, freestyle wrestlers, Gazanfer Bilge, Celal Atik and Yaşar Dogu at the same time to make three final matches on the mat and the mat as a champion in three strokes, the audience experienced emotional moments.

14th London Olympic Games, Turkey, overwhelmingly freestyle champion as team 40 points, with four gold and two silver medals winner. In Greco-Roman style, was second with 27 points as a team, with two gold, two silver and one bronze medal.

With this success in wrestling world and in Turkey as well as the Greco-Roman style freestyle was the first country that comes to mind. Turkish wrestlers winning the London Olympics are as follows:

Freestyle wrestling: 52 kg Halit Balamir 2., 57 kg Nasuh Akar 1., 62 kg Gazanfer Bilge 1., 67 kg Celâl Atik 1., 73 kg Yaşar Doğu 1., 79 kg Adil Candemir 2., 87 kg Muharrem Candaş 4., Ağır Sadık Esen 4.

Greco-Roman style wrestling: 52 kg Kenan Olcay 2., 57 kg Halil Kaya 3., 62 kg Mehmet Oktav 1., 67 kg Ahmet Şenol 6., 73 kg Ali Özdemir sakatlandı, 79 kg Muhlis Tayfur 2., 87 kg Mustafa Çakmak 8., Ağır Ahmet Kireççi 1.

Athletics “triple jump” Ruhi Sarıalp the bronze medal in the 15,025m and then the first athlete grade wrestlers. Turkey isn’t yet a great athletic achievements branch, Gazi Institute of Education, Department of Physical Education students have won third place in the Olympic Ruhi Sarıalp, athletics, especially the leading countries like the United States, but progress cannot be saved athletes athleticism athletics bronze medal for Turkey to be a great success and should be considered as a sign of good luck for the future. Ruhi Sarıalp, preparing for the Olympics on 25.05.1948 Turkey broke the record of 15,075m, the degree isn’t random, the bronze medal at the Olympic Games in London on August 3, 1948, in Brussels, the European Championships later years, 23 to 27 August 1950 14:53m degree of the bronze medal in the 1950 Olympic Games in Rome and takes the gold medal in 1952 in Copenhagen showed the military.

Olympic champions who have experienced other Turkish athletes to compete in the Olympic extent that maybe did not get a success, but the five London Olympic Games, breaking the record for Turkey, in which performances are noteworthy.

Football branch of the Turkish national football team won for the first time at the Olympics it has ever attended. Even with a sequel it is quite different from the Chinese team 4-0 players, played the second match against Yugoslavia, with foreign organisations, arising from a lack of contact due to inexperience and a bit of frustration don’t get lost 3-1. Yugoslavia won second place in the Olympic team that vanquished the Turkish footballers, given that the outcome should be belittled is hardly understood.

Cyclists expected great things from them, a great misfortune stopping 195 kilometer road endurance race, the four riders in the bikes, flat tire, wheel, were forced to leave the event for reasons such as fragmentation.

Equestrian branch became the victim of misfortune and the most promising riders in the same connected Saim Polatkan precious rider, horse during a training session with the Uighur fall injury, did not attend the competitions. Therefore, the overall appreciation of unsporting behaviour and their ability to win competitions last riders were unable to participate in competitions.

Fencing branch, a very experienced fencers fighting unsporting really appreciate versus the collected.

Turkey won the medal ranking countries in the 14th Olympic Games in London, 6 gold, 4 silver and 2 bronze medals and a total of 12 by the 7th, the overall ranking, was 12th with 64 points.

So 14th London Olympic Games, the first time in Turkey itself in terms of sport all over the world has demonstrated such a big success was recorded as a platform.

In London, Wembley Stadium, the centre of the Turkish crescent and star flag-pole 12 times and pulled honour, said the National Anthem six times. This historic day at Wembley Stadium on August 3 in the foreign authorities “by the Turkish Victory Day”, he assessed.

In this regard achievements at the Olympic Games in London, as well as the world of wrestling in the history of Turkish wrestling history is important. Turks show the power of sports fields, the most important event in the Olympic Games in London in 1948 and this success has been a long time, has been on the agenda.

Medal	Name	Sport	Event
① Gold	Nasuh Akar	Wrestling	Men's Freestyle 52 – 57 kg (bantamweight)
① Gold	Gazanfer Bilge	Wrestling	Men's Freestyle 57 – 63 kg (featherweight)
① Gold	Celal Atik	Wrestling	Men's Freestyle 63 – 67 kg (lightweight)
① Gold	Yasar Dogu	Wrestling	Men's Freestyle 67 – 73 kg (welterweight)
① Gold	Ahmet Kireççi	Wrestling	Men's Greco-Roman + 87 kg (super heavyweight)

Medal	Name	Sport	Event
① Gold	Mehmet Oktav	Wrestling	Men's Greco-Roman 57 – 61 kg (featherweight)
② Silver	Halit Balamir	Wrestling	Men's Freestyle – 52 kg (flyweight)
② Silver	Adil Candemir	Wrestling	Men's Freestyle 73 – 79 kg (middleweight)
② Silver	Kenan Olcay	Wrestling	Men's Greco-Roman – 52 kg (flyweight)
② Silver	Muhlis Tayfur	Wrestling	Men's Greco-Roman 73 – 79 kg (middleweight)
③ Bronze	Halil Kaya	Wrestling	Men's Greco-Roman 52 – 57 kg (bantamweight)

Another example to understand

The results obtained so far:

Olympic	Gold	Silver	Bronze	Total
 Wrestling	28	16	14	58
 Barbell	8	1	1	10
 Taekwondo	1	3	2	6
 Athletism	1	4	1	6
 Judo	1	0	1	2
 Boxing	0	2	3	5
Total	39	26	22	87

**LEGACIES OF THE OLYMPIC GAMES:
INFRASTRUCTURE, ART, QUALITY OF LIFE AND ECONOMICAL
PARAMETERS. ATHENS, SYDNEY, BEIJING AND LONDON**

Fredrick SENO (BOT)

When a City win the rights to host the Olympic Games, one of the Organising Committee's chief concerns is to fulfill a commitment from its bid to avoid leaving any "white elephants" by only building permanent venues where they would have a proven legacy.

What precisely is a legacy?

Legacy has been defined by some authors as the value of sport facilities and improvements turned over to communities or organisations after the games. There have been debates by various writers as to the definition of legacy in respect of the Olympic Games, with some definitions focusing only on the positive aspect and others seeing legacy only as the structures left behind after the games. Legacies of the Olympic Games are not straight forward and as such they must be considered comprehensively during both the planning and evaluation stages.

The Olympic Games have grown enormously in terms of money input and output, popularity by audience and interest in hosting the event. The biggest mega-event there is and the most complex event to host, not possible to host without

public subsidy (significant public money required) hence the need to justify the legacies of the Olympic Games.

The Olympic Games have the power to deliver an array of lasting benefits which can considerably change a community. This is also realised by International Olympic Committee (IOC), the Games need to create more than just good memories. That is why Rule 2, Article 14 of the Olympic Charter states that an important role of the IOC is “to promote a positive legacy from the Olympic Games to the host cities and countries” let alone to the Olympic Movement as a whole, helping to spread the Olympic values around the world.

As the Olympic Games have grown to become the world’s foremost sporting event, their impact on a host city and country has also increased. This has meant that cities interested in hosting the Games are now placing increasing emphasis on the legacies that such an event can create for their citizens and in many cases, they are using the Games as a catalyst for urban renewal.

To take full advantage of the opportunities that the games can provide, as every host city is different and has different priorities, the IOC encourages each one to define its own objectives, long-term strategy and vision and to look at how the Games can be a catalyst for development. A case in point is the Beijing 2008 Olympic Games which were mainly a political exercise in global diplomatic public relations, to refashion China’s image and prepare for a future once only dreamed of. A potential host city must have a strong vision and clear objectives of what the games can do for its citizens.

The Olympic Games have the power to deliver an array of lasting benefits which can considerably change a community, its image and its infrastructure, quality of life and economical parameters. Olympic legacies generally fall into five categories- sporting, social, environmental, educational and economic – and can be tangible or intangible form, as indicated below.

Tangible Olympic legacies: can include new sporting or transport infrastructure or urban regeneration or beautification which enhances a city’s appeal and improves the living standards of local residents.

Intangible legacies: while not visible, they are not less important. For instance an increased sense of national pride, new and enhanced workforce skills, a feel

good spirit among the host country's population or the rediscovery of national culture and heritage and an increased environmental awareness and consciousness.

Olympic Legacies Categories

Sporting Legacy

- New sport facilities give new look to neglected and downgraded areas at the same time providing local people with opportunities of involvement in sport and cultural activities and providing employment (Faliro Coastline in Greece).
- Venues built or refurbished can be used extensively once the games have finished. (Public and elite athletes, concerts and many others), (Permanent Venues like the Velodrome & Aquatics Centers to host world class events). These will attract further tourism to the host city providing an ongoing boost for businesses operating in the capital.
- Boost interest in sport: unique opportunity to increase the popularity and uptake of sport across the entire country. Beijing's famous sporting venues are also providing a long-term legacy for the city, with the Water Cube now being used as a leisure facility, featuring water slides, a wave pool and spa areas, while the Bird's Nest Stadium has hosted a variety of sporting events and will also stage the 2015 World Athletics Championships.
- In London the long-term legacy of all the permanent venues on the Olympic Park apparently has been secured as I write this piece, with many Olympic venues already benefiting local communities. The park itself, meanwhile, started to reopen this summer (2013) with major sports, music and cultural events already taking place. The iconic centre already has a series of world class entertainment and sporting fixtures (European Hockey Championships and Rugby World Cup in 2015 and IAAF and IPC Athletics World Championships in 2017), in the bag, the site is set to be the glittering centre piece of ambitious regeneration plans for east London, capitalizing on the Olympic investment for the long term benefit of this city.
- The centre piece of the Park, the Olympic Stadium will from 2016 be the

home of English Premier League football club West Ham United, who will take residency as the Stadium's long-term anchor tenant.

Social Legacies

- Culture and Education programmes: An overview of the host city's culture, its customs and history and its way of life, enabling the inhabitants to openly celebrate and embrace their culture, promoting national pride, inclusivity and a sense of belonging.
- Inspires behavioural and attitudinal changes in the host city and beyond, which can provide lasting cultural, social and political legacies. Attitudes and perceptions of the disabled and disadvantaged members of the community were also changed as a result of the Games in China, with new wheelchair ramps for streets, shopping centres and cultural attractions installed.
- Volunteerism: creation of a new culture of volunteerism, with over 1.1 million people applying to be volunteers at Beijing 2008 against 100,000 needed.
- Social Inclusion and Cooperation, numerous government, economic and social stakeholders all working together.

Information and education

- Forms of corporation and partnerships developed during the process of staging the games as well as upgrading of human skills and applications of new technologies in Beijing 2008. Beijing 2008 Organising Committee (BOCOG) partnering with China's Education Ministry and the Chinese Olympic Committee to launch a joint Olympic Education Programme.
- Environmental education, interpretation and research programmes developed. Increased linguistic competence (taxi drivers in China had the opportunity to take English Class). New skills through training and the accumulation of event experience that staging the games requires.
- One success of the Sydney Games was an improved general awareness of the Olympic Movement.

Environment and Infrastructure

- Complete expansion of the transport infrastructure, road networks built, improved telecommunications systems, railways and bridges. (Athens underground railway: Attiko Metro, Attica Road). Regeneration and enhancement of sites. The Games in London also led to major infrastructure improvements, with Transport for London (10 railway lines and & 30 new bridges) investing GBP 6.5 billion in its transport network, while at least 60 Games-related projects were initiated to promote greener travel, including a GBP 10 million investment to upgrade pedestrian and cycling routes across London.
- Abandoned and derelict areas reclaimed and rehabilitated to provide land for venues, site revitalised with the creation of parks and green spaces. (Faliro coastline, Schinias & canoeing Centre project in 2004 environmental & ecological project that claimed natural springs & attractive landscapes which were then threatened by neglect and destruction now protected).
- Increase of public awareness of the environment and lead to the introduction of greater environmental policies to advance harmony between the citizens and the environment “Green Olympics”. Improvements in water treatment facilities, public health legacies as “a long-term gift to China”, with 100,000 Chinese chefs receiving food cleanliness classes, 200,000 additional food inspectors being hired, and a new disease prevention and control system put in place in Beijing.
- Authorities in Beijing invested in air quality improvements, with 60,000 coal-burning boilers being upgraded to reduce emissions and more than 4,000 public buses being converted to run on natural gas – more than any other city in the world.
- The Athletes’ Village in London earmarked to be transformed into 2,800 new homes –1,379 earmarked to be affordable homes– as London 2012 lives up to its promise of a lasting legacy. New parks, transport links and community facilities –including a new educational campus, Chobham Academy, with 1,800 places for students aged 3-19– will also be opened.

Economic Parameters

- Improve the quality of a city's urban life and new job opportunities and significant growth of the tourism sector Beijing Olympics created incidentally about 1.94 million jobs between 2002-2007.
- Demonstration of ability to hold other major events hence further opportunities and increased investment in the future.
- Businesses can benefit, including contractors, suppliers, service providers and licensees as well as local and regional businesses that may benefit when the games are held.
- Also relates to balancing the books to ensure a city is not burdened with Olympic debt, sets out the rationale for the bid.

Indeed Olympic Games have the power to deliver an array of lasting benefits which can considerably change a community, its image and its infrastructure, quality of life and accelerate its modernisation and briskly increase the pace of economic development. It is however worth noting that these positive legacies stand in contrast to negative legacies as some event legacies have left much to be desired.

Negative Legacies of the Olympic Games

Legacy can also be negative, and unplanned against the tendency to perceive legacy as only positive and planned (Mangan, 2010). It can also be planned and unplanned and the Olympic Games legacies are no exception. Some event legacies associated with both summer and winter Olympic Games over recent years have left much to be desired, especially winter games and there is little evidence that they have produced much in the way of major economic benefit.

The legacies of some Olympic Games have proved to be a complex comixture of good, bad, pleasing and less pleasing. Some legacies offer opportunities for both pessimism and optimism. Assets not as beautiful as expected: debts greater than anticipated. Some games produce a foot dragging of herd of limping white elephants that with more careful attention to planning and more rigorous assessment of ambitions might not have happened. Athens 2004, Post Olympic Games aspired to present Athens as a modern, socially, economically and culturally developed metropolis and thus an attractive tourist destination. In reality after the games

Athens admitted vast cost-hugely overestimated budget and the abandoned facilities resulted in ferocious political confrontation and recrimination.

Meanwhile, the IOC has confronted this but legacy problems remain in both Games and unrealised ambitions are still a reality. Failure to learn from others mistakes even with media alerts which proved effective early warning to prospective hosts no significant improvements have been realised. Athens notably failed to take note let alone Sydney 2000, with inadequate legacy planning for the Sydney Olympic Park hence the complacent sense of Olympic accomplishment short lived.

Staging the Olympic Games can be a defining moment in a city's history providing a unique opportunity to initiate long lasting, positive changes.

However, positive legacy does not simply happen by itself. It needs to be carefully planned and embedded in the host city's vision and including what would happen after the games.

Inadequate Planning begets some of the following legacies:

- Debts and infrastructure not needed after the games, Sydney 2000.
- High opportunity costs.
- Loss of tourists that would have visited the place if the event was not taking place.
- Property rental increases, tremendous growth in the cost of real estate in Beijing.
- Socially unjust and displacement and re-distributions. (1976 Montreal Relocations)
- High charges for use of post- Olympic facilities and sport does not benefit hence under-utilisation of facilities, result of disagreement over their use which among others can lead to unexpected costs of adapting the facilities.
- High performance sport benefiting at the expense of sport for all, as a result of the cost of the Games.
- White elephants, (Sydney's 200 million Olympic Stadium and the other sports facilities at the Olympic park not doing much better) which with careful attention to planning and more rigorous assessment of ambitions might not have happened.

Meanwhile, it is worth noting that it is difficult to provide a full and adequate

evaluation process for both negative and positive assessment of the legacies of the Games as among the reasons being the fact that the Olympic Games Organising Committee (OCOG) disbands within two years of the Games conclusion. In consequence the IOC's Olympic Games Global Impact (OGGI) evaluation process is failing to provide a full and adequate, both positive and negative assessment of the legacies of each of the Games. Two years is helpful to provide immediate evidence of the extent of implementation, however is it adequate to measure the true legacy of an event such as the Olympics Games, surely it requires more. So the question is and remains when should a realistic assessment of an Olympic legacy take place?

**“WELCOME TO THE OLYMPIC VICTIMS HOTEL”:
NARRATIVES OF HOMELESS IN THE 1976
MONTREAL SUMMER OLYMPICS**

Sophy CHAN (CAN)

Often seen as a catalyst for social, economic, and political change, the Olympic Games have grown to be the pinnacle of mega-events¹. Cities often use the “Olympic rhetoric” to persuade citizens that the Games will transform their hometown into a world-class city whilst enhancing civic identity and community². Citizens are encouraged to invest financially towards urban redevelopment projects to foster long-term gains such as greater employment opportunities, improved transit systems, cleaner environment, affordable housing, and brand-new sport city infrastructures³. Nevertheless, the Olympic rhetoric has had negative social and political impacts on host city citizens. Helen Lenskyj (2000) puts it very powerfully, “the powerless disproportionately bears the burden” and the average citizen becomes marginalized in the process of the Games⁴. Specifically, citizens who experience gentrification in relation to mega-events and spectacles often experience more negative repercussions in comparison to gain⁵.

1. Constantine Kontokosta, “The Price of Victory: The Impact of the Olympic Games on Residential Real Estate Markets”, *Urban Studies*, 49, no. 5, 961.

2. Helen Lenskyj, *Inside the Olympic Industry: Power, Politics, and Activism* (Albany: State University of New York Press, 2000), 98.

3. *Ibid*, 96-97.

4. *Ibid*, 98.

5. Constantine, “The Price”.

Much has been written regarding the economic issues of the 1976 Montreal Olympic Games, yet there has been little attention paid to the citizens affected by the financial disaster resulting from those Games. Following *The Montreal Gazette* from June 1st to August 31st, 1976, I mapped the two-month stay of Montreal's "Olympic victims", later known as "school squatters", who had little choice but to relocate to two Catholic schools due to massive rent hikes and Olympic-related demolition projects⁶. In this paper, I argue that the Olympic rhetoric of economic success, opportunity, and morality is selective in nature, in that it excludes certain populations and often brings harm to disadvantaged individuals in society.

A Case Study: The Privileged Olympic Rhetoric

On July 3rd, 1976, *The Montreal Gazette* published an article entitled "'Olympic Victims Hotel' shelters city's homeless", documenting the stay of 27 families and individuals evicted from their homes due to steep rent hikes and Olympic-related demolition projects⁷. Following the start of the two-month occupation, squatters taped signs over the front door of St. Jean Baptiste Meilleur primary school and Gabriel Souart Secondary school labelling their temporary new homes as the "Olympic Victims Hotel"⁸. On another sign was written, "We want to be lodgers with social dignity"⁹. Both schools were offered by the Montreal Catholic School Commission as a temporary residence.

Following the start of the school occupation, one hundred citizens gathered in front of City Hall to protest on behalf of the families who took up residence in the two Montreal schools¹⁰. Jean Pilon, the organiser of Aid to Fire Victims organisation and the organiser of the school squatters, lead the rally and addressed Montreal's inadequacy to find proper housing and accommodation for the displaced

6. "Olympic Victims" and "School Squatters" are terms found consistently in every Montreal Gazette article from June 1 to August 31st, 1976 covering this specific issue.

7. Senecal, "Olympic victims".

8. This piece and the piece in the next footnote are one in three pieces by the Globe and Mail, that I've found addressing the Montreal school squatters: "By golly!", *The Globe and Mail*, July 27, 1976.

9. Refer to comment above: Dick Bedoes, "What price pageantry?", *The Globe and Mail*, July 19, 1976.

10. Information regarding the July 6, 1976 protest can be found in: Michelle Morissette, "Offer of 'slum' flats sparks City Hall march", *Montreal Gazette*, July 7, 1976.

families whilst planning for the Olympic Games. Pilon also criticised the city's investment towards Olympic luxury accommodations and the subsequent decline of funding invested towards its citizens.

On July 15th, *The Montreal Gazette* revealed the physical conditions of forty individuals¹¹ residing at St. Jean Baptist Meilleur primary school and Gabriel Souart Secondary school¹². Due to the last-minute evictions of many occupants at the school, welfare cheques issued for the homeless families bounced back, further confining them to their temporary home. The victims lived off a communal food pot fed by city donations and the Aid to Fire organisation. Most of the foods available throughout their two month stay at the school were canned goods and donated staples. Fights were often drawn over a lack in food supply and the squatters often went hungry.

On the day before the Opening Ceremonies of the Olympic Games, twenty-five squatters parked giant food trucks outside the main gate of the East End Olympic Village in hopes of collecting leftover food thrown out by kitchen staff¹³. Robert Gagnon, director of food services at the Olympic Village refused the squatters, claiming only rotten food was available. However, contrary to Gagnon's claim, Olympic food staff reported that at least 30% of leftover food was thrown out per day, and extra food would not be given to staff members themselves¹⁴. The school squatters left the Olympic Village empty-handed.

On the same day, *The Montreal Gazette* released a report regarding the Montreal Citizen's Movement's (MCM) Olympic boycott. The MCM was a small political faction within Montreal and represented thousands of citizens adverse to the exorbitant tax rates to be paid largely by the public purse following the Games.¹⁵

11. To note, the number of individuals and families which stayed at the schools fluctuated with each article. The reason for departure remains unclear. However, I speculate that some squatters were able to leave for they were able to find temporary or permanent residence elsewhere.

12. The following information about the physical conditions of school squatters can be found: "School squatters running out of food", *The Montreal Gazette*, July 15, 1976.

13. "Village has no leftovers, chef tells welfare homeless", *The Montreal Gazette*, July 16, 1976.

14. Surprising, this piece of information was one of the only publications from *The Globe and Mail* regarding the school squatters in the 1976 Montreal Olympics. However, I believe attention was only drawn to it because it coincided with the start of the Games. Found here: "Village disputes claim that food being wasted", *The Globe and Mail*, July 17, 1976.

15. "MCM to boycott Olympics", *The Montreal Gazette*, July 18th, 1976.

As noted by Barbara Yaffe of *The Montreal Gazette*, “Montreal’s municipal administration Jean Drapeau – famed for bringing the city such dazzling projects as the baseball club, a world’s fair, and the Olympic Games, is less renowned for programs to aid the poor”¹⁶. The extravagant Olympic budget could have been used to “finance low income housing programs, complete the water purification [programme], Metro construction, and build better facilities for the care of children and the aged” instead¹⁷. Significantly, the MCM’s boycott revealed a large discrepancy between the interests of the host city citizens and the host city officials in pursuit of the Games. Furthermore, the boycott revealed how the Olympic rhetoric privileged the elite through international recognition and wealth, whilst drawing detrimental effects upon the public purse.

On the fourth week of occupation, twenty-seven homeless families were still in need of housing¹⁸. In part, the prolonged stay of the squatters was due to the lack of housing inspection by welfare offices. Most of the houses were fire hazards that did not comply with provincial housing standards. On July 27th, the municipal housing administration again offered houses for two families located in one of Montreal’s low income neighbourhoods¹⁹. However, when the squatters arrived, they were met with broken-windows, rotten floors, broken-down balconies, cracking walls, and boarded-up doors. After being confronted about this ordeal, welfare officers admitted to intentionally omitting inspections for housing offers originally slated for demolition. The school squatters subsequently cut all ties with the welfare office.

On July 29th, the last article regarding the school squatters before the end of the Games was published. The article described how Montreal poets donated their earnings from an Olympic-sponsored poetry reading to twenty-five homeless individuals in recognition of their month-long occupation at the two schools. However, the source of the money and recognition belonged to the Olympic organising committee, COJO. As noted by the poets themselves, “this money from

16. Barbara Yaffe, “One-in-four faces a daily struggle to survive in city”, *The Montreal Gazette*, August 3, 1976.

17. Ibid.

18. “Low-rent flat offers were ‘dumps’: Group”, *The Montreal Gazette*, July 21, 1976.

19. All details can be found in: Michelle Morissette, “School squatters offered boarded-up slum housing”, *The Montreal Gazette*, July 28th, 1976.

COJO will help sustain a group of people which the city has consistently ignored while continuing to spend an astronomical sum for 14 days of the Olympics”²⁰. Contrary to their refusal to feed the school squatters, COJO took responsibility for a public humanitarian act which reinforced the positive imagery of the Olympic Games while hiding its negative effects.

The following narrative of the squatters is mostly incomplete. Since the start of August 1976, *The Montreal Gazette* articles detailing the plight of the school squatters declined significantly. Therefore, the following narrative is my estimation of events. On August 11th, *The Montreal Gazette* reported MCSC’s request for evacuation due to school preparations on the 15th²¹. However, the ten squatter families remaining in occupation refused to leave on the basis of poor housing offers and inaction of Montreal’s municipal ministries. On August 14th, one day before the squatters were scheduled to move out of the school, the City of Montreal met with city officials to discuss the possible rental of empty schools, which would serve as a refuge and temporary stay for fire victims and homeless families on the basis that the rental is paid by the city²². This article marked the 6 week occupation of the school squatters.

Tensions continued to climb as the school board’s interests continually clashed with the squatters’ needs. An article published by *The Montreal Gazette* on August 19th reported a second request from MCSC officials to vacate the premises for school preparations and cleaning for August 24th²³. MCSC claimed that eviction notices were sent because the City of Montreal had already guaranteed to house the twelve remaining families living at St. Jean Baptiste Meilleur school. However, this was not so, and squatters remained homeless following their actual dispersion on the 26th. Coincidentally, the remaining squatters at Gabriel Souart secondary schools were forced to move into the St. Jean Baptist Meilleur School on same day as coverage. On August 24th, the scheduled move out date, the individuals remaining at St. Jean Meilleur School applied for an interlocutory injunction, suspending MCSC’s eviction notice at Montreal’s Palais de Justice for an extra

20. Please refer to the following article for more information: “Squatters eat poets’ profits”, *The Montreal Gazette*, July 29th, 1976.

21. “Squatters may stay put for school start,” *The Montreal Gazette*, August 11, 1976.

22. “School squatters near accord”, *The Montreal Gazette*, August 14, 1976.

23. “School squatters vow to fight eviction notice”, *The Montreal Gazette*, August 19th, 1976.

overnight's stay²⁴. Despite the MCSC's efforts to evict the squatters, the squatters remained at the school. Nevertheless, the MCSC school board continued to justify their eviction claim on the basis that the City would provide another residence for temporary lodging, making the use of their schools unnecessary. City officials remained quiet at this time.

The details between the interlocutory injunction and the final article regarding the school squatters are unclear due to lack of newspaper coverage. For an unstated reason, the school squatters received permission to stay at St. Jean Baptiste Meilleur Primary school for two more days before evacuation. August 26th, 1976 marked the end of the squatter's two month school occupation²⁵. Fifty-seven squatters moved out of St. Jean Meilleur School and headed to St. Bibiane, a vacant and unlocked school near the Olympic Park. Police arrived the moment the school was opened and another eviction order was issued. Attempting to mend the situation, Montreal's social affairs ministry offered to house all evictors immediately, yet the squatters continued to refuse assistance for fear of an offered slum dwelling. Organiser Jean Pilon ultimately surrendered to the eviction call: "Both women and men cried as they watched their furniture being brought down from the 'only home' they had"²⁶.

Conclusion

Although the latter half of this event was no longer in direct association with the Olympic Games, this case study reveals the long-term impacts which derive prior to, throughout, and following the Games. Additionally, many questions remain unanswered. What happened to the squatters following the eviction at St. Bibiane School? How did the Montreal government find sufficient funding for housing issues following the thirty-year debt of the 1976 Olympic Games? Where would the resources have come from? As seen in the narrative of the school occupation, the school squatters were continuously placed in positions of vulnerability and

24. "Squatters get respite for hearing", *The Montreal Gazette*, August 24th, 1976.

25. Michelle Morissette, "Squatters peaceful in school exodus", August 27th, 1976.

26. Michelle Morissette, "Squatters peaceful in school exodus", August 27th, 1976.

rejection due to the inability of Montreal's municipal government to recognise the pressing needs of its homeless citizens.

The significance of this paper sheds light on the plight of the homeless and how their states were continually exacerbated throughout the Games because the city in pursuit of Olympic endeavors saw no room for the marginalised within their Olympic rhetoric. Nevertheless, apart from the 1976 Games, the Olympic industry has often harmed marginalised populations. Additionally, the issue of homelessness during the Olympic Games has worsened instead of improved over the last twenty-five years. If cities continue to spend astronomical sums to afford the Olympic Games, perhaps the social conditions of the homeless in the upcoming Olympic Games in Sochi, Rio de Janeiro, Pyeong Chang, and Tokyo will be exacerbated to a much greater degree.

OUT OF THE CENTRE: THE SUMMER OLYMPIC GAMES IN ASIA AND LATIN AMERICA (1964-2016)

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Introduction

The greater magnitude and importance as media events of the Summer Olympic and Paralympic Games in recent years has seen a dominance of host venues from countries considered as economically developed (Horne & Manzenreiter 2006). The 2008 Olympic and Paralympic Games in Beijing were followed by the election of Rio de Janeiro as 2016 Games host city in the year of 2009. In 2010, South Africa hosted another sport mega-event, the FIFA men's World Cup, evidencing or rising different debates about the emerging interest of "peripheral" countries and cities as hosts. The official discourse of sport governing bodies suggests that the election of these host venues is indicative of diversification, democracy or equality, although they must be read carefully (Booth 2011). On the other side, host cities and countries consider mega sports events as a possibility to improve their local and global position (Black & van der Westhuizen 2004, Horne & Manzenreiter 2006). The opportunity to host a major sport event enables these countries to symbolically challenge the traditional global order and identify themselves as representatives of wider emerging territories or cultures (Cornelissen 2004, Desai & Vahed 2010, Hiller 2000).

Modern sporting mega-events are immersed in the broader "interconnected world", influencing and being influenced by politics and foreign policy (Jackson

& Haigh 2009: 1). In a general sense, foreign policy can be seen as “the sum of official external relations conducted by an independent actor (usually a state) in international relations” (Hill 2003: 3). Understanding that the Olympic Games event is an international product, recognised and broadcast globally, full of common sense symbolic positive meanings which appeal to mass consumers, its “political instrumentality” to foreign policy becomes evident (Cornelissen 2009: 133). By hosting or intending to host, states aim to establish and disseminate a profile to investors, tourists and other nation states, in order to mark their distinction in the global arena (Cornelissen & Swart 2006, Cornelissen 2009).

The precipitated impression that the “decentralization” of host cities is a new phenomenon stimulates a revision on the Olympic Games history. Recognising that some very different broader political and Olympic context should be taken into consideration, we propose to review some of the main reasons that justified or motivated the bidding and election of cities out areas as US/Canada, Europe and Australia. In this review, the host cities in Asia and Latin America were incorporated, starting from Tokyo 1964 and followed by Mexico City 1968, Seoul 1988, Beijing 2008 and Rio de Janeiro 2016. A literature review was made on journal articles and books in English in academic databases. The search was performed individually through the key words “City” (Tokyo, Mexico City, Seoul, Beijing and Rio de Janeiro) + “year” (1964, 1968, 1988, 2008 and 2016) + Olympic + bid. The search reached sixteen databases: OneFile, Web of Science (Social Sciences, Science Expanded, Arts & Humanities Citation Indexes), SciVerse ScienceDirect (Elsevier), Emerald Management eJournals, SAGE Journals, Wiley Online Library, Arts & Sciences (JSTOR), Sage Publications (CrossRef), SpringerLink, MEDLINE (NLM), Oxford Journals, Scielo, SpringerLink (MetaPress), Wiley Online Library, Directory of Open Access Journals e SpringerLink Open Access.

Results

The analysis of the literature can be divided in the domestic and external environments, as well as the similarities and the specificities emerged in the comparison among these cities.

The similarity in the domestic environment is the relevant economic growth by the years of their bidding and election and their mobilisation by the public spheres. The Asiatic host countries presented an economic growth between 8-10% in the years before the Olympic bids (Kim & Voorhees, 2011), while Mexico had it by 6-7% (Brewster & Brewster, 2006) and Brazil was among the 10 world biggest economies (CIA, 2012).

Another similarity is the involvement of national governments in the bidding and staging processes, with variable involvement of sport governing bodies and private companies. In this context, the bids were invariably seen as a national project that saw the Olympic Games as privileged stage of an international appearance to reinforce or modify the image of the countries abroad by spreading their rising economic conditions (Arbena, 2002; Brewster; Brewster, 2006; Comité de Candidatura, 2009; Leeds; Mirikitani; Tang, 2009; Manzenreiter, 2010; Seh-Jik, 1991; Silva, 2009; Zolov, 2004). It is important to notice that the insertion or appearance internationally also happened through the relation with other organisations, such as United Nations, International Monetary Fund, World Trade Organisation and Organisation for Economic Co-operation and Development (Baim; Misch, 2008; Satoh, 2010; Rose; Spiegel, 2011a; 2011b).

The internal willingness met various external demands from the international politics and economy, and the International Olympic Committee attitudes regarding the establishment of boundaries to the Olympic Movement. The Olympic Games in the 1960s were awarded and hosted during a conflict period in the political arena worldwide and the sport was a symbolical mean to affirm or reinforce power between the socialist and capitalist blocs after the Second World War (Rubio, 2010). Following the consequences of devastation, the bidding cities from Europe were smaller and from countries less involved in the war. At this time, United States and Europe are less hegemonic as host regions, as Australia, Japan and Mexico were elected in 1956, 1964 and 1968. Later on, a similar expansion was observed in the end of 1970s, when Asian cities were still interested in hosting the event despite the financial failure of the Games in Montreal 1976. After the organisational profit of Los Angeles 1984, the interested cities increased, together with new forms of management by the IOC. The technology of transmission, the centralisation of rights' negotiation and the international interest brought a new

perspectives and investments for the host cities. In the last 15 years, the Olympic Games are reaching a “mega” proportion and demanding an equally big infrastructure, serving as a platform of power exhibition (Horne & Manzenreiter, 2006, Roche, 2000).

Inevitably, the elections of host cities in Asia and Latin America happened according to the economical and political environment. Some of these elections are condemned, as the IOC awarded the Games to non-democratic and repressive governments (Hoberman, 2011). With the exception of Tokyo 1964, the Olympic Games were an occasion for the appearance of violent and non-violent protest from different social groups, generally resulting in growing investments on security (Fussey & Coaffee, 2012). In this sense, the Brazilian bid showed a special concern given the historical doubt about the political and economical stability of Latin American countries (see Ocampo 2009).

As specificities, the perspective of image “reconstruction” or “revival” was noticed in Tokyo 1964, after the years of regeneration following the Second World War and the rapid urban growth following the period of industrialization and economic development (Aso 2002; Kavetsos & Szymanski, 2010; Tagsold, 2010; Fussey & Coaffee, 2012). Mexico City 1968 was especially interested in changing the dependent image to the United States. The economic growth used to be unrecognised abroad while its international image was based on corruption, inefficiency and untruthfulness (Arbena, 2002; Brewster & Brewster 2009; Zolov, 2004).

Seoul 1988 and Beijing 2008 followed Tokyo’s success, but also expecting to legitimate their political system internationally (Leeds, Mirikitani & Tang, 2009; Manzenreiter, 2010). Seoul also intended to oppose the negative publicity launched by North Korea about its capacity and structure. In the local environment, the event was to reinforce the national proud of the South Koreans, a motivation to keep working and reach the development (Seh-Jik, 1991). Beijing and China, as a communist market, was a territory to be open by the Olympic Movement and its sponsors (Rowe, 2012), but also an aperture of Beijing as a global city, attracting further business (Baim & Misch, 2008; Latham, 2009). The Chinese communist party intended to show how the regulated and one party political system was adapted to the economic development, both national and internationally (Brady, 2009).

Rio de Janeiro 2016 bid includes a considerable perspective of urban renewal using the Games to justify major investments, although past and current projects indicate a public investment for future private profits (Gaffney 2010). Reference to the economic growth and inflation rates, market size and future projections were presented during the bid phase to conquer confidence from the IOC, being the Games an opportunity “to reinforce its status of important economy in booming growth” (Comitê de Candidatura 2009: 20). At the same time, the investments supporting the bid and potentially the Games were public in the majority (Comitê de Candidatura 2009). Although the papers still have not included further information, it is relevant to mention the political benefits for the country, as can be illustrated by the discourse of the Brazilian President Luiz Inácio Lula da Silva after the Rio’s election:

This victory for me is: Brazil won, definitely, its international citizenship. We are not second class, we are first class, no one is better neither worst, may be equal. This is how we want to be and this is what this victory means. (Silva, 2009)

Another relevant distinction in Rio’s case is that Brazil is also hosting the FIFA World Cup two years before the Olympics and Paralympics. Although Mexico also had this event in a two-year interval, the infrastructure investment was much bigger in recent times, as well as the diffusion of both events, creating a potential risk and possibilities for the country as a whole.

Final considerations

The cases presented in this paper have in common the aim to manage the image against prejudices of a city or country (Cornelissen, 2004; Manzenreiter, 2010; Carter, 2011). The main discourses show that mega-events are used as an evidence of graduation or arrival among the world’s leading cities and countries – the achievement of “world class” or “world city” (Black, 2007: 270). Another positive point is that the construction of infrastructures demand predefined time works as a stimulus or justification for local project development (Andranovich, Burbank & Heying, 2001), which is helpful in complex bureaucratic processes to

release funds to infrastructure and/or to boost local and foreign investments. In the international sphere, these editions were awarded or hosted in sensitive historical moments, such as conflictive period among countries, decreased interest in hosting the Games by host cities and the more recent growth of needed investments to fulfil the hosting requirements.

In the domestic sphere, we highlight the similarities of relevant economic growth by the years of their bidding and election; and the bids as national projects, accompanied by other international strategies of international appearance. The specificities were for Tokyo 1964 the regeneration after World War II and the rapid urban growth. For Mexico City 1968, to change the image of dependent from the US and corruption, inefficiency and untruthfulness. For Seoul 1988, the legitimisation of a political system and opposition to North Korea. For Beijing 2008, regulated and one party political system was adapted to the economic development, attracting further business. And for Rio de Janeiro 2016, the urban renewal proposal also boosted by the FIFA World Cup – in both cases, criticism rises on public investment for future private profits.

In any circumstance, to understand the bidding and election of an Olympic Games host city one must consider the internal and external context. Considering the Asian and Latin American cities already elected, this is not different. This conjunction of internal and external facts enabled these regions to “come out” and show cities and countries worldwide while established themselves as regional powers.

In order to accumulate or generate a symbolic capital (Bourdieu 2008) or a soft power (Nye 2008), the Olympic and Paralympic Games are used as a way to show an alternative image to the historical construction in the international context. Although subaltern power relations remain present in postcolonial states and in the relation Orient versus Occident (Said, 2003), as “emerging powers” (economic growth), these countries challenge the hegemonic power or “core” of the USA and Western Europe (Hurrell 2006, Wallerstein 1979). This historical construction is based on cultural values that change from each society and temporal period, demanding much more than one action, as hosting a sport mega-event (Cull, 2011). So, the intention of overcoming this previous image is not simple and the

Olympic and Paralympic Games must be understood in a much broader context from countries as Asia and Latin America.

Although this research included many databases, we recognise that probably much of the literature could not be found because of the different languages. In an ideal situation, the search would be performed also in Japanese, Korean, Mandarin, Spanish and Portuguese. So, future studies are highly recommended, especially if they are published in English, for a deeper and mainly local understanding and interpretation of the phenomena in these countries.

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AHEAD, TO THE DIGITAL OLYMPICS! THE ROLE OF NEW MEDIA IN SHAPING AND COVERING THE OLYMPIC GAMES

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We live in a wired world. As the media keeps developing and technologies have recently become even more influential than before, it is important to keep up to those changes. It is vital to offer effective ways of diversifying content in order to reach a larger and more effectively targeted audience. The digital revolution led to the audience segmentation, it has split the audience in a higher amount of niches and layers.

Television still plays the role of the leading global transmitter and broadcaster (because of the still existing digital divide on the global scale). However, web channels have become so strong that they cannot be ignored any more. When Queen Elizabeth II first gave her Christmas address via the specialised Royal Family video sharing website at the end of 2007 (exactly 50 years after Her Royal Majesty's first televised Christmas broadcast in 1957), it was a symbolic sign that new media practices should go in the forefront. At the 7th World Conference on Sport, Education and Culture in December 2010 in Durban, South Africa, IOC President Jacques Rogge also underlined the importance of integrating the new media and social networks in the coverage and promotion of the Olympic Games worldwide.

The demand for online video has significantly increased and the IOC took right decisions in launching the online channel to broadcast the Olympic Games in Bei-

jing, signing a deal with a major video sharing website to stream the great event video. The major search engine streamed three hours each day, and outside of the United States in order not to conflict with the rights of the National Broadcasting Company (NBC) to air live Olympic content. The IOC took further steps towards embracing the Net, and that trend seems to be continuing. Creating the Olympics Facebook fan page in 2010 at the Vancouver Winter Olympic Games, launching a series of interactive projects at the London Olympics. One of the projects, the Olympic Athletes' Hub (hub.olympic.org), enabled fans to get a more direct access to the Olympians, and a more interactive experience of communicating with their favorite sportsmen. A lot of athletes went online from the London Olympic Village, bringing their messages right from the spot. Another good example of engaging internet users into the Olympics activities was the interactive project created by the IOC: fans could take the poses of popular athletes and put their own pictures online. These were some of the exciting ideas implemented by Alex Huot, the IOC Head of Social Media.

It is obvious that the future of the Olympics strongly depends on the openness towards, and readiness to accept, new technology. With social media the Games have new opportunities to get more people engaged in order to create positive change. And even more important, new media enables organisers to build a public archive of the preparations for the Olympics and the Olympics themselves. The legacy of the Olympic Games is one of the most important issues that the IOC and host country address every time the Olympics is organised. New media are the best tools to preserve and spread the legacy.

The Olympics is a special brand that boasts a bottomless marketing potential. In figuring out the best modules in broadcasting the Games, the IOC has a pivotal challenge of meeting the goals, strategies and demands of the Olympic Partners. But as the IOC found a way for the fair combination of NBC and the online video streaming, it has made Olympic highlights of access to wider audiences.

As all existing traditional media channels – print, television and radio – converge, it has become evident that in the digital age web users are not just content consumers, but content producers. Or “prosumers”. And this is the key point which should be considered when thinking about and shaping the successful future of

the Olympic Games and the Olympic Movement in the new media era. Let's take a look at other, adjacent industries.

In business fields, the companies which were first to figure out to attract communities and involve them in the process of producing goods and services were much more successful than their rivals, which did not use this asset. In the mass culture and entertainment industry, giants like Warner Brothers have realised the significance of interacting with the fan communities. New video editions of Star Wars provoked fans to generate additional thematic content and play with the characters and plot knocks, creating videos, sketches and music around their favorite movie.

And it is notable, that at first Warner Brothers didn't really welcome those user-generated products, being concerned about the value of the original movie and the rights issues. But gradually they started appreciating those, and realised that the user-generated content does not diminish, but on the contrary, enhances the value of the original works and helps to market the products, spreading the word, and turning the Star Wars into an everlasting classic. J.K. Rowling's Harry Potter saga attracted so much attention, that the internet users suggested numerous further plot developments – as a result, dozens of new volumes about Harry Potter could be published.

If you stand on the bridge at the London's Olympic Park to the right from the London Aquatics Centre, designed by genius architect Zaha Hadid, and look at the majestic Olympic Stadium, you won't miss the giant Ferris wheel, or the London Eye.

Today the London Eye is just an observation wheel and one of the main and most popular tourist attractions in London, towering over the Thames. But during the Summer Olympics in August 2012 this wheel was part of the information flow system, a significant player in the media landscape at that time. Every night Ferris wheel would light up with thousands of coloured lights, reflecting the moods and activity of a great number of Twitter users at one of the world's largest social networks. The user activity on Twitter over the past few years, to say it simply, has grown. Four years ago there were 6,000,000 registered users on Twitter, and today it's over 600 million. (In 2008, during the Summer Olympic Games in Beijing

Facebook could boast a little more than 100 million users, and now the number exceeds 900 million).

“In recent years, Twitter has become a kind of additional media airfield for the Olympics, where athletes and anyone who wishes to do it, can discuss the Games”, – says Jason Damato, a spokesman for the Trendrr agency, which is studying trends in social media.

The 2010 Winter Olympics in Vancouver were called the most digital ones back then. Over 307,000 tweets were posted in the first weekend of the Games, and they all contained the word ‘Olympics’. At the London Games this figure rose 10 times, making three and a half million tweets posted – just in the first weekend. In the past two years, more and more viewers have acquired the habit to instantly share on Twitter their impressions from watching TV coverage of sports competitions. Previously, they were just talking to each other in the kitchen, “Oh, my God, did you see how cool this athlete just dove!” Today, changes in the behaviour of viewers are available. And more than three-quarters of all the discussions around television projects are taking place on Twitter (on Facebook - 16%).

Taking into account the figures, the London Olympics have really become the Twitter Olympics. They exceeded both Beijing and Vancouver in the number of thematic tweets related to the Games. In 2012 Twitter has become a global communications phenomenon. In the first week of the Games more Olympics-related tweets were posted each day than during the whole period of the Beijing Games in 2008, said the representatives of Twitter in early August 2012 at their UK site, adding that more than 60% of British Olympians had accounts and were active on Twitter. According to the estimates of the IOC - 2014 officially verified Olympians actively used social networks, including Twitter, during the Olympic Games in London.

Sir Clive Woodward, Director of Sport, Team GB, started a Twitter account in the middle of the last summer, shortly before the Games.

Former Rugby World Cup winning coach Woodward had strong opinions about social networking but he wanted individual sports to set rules for their athletes. “We have put it back to individual sports to decide what works for their athletes”, he said.

“Our team consists of over a thousand people – and it’s not only athletes, but

also coaches and staff. In such a situation, there is a high probability that someone would say something wrong about someone...”.

In this regard, Team GB has produced for British athletes special recommendation videos that tell how to be polite and not hurt the feelings of colleagues in the posts on Twitter. All team members and support staff were provided a list of expected standards – which include the use of offensive language or ban comments critical of team-mates or rivals.

“All athletes are role models for fans 24 hours a day, seven days a week – and also on Twitter, – states Woodward. – I always tell athletes – think about how you want to be remembered in history”.

In 2010, Twitter took active part in the coverage of the Olympic Games – officially for the first time, as Twitter developed a partnership with NBC, the official broadcaster of the Olympic Games in the United States (the company recently signed a new contract with the IOC until 2020). It all started with the NBC Twitter Trekker in 2010, during the London Olympic Games NBC regularly demonstrated the interesting tweets of Olympians, and Twitter promoted NBC’s videos.

Twitter’s co-operation with NBC was explained by the company’s desire to expand the advertising business model and to justify their assessment of 8.4 billion USD, as well as dispel the doubts of skeptics that the social network can be a financially successful and profitable project. “The Olympic Games are also an opportunity to win new customers”, – said Twitter’s Head of Media Chloe Sladden. And it’s hard to argue this point. Specially for the Olympic Games Twitter built a spartan office in Boulder, Colorado, where special coaches trained people working 20 hours a day for more than two weeks before and during the Games, posting all the millions of tweets from Olympic athletes, their families, fans and TV personalities on the unified NBC Twitter Olympics page. Moreover, for several months, the staff of Twitter provided training for athletes, the U.S. Olympic team members and representatives of sports associations, teaching them how to use the resource more effectively.

As a result, during the Olympic Games Twitter worked out as so a powerful stream of tweets from London that Mark Adams of the IOC suggested that fans

post tweets from the competition only if there is something super extraordinary happening - in order to diminish the load on the site in the British zone.

But Twitter did not collapse, and the network's administration's hopes came true: at the time of the London Olympic Games official partners – P & G and GE – have bought advertising space on the Olympic themed Twitter pages. The representatives of GE said that Twitter would be a super hot spot in the Internet space during the Games. By the way, Facebook also made an agreement with NBC to create thematic pages, but decided not to sell advertising on its Olympic pages. Officials from Facebook never commented on this, but we can assume that in its coverage of the Games Facebook wished to remain independent of corporate money. Facebook's annual income is several times more than the income of Twitter, and the company can afford such a behaviour pattern. According to estimates of the research agency eMarketer Inc., Twitter advertising revenues in 2012 amounted to 259.9 million dollars, while at Facebook – 3.15 billion dollars were earned from advertising in 2011.

The discussion of the Olympic Games in Twitter attracted a lot of attention. NBC Olympics president Gary Zenkel welcomed the partnership with the social networks, and reportedly said that Twitter is not a competitive threat for the channel: "We know and we are happy that on Twitter news will be actively rotating and, in some cases Twitter users would be the news-breaker". Indeed, the London Games were the first Olympics where an abundance of sports competitions results were first announced on the social networks, and in particular on Twitter, by the fans and spectators, directly present at the sports venues. And after that, they got on TV. NBC aired some of the competitions with an up to 4-hour delay in the United States. NBC's position is easy to understand – NBC schedules top Olympic competitions for the prime time, as the company takes care of its profit, and in prime time the audience is larger, and NBC sells advertising at the highest rates. But it's natural, than in most cases the audience of sports events requires an immediate reaction and coverage, and then comes Twitter as a highly reactive informational resource.

In reality, the popularity and the accessibility of digital media basically requires the organisers of major sports events, such as the Olympics, do their jobs even better. The ability of anyone to document anything on their mobile phone and

produce high-quality footage is something that organisers have to keep in mind. Fifteen years ago the big media played the role of a watchdog; today everyone is a watchdog. Citizen journalism is a new and exciting occupation for a great number of non-professional, amateur reporters, who use their gadgets to often break the news, rivaling even with professional media specialists in this art. At the London Olympics there were about 24,000 professional journalists officially accredited by the IOC, and over 50,000 citizen journalists and freelance reporters, armed with cameras, who had no free access to the sports events. A lot of them were focused on covering social life around the Olympics, and some were hosted by the London Media Centre. In Vancouver at the 2010 Olympics there was a “W2 Community Media Arts” creative space which hosted unaccredited reporters and provided them with working space during the Olympics, organised conferences (such as the Fresh Media Olympics on the role the new media play in covering the Games, where I gave a speech) and sessions with sportsmen and local government representatives. The W2 premises are where the IOC arranged a party marking the launch of the Olympics Fan Page. True North Media House was an online organisation which granted reporters with city accreditations, which enabled them to get free passes to Vancouver sights and places of interest, such as museums, concert halls, etc. and attend some of the Cultural Olympics programme events. In Sochi, too, there will be two media centres – one official, created by the IOC, and the other one, launched by the City.

In 2010 Professor of the University of the West of Scotland, Andy Miah, researching citizen journalism and building a network of volunteer reporters over the Summer London Olympics in the UK, initiated creating a #media2012 media Charter, containing a set of rules, regulations and ethic norms for citizen reporters. Below is an abstract from this charter, the ethics code, accepted by several citizen journalism hubs and media outlets.

1. *KNOW THE LAW.* The International Olympic Committee (IOC) has legal right over the Moving image of Olympic competitions within Olympic venues, as does the International Paralympic Committee (IPC) for Paralympic content. This means that #media2012 Family cannot publish any moving image of Olympic competitions on the internet or any other medium (but you can photograph for non-commercial use). In previous Games, the IOC

has employed organisations to track content on major platforms and initiate legal proceedings if any breach is deemed to be significant. Make sure you know the law in your country and the country where you are uploading the content.

2. *TAKE RESPONSIBILITY.* As producers of your own content, it is crucial that you adhere to the same kind of standards of truth and honesty of any professional reporter. Ensure first hand knowledge or attribute your source when relying on second hand insights and correct errors promptly.
3. *RESPECT* the people within the stories you produce, giving them fair chance to explain their point of view and opportunity to feedback.
4. *SHARE RESPONSIBLY.* When using the #media2012 tag, please ensure that the content is likely to be relevant to the community.
5. *REMAIN OPEN AND FREE.* Please do not create gated communities to your content by asking others to register with your site. We suggest subscription instead.
6. *SHARE AND SHARE ALIKE.* We want you to take ownership for your work and assert your rights, but please do so in a way that allows others to share it on your behalf to promote your work. This should include permitting downloads.
7. *PLAY NICE.* Keep your content free from aggressive or hateful remarks.
8. *PROTECT YOUR MEMBERS.* If you are in a leadership role, try to ensure your community reporters are ready for the environments where they are sent.
9. *ATTRIBUTE CONTENT.* If you utilise the content of others, do so in a way that does not infringe their rights by respecting their license and conveying the attribution as requested by the originator.
10. *USE A CREATIVE COMMONS LICENSE,* but ensure you select the level of license you prefer. If you want to avoid any commercial use of your work, then say so by choosing the relevant CC license.
11. *BE CRITICAL.* As a #media2012 reporter, you have the opportunity to shine a light on alternative issues surrounding the Olympics & Paralympics, which the accredited media will not cover. Consider this unique position

when selecting stories to cover and issues to highlight. Being critical is not synonymous with being negative.

12. *BE ACCESSIBLE*. We understand that it is not always possible to ensure accessibility across everything we do, but try to promote accessibility by upholding W3C principles in your digital content.

Avid Olympics fans and tech-advanced web users are all around. They are willing to watch the competitions, create content and comment on it. As the Olympic Games, by their nature, connect with so many different social and cultural groups, they provide a great opportunity to experiment in various exciting ways with bringing the message to diversified communities. In effect, the list of communities is endless. A community is being built, for instance, around every Olympic sport.

The Olympic Games are designated to bring out the best of the country which hosts them, and provide a great reason for nations to compete with each other in a noble contest. Sochi is hosting the Olympic Winter Games in 2014, and everybody in Russia is very excited about the event.

As a matter of fact, Sochi has been, probably, the fastest changing city in Russia in the last several years, as the city was going through a major urban transformation to host the Games. Roads, bridges, railroads, tunnels, harbors, hotels, seaside restaurants and cafes –not to mention Olympic venues– mostly all of them are to be built from scratch. Sochi in many ways got a new look. Both in the Soviet times and in new Russia the city was always appreciated by the Russian leaders, who were reshaping the resort, but the Olympic construction is, with no exaggeration, the grandest undertaking, challenge and the change factor that has happened with the city since it was founded. That's why in 2009 I decided to launch a citizen journalism website, SochiReporter. The portal contained the latest online tools for Sochi residents to discuss the impact of the Games, enabling the community to document changes ongoing in the Sochi neighborhoods while the city was prepping for the Olympic Games and running the marathon to 2014. The idea of the project was to help residents better prepare for the Olympics, to inform the media about the city's issues and to use discussions about the Games as a way to improve life in Sochi. SochiReporter was one of the first ever initiatives to build a multimedia archive about the preparation of a host city for the Olympics. Big

ideas usually concern the lives of ordinary people, so the Olympics are essentially about the lives of locals: it is about how the life of a local milkman, or a tailor, or a teacher of English in the city of Sochi changes with the preparation for the Games. Speaking about internet access and wi-fization of Sochi, it is notable that back in 2008 the only McDonald's in Sochi centre was the main place for all internet geeks (and surely, hamburger lovers) to go, as it was here that wi-fi was fast, smooth, free and 24/7. In 5 years, a lot of new internet-cafes opened in Sochi and most of the restaurants and bars introduced free wi-fi. Yota 4G modem internet system came to Sochi, successfully overcoming the hill-and-mountainous Sochi landscape. Changes are evident.

Studying the impact of the preparations for the Olympic Games on the host city communities is an undertaking which is definitely of interest to many stakeholders, ranging from the IOC members and generally the Olympics industry workers, to federal and local government, to university professors and Olympic Studies experts.

While realising the SochiReporter project in 2009-2012, we implemented a number of socially significant initiatives ranging from training sessions for the residents of Sochi on how to use the social networking tools and internet resources more efficiently (The Multimedia Journalism Summer School, in collaboration with the Department of Education of the Sochi City Administration), to building the barrier-free environment guide to Sochi for the people with disabilities, which later became part of the Sochi 2014 Organising Committee innovative interactive accessibility map of Russia, www.kartadostupnosti.ru. With projects like this, Sochi 2014 Winter Olympic Games correspond to the promise of becoming the most innovative and the most digital Olympic Games in the history of Olympism. The Sochi Olympics will be massively covered throughout the various traditional and new media, including the high-definition digital TV. And, needless to say: it's going to be exciting.

THE PROGRESS AND DEVELOPMENT OF WOMEN IN SPORT. DOES EQUALITY OF OPPORTUNITY EXIST?

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Argentinian Olympic Committee

In this paper I have chosen to study the progress and development of female athletes and officials during the history of the modern Olympic Games. It aims to examine just how far women have come on the path to equality since females were first allowed to compete in the Olympic Games in 1900, through to the present day. I will study the effects of the actions and decisions taken by the IOC and other bodies about women's sport at the Games, and try to determine how successful they have been. Some of the most widely remembered moments in Olympic history have been created by female athletes, from Nadia Comaneci's seven times perfect 10 in gymnastic, in 1976, to Cathy Freeman lighting the Olympic flame in Sydney 2000 as a symbol of unity and reconciliation in a divided Australia. My hypothesis for this thesis is that while there has been much recent progress in the appeal and equality of women's sport, as well as the value it brings to the Olympic Games, there are still large improvements to be made.

The first section therefore must include a large amount of history, to inform the reader of how recent many of these developments are. For example, only 1.8% of athletes at the London 1908 Games were female, while in 2012, in the same city, 44.2% of athletes were female. The aim of this section is to "set the scene" as necessary for the following sections, where the main analysis will take place.

My own area of expertise is in football, where I have been a referee at the highest levels of the female game. As such, it is logical that I use the sport I know best as a

Section 1: The Olympic Movement and Women's Sport

When Baron de Coubertin revived the Olympic Games, he imagined games only for men, which were realised in Athens in 1896. He said “I do not approve the participation of women in public competitions; their primary role should be to crown the victors”. However, against de Coubertin’s lifelong opposition to female athleticism, a small number of female competitors were allowed in the Paris Olympics of 1900. The number is not certain but it could be around 22 ladies. Charlotte Cooper became the first champion of an individual female event at the Games. The British woman won both the singles and, with Reginald Doherty, mixed doubles tennis tournaments [2].

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Women were so frustrated by the lack of opportunities to participate in the Olympics that, led by Frenchwoman Alice Milliat, they threatened to replicate the ancient Greeks by organising separate games in 1922. De Coubertin's IOC finally relented though, and allowed greater opportunities from 1924 onwards. Until then, tennis had remained the highest-profile sport in which women could participate, by which time Suzanne Lenglen had made a name for herself. Her name currently adorns the second largest court at the French Open tennis tournament. Tennis was removed from the Olympic programme after 1924 not to return for 62 years, due to a dispute over the participation of amateur players, a key component of the Olympic ethos in those times.

In the early editions of the modern Olympic Games, there were almost token numbers of women participating in the games, and in very few sports. In London's 1908 Games, only 37 out of 2008 participants were women. Even 40 years later, after the threat of a breakaway Women's Games, there were only 5 sports in which there were 390 female participants, representing 9.5% of the total number of athletes at the Games. That compares pitifully to London 2012, where 4,676 women participated in all 26 sports, making up 44.2% of the total. Numbers of participating women continued to progress slowly up to and including the 1984 Games, where still only 23% of athletes competing were women. One could argue that the reciprocal boycotts of the 1980 and 1984 Games by Western and Eastern bloc countries had some effect on these numbers, but they fit the trend of female participants statistically. It was from Seoul in 1988 onwards through Barcelona, Atlanta, Sydney, Athens, Beijing and finally London that the proportion of female participants to male began to get closer. It could be argued that one of the great successes of the presidencies of the Spanish Juan Antonio Samaranch (1980-2001) and the Belgium Jacques Rogge (2001-2013) in the IOC is women's participation in the Games [3].

It also seems as though women are largely participating in male dominated sports, rather than anything to the contrary. Most of the sports in the Olympic calendar are sports which appeal much more to men than to women. Indeed, there are very few cases where the female sport is more popular than the male equivalent, only Field Hockey and Gymnastics could realistically be considered 'female' sports in this respect.

From 1991, there is a new rule in the Olympic Movement obliging all new sports to be open to female participation, and the existing sports have generally come in

line with this directive in advance. This applied from London 2012, and led to female boxing being included for the first time in the Olympics, making these the first Games where every sport had female athletes taking part, and so called the Inclusive Games. It was also the first Games at which every participating nation sent female athletes, as Saudi Arabia, Qatar and Brunei entered women for the first time. London 2012 represented a large step towards the IOC's stated goal of equality between men and women. Indeed, the seventh article of the Olympic Charter says that the IOC's role is to "encourage and support the development of women at all levels and in all structures with a view to implementing the principle of equality of men and women". The use of the word 'role' is very important in its context. It means that not only is equality desirable or a nice ideal, but that the IOC sees it as its duty and as part of its purpose to promote equality. Further to that aim, the IOC also holds the "Women & Sport" Awards annually, on International Women's Day (8th March) to award to women who have made an exceptional contribution to sport.

To conclude this section, we can clearly see that it has taken a long time for the participation of women in the Olympic Games to come close to matching that of men. Even after the death of Baron de Coubertin, the father of the modern Games, and a staunch opponent of women's sport, this disparity was maintained for many years, and reflects badly on the administrations of the time. This is especially true of administrators from countries where some degree of equality had already been reached, such as the UK and Ireland. This is where the Suffragettes were willing to give their own lives for equal voting rights, yet females were still prohibited from participating in sport. This also is a mark on the modern image of sport as a unifying force; such obvious discrimination is incongruous with any idea of unification. However, we have seen large advances in the last 35 years, and this has allowed women to catch up at an incredible pace. For this, merit must be awarded to the IOC's administrations from 1980 onwards.

Section 2: Football and Women

From here, we will look at my area of expertise, football. I was a referee at the highest levels of the female game, including a FIFA Women's World Cup, and have seen first-hand the issues affecting integration in this Olympic sport.

FIFA has been organising the Women's World Cup every four years since 1991, Women's U-20 World Championships every two years since 2002, and an equivalent competition for U-17 women from 2008. It is good to know that the first female international match was in April 1971 to understand the growth.

Some of the current figures are: 29 million women and girls playing football world-wide, 12% of youth players are female, women and girls play football in 208 countries, 24 teams will participate in the FIFA Women's World Cup Canada 2015 [4].

It is interesting to see how the Olympic Games have improved the popularity of women's football in a manner that the existing tournaments run by FIFA could not have done in some countries like Argentina, and whether the Olympics have changed public opinion of women's sports for the better. The following day that a female match from the Olympic Games is seen, is regular to hear things like "Did you see the women's match? They play very good! Just like men!", but only a few people take time to see a Women World Cup. It can be because it is broadcast only in some TV channels, but also cause the feeling that appears in the Olympic Games is so special that anyone is interested in seeing all the sports and all the genders.

The CONMEBOL is the South American confederation and it is composed of 10 countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay and Venezuela. The South American top team in the FIFA rankings historically from the beginning of women's football to now is Brazil. They currently sit in fourth place of the FIFA ranking, followed in COMNEBOL by Colombia in 29th and Uruguay in 69th. Argentine, who is in 120th position because they were 18 months without international competition as 6 other countries for South America, must be in 35th place regarding to their points [5]. With this information it is clear to see how is the gap between this continent and others like North America, Europe and Asia, as well as the breach between the men's and women's games in South America, where four of ten countries (Argentina, Colombia, Uruguay and Brazil) are established nations in the top 10, with stars like the Argentine Lionel Messi, best player of the world for the last four times, and the Colombian Radamel Falcao.

This Confederation organises the following women's football tournaments: The "American Cup", the "Under 20 American Cup" the "Under 17 American Cup", which are played by national teams, and the "Libertadores Cup", which is played between club teams. The "American Cup" is the oldest female tournament;

it has been played every four years since 1991. It gives two qualifying places for the World Cup, and has been won every time except once by Brazil, the exception being Argentina in 2006. The “Under 20 American Cup”, played every two years from 2004, gives also two places for the World Cup, and the “Under 17 American Cup” is the newest, played every two years since 2008 and gives three places for the World Cup. The “Libertadores Cup” began in 2009, and is the only international tournament for female teams, compared to two tournaments for men, the “Libertadores” and the “Sudamericana”. It is played every year, by one team from each of the ten countries of the continent. As with the “America Cup”, it has only been won once by a team from outside Brazil, the last one, 2012, was won by ColoColo from Chile. Both the other winners were Brazilian teams, Santos in 2009 and 2010, the team known for Pelé, and Sao José in 2011.

In Argentina, there is just one tournament which is played by women of fourteen years or older, and only the teams whose grounds are in the Buenos Aires area are admitted into the tournament. This cup has taken place since October 27th 1991 and in the first year River Plate was the champion. The other teams were Boca Juniors, Excursionistas, Independiente, Yupanqui, Deportivo Español, Deportivo Laferrere and Sacachispas F.C. From this time onwards every tournament was won either by River Plate or Boca Juniors, with two notable exceptions, one in the “Apertura 2008/2009”, when San Lorenzo de Almagro was the winner and the other one in “Clausura 2011/2012”, when UAI Urquiza was the champion.

This year the tournament has 13 teams, and the particularities are U.B.A. (University of Buenos Aires) is the only team who does not have a male squad participating in official AFA tournaments, and with U.A.I. (Inter-American Open University) are the only universities team in the tournaments of AFA [6].

I believe that the first and most important difference between both countries is that in Brazil girls used to do sports from their childhood, so when they grow up their bodies and brains are prepared to assume a sport as a sport and not as a game.

Refereeing by females is an area which is growing around the world and in most sports. Year on year, more women are finding this profession as a job, and the view of the crowd is luckily changing. In the first Women’s Olympic football tournament in Atlanta 1996, the majority of the referees were men, brought in to

cover the shortages. This was with a few exceptions, such as the Canadian Sonia Denoncourt, who was the first international standard female referee, and is currently working for FIFA as the top instructor of female referees. In London 2012, all of the refereeing teams, comprising the referee and all her assistants, were entirely female as it is happening in FIFA tournaments since 2003.

A long time ago people thought that the ladies that played soccer or worked as referees were “tomboys” or excessively masculine. Even now, a lot of men find it funny, or directly think that it is not good to have ladies in matches. There is one thing which is changing. As we can now say “Presidenta” for a female president in Spanish, when it was previously not allowed, we can also say the word “Árbitra” instead of the same word ending in “-o”. This is a linguistical difference, as in Spanish, words ending in “-a” are exclusively female, whereas ending in “-o” or “-e” can be both masculine and mixed gender. Both were accepted for use by the RAE (Spanish Royal Academy) [7].

The things that people shout to woman referees are along the lines of: “What did you give, lady?”, “Isn’t there a course of computer or English to do?” or “You don’t understand anything”, as opposed to the things that people say to a man, such as: “You were paid by the other team”, “you will die of cancer” or “you always do the same to us, the association asked you to do this”. So the unconscious assumption of the fan is clearly different, people believe that women are bad at the sport and they don’t understand the play, whereas they think that men make the decision because they have been paid or they have been told to help the opposite team. In short, the woman has her intelligence and ability questioned, which the man doesn’t. She is patronized, while he is assumed to have ulterior motives and be playing an intelligent double game.

It is clear that women’s football is at nowhere near the same level as the men’s game, except in a few, select countries. The key question in all of this is to ask why it is not. This is not an easy question to answer in brief, as there are many factors at work, but I would like to make a small list of some of them:

- Ladies start to play soccer at older ages, through cultural differences. For example, maybe they are taught by their parents to play with dolls and to wear dresses instead of doing sport.
- Coaches consequently say that they must work very hard teaching and

- training ladies, but the most difficult and necessary thing that they must work on is psychology. It is a discipline that it is very necessary for females and only offered in national teams. The same happened with nutritionists.
- The possibilities for girls to choose a sport when they are young are often very limited, they are reduced to gymnastics, swimming, volleyball or in some higher level places hockey, tennis or roller skating. It is essential that governments set policies that aim to develop women in sports at early ages, because in male disciplines the idea that some young player can be good when he is older helps them to further widen the difference with women.
 - Other point is that men have the potential to earn many times more money than women. More people know of the best male stars, so they watch them on TV or at the ground, which leads to greater incomes through richer clubs and better sponsorships, which mean more people know of them and so the circle continues with the salaries and the sponsorships.
 - Especially in South America, the lives in general of women improve faster than ladies in sports, meaning more employment in women, as well as many old-fashioned views requiring the women to do the housework. This leaves very little time for recreation, much less to dedicate to a sport. In that sense, women have become victims of their own success in some areas.
 - So some of the problems would be fixed by families, religion, school, government policies, clubs, infrastructures, media, founding and sponsorship, between others.

Section 3: Law Changes Which Have Benefitted Women's Sports

It could be justifiably argued that in pure participation figures among athletes, the IOC is close to achieving their aim in the seventh article of the Olympic Charter. However, there is still a lack of female participation at the executive level. The IOC set itself a fairly modest target that 20% of IOC Members were to be female by 2005. By the time of the London Games in 2012, 7 years later, this had still not been achieved, with 20 out of 106 members being women. Only 4% of National Olympic Committee presidents were female at the time. It could be a case like that

of American coaches in Football, where many players have succeeded long before coaches. This took time, because the majority of coaches are ex-players, so equality took a long time to work its way to the bench. But we are looking at an executive level here, not coaching, and the distinction is important. Closer comparisons can be drawn with the world of politics, with relatively few of the world's wealthiest states having ever had female leaders, and of those which have, most have seen their first arrive within the last 10 years (see Angela Merkel in Germany, Julia Gillard in Australia, Cristina Fernandez de Kirchner in Argentina, Dilma Rousseff in Brazil, Michelle Bachelet in Chile, etc.).

In my own country, the Olympic Games have propelled many athletes to fame, both male and female. The first female to be significantly famous who participated in the Olympics was Gabriela Sabatini, who won silver in the Seoul Games of 1988. She remains well known to this day, but in this time, the best known female athletes in Argentina are the field hockey team, also known as "Las Leonas" (the lionesses). Their games are watched all over the nation. These two cases are sadly exceptions, and male sport dominates the national landscape. Out of 137 Argentine athletes who participated in the London 2012 Games, only 41 were women, or 30% of the delegation, 17 fewer than in Beijing 4 years earlier.

Luciana Aymar, the captain of Las Leonas, was chosen to be Argentina's flag bearer in the Opening Ceremony in London, but she is not the first woman to be given this honour, Isabel Avellán (1956), Cristina Hardekopf (1960), Jeannette Campbell (1964), Gabriela Sabatini (1988) and Carolina Mariani (1996) had been given the same honour.

Conclusion

From Nadia Comaneci's perfect 10 score on the uneven bars in 1976 to the indigenuous Cathy Freeman lighting the Olympic flame in Sydney in 2000 as a gesture of inclusion in a racially divided Australia, we find that women have had an ever increasing role in creating these moments.

We have seen how women were excluded from organised sport for many years, before the doors began to open. Progress has been slow in arriving, but it

has come in a hurry during the last 35 years. At the Olympic Games, Article Seven is closer and closer to being realised on the track, while much work needs to be done in the boardroom.

It is clear to see then, that there is still much work to be done on equality before anyone can rest easily thinking that the job has been done. It is equally clear, though, that large strides forward have been made under the IOC presidencies of both Juan Antonio Samaranch and Jacques Rogge. As the IOC presidency has just passed on to Thomas Bach in Buenos Aires, it remains to be seen whether the new president will seek to consolidate and improve on the recent strides forward, or whether their interest in equality will be a token one. It would help greatly if there was greater urgency in increasing the numbers of female executives and IOC members, but this must be achieved through attracting highly qualified women to the roles, rather than just selecting based on gender. The role of the mass media in creating the images of female athletes is questionable, due to their focus on the aesthetic, which does not apply in the same degree as in males, but this is not the IOC's fault. None of this should distract much from the progress made in the last 30 years, but instead serve as a reminder to keep going with reforms designed to reach the goal set out in the Olympic Charter, to work towards the ideal of equality between men and women.

We have seen how women's football remains a poor relation in comparison with the male game, with exceptions in the USA, Germany, Japan and Norway. However, we have also seen that women's football is also on the rise in other places, such as in Brazil, or the UK, where over 80,000 people watched the Olympic Final in women's football. We have also seen double standards in my own country with regards to which female athletes are famous in comparison with their male counterparts. Overall, we have seen plentiful and overwhelming evidence of historical discrimination against women, across the majority of sports. But we have also seen steps forwards recently which cannot be ignored.

This progress includes reaching a level of female participation in the summer Olympics of 44.2% and 40.7% in the winter games. It also includes all female officiating teams in women's international football matches, and how the executive boardroom is slowly being populated with more women. Much of this has been due to the proactive approaches of certain governments and governing bodies requiring female participation in all sports, as well as pressuring countries like

Saudi Arabia to finally send female athletes to the Olympic Games. There is a lot of credit in standing up for these ideals, especially for IOC presidents. They are voted for by national Olympic Committee chiefs, very few of whom are female, as we have seen, and as such they stand to gain little politically from their actions.

If the advances of the past 35 years are continued and built upon, then it surely will not be long before we can say that equality of opportunity exists. Equality is not necessarily defined by having exactly 50% female athletes, as that is an arbitrary figure with little bearing on the opportunities that those female athletes have. Instead it will be judged on how they are recognised for their efforts, their opportunities to compete, and their opportunities to maintain an active role in sport after their competitive careers have finished. This will be the true test of equality for women in sport.

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THE LEGACY OF OLYMPIC PRACTICES IN MEDIA

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1. Introduction

Experiencing the Olympic spirit through its own legacy has been a meaningful remark in many people's heart. In 2002, the International Olympic Committee (IOC) began framing the concept of "legacy", which, together with the concept of "sustainable sports development" has become an essential part of the IOC and the Organising Committee of the Olympic Games (OCOG) vocabulary. (Girginov and Hills, 2010). "Event legacy" – as used by the IOC – captures the value of sport facilities and public improvements that are turned over to communities or sports organisations after the Olympic Games. (Gratton and Preuss, 2010). Though the heritage of the Olympics is claimed to be derived from the ancient world, in fact contemporary legacies are very modern. The attention is paid both to the broader and more specific aspects of these legacies. For instance, the development of the modern Olympic Games is bound up in broader globalisation and sportisation process. As such, the Olympics and its related movements have reinforced and reflected both diminishing of contrasts and increased varieties of body cultures available to different peoples. Bound up process, the modern Olympic Games have produced an Olympic legacy that express what Heinila termed "total sport" (Maguire, Barnard, Butler and Golding, 2010). Further, the Olympic champion, Sergey Bubka had said that "Olympic spirit comes close to capturing the state of

mind that an athlete experiences when he is in the stadium, in the arena, and it evokes the atmosphere and the feelings experienced by the athlete. Legacy refers to the level of economic, social, environmental development of a host city that takes place after the show has left town". Its evaluation is, as Girginov and Hills note, much broader than a "snapshot" study of economic "impact" of the event. A legacy is a long-lasting effect of an event or process. It can be positive or negative, intended or unintended, hard, soft, tangible or intangible, but generally accrues over time (Keech, 2008).

Here, what I am going to address in this research is not only about the Olympic legacy in media, but also the diverse reporting forms in news media. The use of a discourse of "diversity", the period since London was awarded the 2102 Games is highly significant, for its selection represents much more than pure semantics. Fundamentally, it enables issues around ethnicity and culture to be emphasised, but without necessitating the adoption of a particular ideological position. In this regard, it reflects a broader shift whereby "diversity" has replaced "multiculturalism" as the preferred language of politician and associated agencies (Burdsey, 2012). People have always depended on the media to know what is happening outside the confines of their home. During the cognitive process, the written and visual information presented by the media wins over people's trust and they then construct a social reality in their mind. Media reports set the boundary of our cognitive activity and influence our perception of the real world (Feng, 2012). Each Olympic summer sport assumes a particular quality. Each of the 28 Olympic sports has its own history, with some having undergone interesting process of change. Some may boast "heroic achievements and performances" that are remembered beyond their times. Nevertheless, the structures of some of these sports have been fractured in several aspects (Digel, 2012). However, television sports production involves a wide range of process of visual and narrative representation-choices regarding the images, language camera positioning, and story line are required to translate "what happened" into a programme that is "good television" (Gruneau, 1989). Consequently, according to the data base, we can see that there are eight varieties for reporting the Olympic news which mean the Olympic-related news was translated into many forms and descriptions. Further, in addition to producing high ratings, producers are required simultaneously to fashion a telecast that

frames the fullest and most complete “Olympic Experience” they deem to be attainable- a task that is controversial and constantly moving (Billings, 2008).

It is no doubt that the Olympic spirit is not only a place where people can watch high quality games, but also a place where demonstrates athletes’ images and thoughts, and most of us often catch them by news media. As a consequence, the purpose of this study was to investigate and analyse the amount of news of London Olympics in Taiwan from 27th July to 12th August, 2012. Useful data was searched exclusively in local TVBS television station in Taiwan, which was dedicated to reporting Olympic Games related news in the period of time.

2. The Legacy of Olympic Games: Perspective from Taiwan media

For many people, the modern Olympic Games are seen as a great contest of sportsmanship and chauvinism; for others, they are venues or cities followers. It should be stressed, however, that the Olympics are also about mass media.

Through the perspective of Asian media, I would like to examine the context in which recent and contemporary sport articles such as the Olympics are represented by TV news journalists, and professional pressure in the world of sport reporting that affect the pitch and tone of the journalist product. First of all, as an intern journalist in TV station in Taiwan, all news related to London Olympics were smoothly collected into data base, and they were categorised into eight varieties, which included the gender of athletes, sports heroism, sport nationalism, Olympic spirit and education, Olympic philosophy, Olympic venues, Olympic meals, and the relation between the Olympic host country and the world.

Let us begin with the first main topic, gender of athletes. Since the inter-war period, women have been demanding the right to fully participate in the Olympic Games, the most prestigious of all international sports competitions. Yet the IOC has only recently adopted a policy of true equality for men and women. In the Athens Games of 2004, women’s overall participation surpassed 40 per cent for the first time and the number of women’s events had risen appreciably. Today, at the Olympic Games, only baseball (dropped recently from the 2012 programme) and boxing remain exclusively masculine sports. (Carpentier and Lefevre, 2008).

There is no doubt that men and women are equal, however, when it comes to reporting the Olympics news, the media often uses different ways to portray the images of male/female athletes. For instance, some journalists like to put emphasis on the appearances of male/female Olympian instead of focusing on their professional performances. Swimming, tennis, track, and field and others often catch media's attention in terms of women's appearances. Furthermore, basketball, soccer, power-lifting and others also conveys the aroma of masculine, which draws media's attention when writing the related Olympic news.

In accordance with the context, journalists should be careful producing every piece of sports news. The American philosopher Peirce and the Swiss linguist de Saussure are considered to have laid the groundwork for semiotics but it was not until the 1960s that the work of Roland Barthes introduced semiology to wider audiences applying it to various forms of popular culture, ranging from toys, hair-styles and chips to cooking, soap powers and the new Citroen car (Barthes, 1957). As the data base shows, almost anything can be considered a sign to represent the images of male and female athletes. That means words combined in the news system of languages or images will likely influence viewers' perspective into sports.

Secondly, the news contexts are also about sports heroism, sport nationalism, Olympic spirit and education, and Olympic philosophy. The gargantuan identity issue within the Olympic telecast continues to be overt (and covert) nationalism. Hall (1996) contends that the theorization of identity "is a matter of considerable political significance" and that we need to understand issues such as nationalism and the politics of identity because "identities are constructed within, not outside discourse (Billings, 2008). Like I said, the ways media described the sports event, will also reflect the nationalism and identities towards the Olympic news content. For instance, many Asian countries want to win gold medals during the Olympic Games. It is not wrong for doing that but sometimes the media would pay much attention on how many medals the athletes got instead of reporting the true spirit of sport, such as the genuine joy within every game. Jarvive (1993) claimed that sports enact a "uniquely effective medium for inculcating national feelings". Sports and nationalism incessantly reside concurrently within a sportscast and in no place is this more evident than the Olympics (Bairner, 2001). On the other hand, when it comes to heroism, which is also the main context fully covered in Olympics news,

which led to different opinions. Like McNulty (1986) and Rollin (1983) said, there are more candidates for hero status and consequent rapid and short-lived attentiveness to them. Another opinion is that even if our heroes are shallow celebrities, this may be due not to a deteriorating society but to a society in transition and seeking new directions (Klapp, 1969).

Furthermore, the last main contexts we are going to talk about are Olympic venues, Olympic meals, and the relation between the Olympic host country and the world.

The Olympic Games is much more than the festival of sport that runs in a chosen location for a few weeks every four years. (Rowe and McKay, 2012).

As a consequence, all the media would definitely stay focused on the Olympic venues and other infrastructures about Olympics. For example, one of the Olympic news in Taiwan media had reported the brand new image of east London, which has been in a vintage look for a long time. Although the IOC never sets rigid physical, economic or social criteria in selecting host cities, convention indicates that Summer Games are accommodated by large cities with more than three million inhabitants. Nowadays, each Olympic Summer Games might involve more than 15,000 athletes and officials, at least the same number of media representatives, and from 400,000 to a million out-of-city visitors. This means the host city has a huge increase in temporary population, which places great demands on civic infrastructures and accommodation. Only the world's largest cities have the required resources to cope with such challenges and sufficient population thresholds to sustain the viability of the facilities in the long term after Games are over. (Liao and Pitts, 2008). In terms of related Olympic news, it indeed demonstrated every step London took towards building up all the infrastructures and facilities. Due to the cities' change, meanwhile it also brought the cultural essence to every country participating in the Olympic event. The opening historical tour raises a number of issues for London 2012: in particular, the way in which the host nation determines the objectives of the Cultural Olympiad and how "culture" is defined. As highlighted above, the 2012 Cultural Olympiad offered a range of cultural activities, calling into question the way in which cultural activities are selected and how culture will be defined. (Collins and Palmer, 2012).

3. Methods

Data Collection

The purpose of this study was to investigate and analyse the amount of news of London Olympics in Taiwan from 27th July to 12th August, 2012. Useful data was searched exclusively in local TVBS television station in Taiwan, which was dedicated to reporting Olympic Games related news in the period of time. Content analysis was used as the main method for decoding how the news media constructed new forms of the legacy of Olympics. The content of Olympic news was collected from daily sport news and depth report during London Olympic Games from the television station. Furthermore, depth interview is also used in the research. Through interviewing the five journalists who produced the Olympic-related news unveiled the deeper factors when writing the news.

Data Analysis

Content analysis was used for analysing the data. Three aspects were analysed 1: Content of the news, which included the amount of news produced exclusively in television station from 27th July to 12th August, 2012, during the London Olympic Games. 2: Produced forms, which were divided into two types, daily news and depth report. 3: Journalists, who mainly wrote and produced the news during Olympic Games, were also included.

4. Results & Conclusion

Content of the news

The results showed that there were eight categories for producing the Olympic-related news. 1: The gender of athletes. 2: Sports heroism. 3. Sport nationalism. 4. Olympic spirit and education. 5. Olympic philosophy. 6. Olympic venues. 7. Olympic meals. 8. The relation between Olympic host country and the world. Most of the content contained Asian perspective into sports, which included sport nationalism, Olympic spirit and education, and the relation between Olympic host country and the world.

Produced forms

The results showed that there were two types of writing and producing the Olympic-related news. The contents were divided into daily news and depth report. As the Olympic daily news, it was often reported by describing the latest competition scores or the highlight of the games. As the Olympic depth report, it could be produced in more different ways, such as observing the infrastructure and facilities building up for the London Olympics. The politics, environment, gender, races, and population were also the main insights into the depth report.

Journalists

According to the data and interview, the results showed that many reasons influenced the content about the Olympic-related news. Two journalists said that sometimes they have to follow boss's opinion producing the news, such as reporting the most famous sports celebrity. The other three journalists said that they would choose the unusual or special parts of the Olympic Games as their writing material, such as reporting the youngest or oldest participants joining the Olympics. In other words, media framing has happened all the time.

Conclusion

Showing the complete picture at Games is not that possible every four year, but as media plays a key role in demonstrating multiple sides of the Games, we should pay more attention on how media represents the whole image of Olympic Games. Sports bring people together in arenas, cities, in their living rooms, in bars, in restaurants and clubs. Watching the games in an informal or formal setting should be mirrored in the audiences' mind which means that media truly influences the sports event in some ways. Based on the research results, it has been offered that it is no doubt Olympic spirit can be conveyed through the media, but at the same time the television station should still try best reporting diverse layers of the true Olympic spirit. In this way, more legacies of Olympic Games can be left everlastingly in the world.

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OLYMPIC EDUCATION AS A FACTOR OF A PHYSICAL CULTURE BACHELOR'S READINESS FOR SPORT-PEDAGOGICAL MANAGEMENT DEVELOPMENT

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Introduction

In connection with the transfer to the Bologna education setting the investigations, directed at different sides of training bachelors of various specialties, including sport ones have gained actuality. A modern Russian Bachelor of Physical Culture has to be trained not only as a coach or a teacher, but also has to have organisation and management training. This fact has gained actuality in connection with carrying out major sport events in the country. Taken together, these forms of activities form a concept of sport-pedagogical management. A bachelor's readiness for sport-pedagogical management is achieved through the mastering of some competencies, related to such kinds of activities as coaching, pedagogy, as well as organisational and management activities. Many of these competencies may be mastered more effectively if Olympic education means and methods are used in Physical Culture bachelors' training. Olympic education in Russia is a promising direction in training sport specialists. The fact of up-coming carrying out of winter Olympic Games in Sochi underlines its actuality. This kind of education is realised in our country under aegis of 13 regional Olympic Academies and Rus-

sian National Olympic Committee. All these organisations are working in close cooperation with high educational establishments specialised in sport training. Despite the fact that Olympic education at universities of Physical Culture is based on scientific grounds, it is still not viewed as one of basic means of Physical Culture bachelors' training for sport-pedagogical management. This fact has determined the actuality of the study.

The aim of the study is to substantiate the use of Olympic education as one of basic means of Physical Culture bachelors' readiness for sport pedagogical management development.

Research tasks:

- 1) Determination of the place of Olympic education within the process of Physical Culture bachelors' readiness for sport pedagogical management development;
- 2) Identifying the most effective forms of Olympic education from the point of view of Physical Culture bachelors' readiness for sport pedagogical management development;
- 3) Characterising the current level of Physical Culture bachelors' Olympic education using the experience example of the Ural State University of Physical Culture.

Methods: a survey, analysis, synthesis, scientific forecasting.

Results and discussion

Olympic education has got a powerful training and educational potential. Such scientists, as V.S. Rodichenko, Yu.M. Chernetzky, V.I. Stolyarov and some others have studied the problem of Olympic education. As they have noted, the forms of its realisation are different – from usual lectures to business games, different projects and extracurricular lessons. Under the conditions of high educational establishments, Olympic education is carried out rather briefly, mainly during studying “History of Physical Culture” educational subject and some optional courses. Taking into account the fact that the Olympic Movement embraces the examples of advanced experience in Physical Culture and Sport spheres in integrative cor-

relations with other spheres of human life it can be noticed that it is very important to use such an experience in Physical Culture bachelors' training. While studying organisational and management processes, specific for the Olympic Movement, a future graduate masters organisational and management competencies. In cooperating with partners during the active forms of Olympic education, a future graduate forms communication qualities which are necessary for him or her. Receiving historic knowledge within the sphere of Olympic sport and Olympic culture a future graduate masters common cultural competencies which help him/her in carrying out teaching and coaching.

Carrying out theoretical analysis and survey lets us to understand that the most preferred forms of Olympic education are active learning methods. The methods of active learning include such forms of work as business games, didactic or training games, game situations, role play, game techniques and procedures, active training, simulation models and simulation games. They always generate students' interest, because they differ from traditional forms of studying. All these working forms may well be used in Olympic education. Taking into account that active training methods are supposed to use active communication and cooperation with teachers and fellow-students, we can notice, that in addition to forming Olympic knowledge properly, at the same time students are developing their communication competencies. It is a very important point within the context of Physical Culture bachelors' readiness for sport pedagogical management development.

It is necessary to note, that the considerable part of Olympic education in high educational establishments is realised at events carried out by regional Olympic Academies. In the Ural region it is the All-Ural young scientists and students' Olympic scientific session. It includes such activities as Olympism connoisseurs contest, scientific works on Olympic themes contest, and a thematic contest of "Club of Funny and Inventive" teams. Let's view such forms of work briefly.

The Olympism connoisseurs contest is a kind of testing the level of Olympic Movement history and actual knowledge in a form of teams from different high educational establishments contest. This event includes some contest forms, such as "crossword", "picture contest", "true-false statement", "quiz" and some others. Every kind of work has got its own thematic, for example "Olympic Games programme", "Heroes of Olympic Games", "Classical Greeks Agons", "Olympism

and Art”, “Olympic symbolics and attributes”, “Olympic Movement organisation” and some others. It is very important not only to know the history of the Olympic Movement well, but also to be a good team worker. It is the only way to be successful in this contest. Sorry, but such contests are carried out not by all regional Olympic Academies permanently, only under aegis of the Ural Olympic Academy.

The next form of work, traditionally carried out at Olympic scientific sessions is a scientific works contest. It is a more serious event, based on the Olympic scientific session. The scientific works contests participants make reports in which they present their scientific investigation in the sphere of the Olympic Movement. The best reporters go to the Young scientists and students’ of Russia Olympic scientific session to Moscow. The winners of the second round represent Russia in the International Olympic session in Olympia, Greece. This working form is carried out practically by all regional Olympic Academies.

At last, the third form of Olympic education is the so-called “Club of the Funny and Inventive” teams contest. The “Club of the Funny and Inventive” movement is widely spread in Russia and some other countries. Traditionally “Club of the Funny and Inventive” teams contest is a humorous one. Teams are given marks by the competent panel of judges on the basis of their performance quality. “Club of the Funny and Inventive” teams contest at Olympic sessions does not differ essentially, it only has got Olympic thematic and is mainly directed at the creation of relaxed and jolly atmosphere among the Olympic session participants. This form is a unique one and it is carried out only at the All-Ural Olympic scientific session.

Regular participants of these Olympic scientific sessions receive thorough knowledge of the history and current situation of the Olympic Movement; develop their creative thinking and master communication competencies while learning to communicate with representatives of different social status and age. It allows them to take an active part in organisation and carrying out Olympic sessions afterwards. Moreover, these activities contribute to improvement of students’ organisational management capabilities. And this fact, in its turn, is very important for future Physical Culture manager development.

But we have to notice that this working form has got an essential fault. It does not embrace a large number of people. Moreover, events of such scale cannot be carried out very often. In-class learning nowadays does not provide students

with the necessary level of Olympic knowledge, while connecting with the current participants of Olympic sessions. Figure 1 contains the results of testing Olympic knowledge level of 30 current participants of Olympic sessions and 40 students receiving Olympic education only during in-class learning. All the tested students studied for the fourth year at the Ural State University of Physical Culture. It is evident that the participants of Olympic sessions are prepared better, than the other group of students.

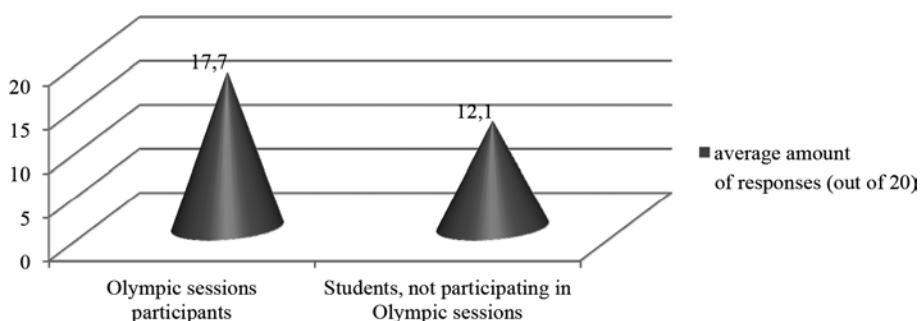


Figure 1. – The results of testing the level of Olympic knowledge of fourth-year students of the Ural State University of Physical Culture.

But the basic task of our investigation is the substantiation of role and place usage of Olympic education within the process of readiness to sport pedagogical and management development, which are managerial and pedagogical activities in the sphere of sport. In theory the significance of Olympic education in the given process does not cause doubt. To test this statement practically we have chosen such a value as the state of bachelors of Physical Culture at the labor market demand. The mean value of sport high educational establishments in Russia is 37% (figure 2), in the Ural State University if Physical Culture is 41%. Professional choice and demand level of Olympic sessions participants' monitoring was carried out during four years. During these years the annual average of Olympic sessions participants' demand percent in their working places by training was 68%. It is considerably higher than mean values of the country and high educational establishments. So, we can state, that Olympic education really increases any bachelor's of Physical Culture readiness for pedagogical as well as for managerial activities. It

is true, that long-term supervision using different psychological tests is needed for more complex and adequate evaluation. So it is necessary to continue this investigation in the direction of diagnostics of pedagogical and managerial readiness of high educational establishments of Physical Culture graduates, as well as in the direction of development and perfection of Olympic education different forms.

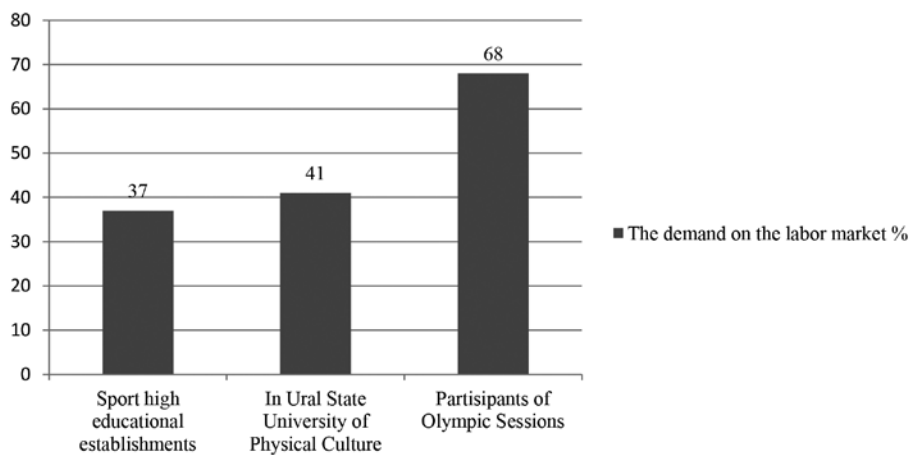


Figure 2. – The demand on the labor market of bachelors of physical culture, %

Conclusion

Theoretical analysis of the phenomenon of Olympic education and Physical Culture bachelors' job placement monitoring give evidence that Olympic education has got the potential of being a powerful factor of Physical Culture bachelors' readiness for sport pedagogical management development. However for research and trial confirmation of the fact it is necessary to carry out the quality monitoring of organisational management and organisational pedagogical activities of Physical Culture bachelors having high level of Olympic education and to compare it with the quality of graduates', not received the full Olympic education, work.

To improve the quality of Olympic education within the process of Physical Culture bachelors' readiness for sport pedagogical management development, it is necessary to use active learning methods and encourage students to participate in practice activities, carried out by regional Olympic academies.

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FITNESS AND “PHYSICAL CAPITAL” AS AN OUTCOME OF FITNESS IN THE SPORT SYSTEM IN LATVIA

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Today, the most critical factor for improving and strengthening health may be one's attitude towards social, mental and physical health. The reason for increasingly rapid changes in the field of sport related to physical activities among communities is the appearance of innovative forms of physical activities in the Latvia territory and the rapid spread of interest in fitness.

Sport for All is not merely a copy of Olympic sport on a minor level. Popular sport means that people play games after their own principles, and that they voluntarily meet in diversity. People playing games together on their own terms may tell us something about bodily democracy. Democracy has its basis in peoples' willingness to “do it themselves”, to act together in community, and to meet and to recognise “the other”. In fitness people join each other to do things together. They do not only join under the stress of need, as in work. In fitness clubs, human beings experience themselves as not being alone in the world. When taking their destiny in their own hands, people act in togetherness, or community, that is based on the recognition of otherness (H. Eichberg, 2004). The International Olympic Committee (IOC) recognises the health and fitness benefits of physical

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activity and sport as stated in recommendation from the Olympic Movement in Society Congress held in Copenhagen, 2009: "Everyone involved in the Olympic Movement must become more aware of the fundamental importance of Physical Activity and sport for a healthy lifestyle, not least in the growing battle against obesity, and must reach out to parents and schools as part of a strategy to counter the rising inactivity of people. (Olympic Congress, 2009)". Physical activities are necessary for optimal physical growth and development of all young people (Hills A., King N., Armstrong T., 2007), and they are associated with numerous health benefits, including lower levels of overweight and obesity and a reduction in the risk of obesity in adulthood. Higher levels of physical activity and exercise, including sports participation, may result in even greater benefits.

Sociological work on fitness and the body has escalated in recent years as the theme of the body has become more established on social scientific research agendas. Nowadays, research on the body and the values it embodies is considered fundamental in the research field of sport studies. Physical, or bodily, capital may be of considerable social and cultural significance. A focus on the body became a major element in the theorization of cultural space and social process (Featherstone, Hepworth, Turner, 1991). In sport and leisure studies, as well, a developing awareness of the analytical focus on the body and its place in leisure and sport cultures is evident (Brackenridge, 1993; Gruneau, 1993; Hargreaves, 1987). The problem identified in the research is the understanding the term of "fitness" and 'physical capital' as an outcome of the fitness practices. There are no common understanding and definitions in Latvia for both terms. That makes the process of fitness adaptation as a structural element of sport in Latvia more complicated.

Therefore, *the purpose* of this article is to evaluate the possibilities of including fitness as a structural element and basis for Olympic sport development in the Latvian Sport System.

Methods

1. Theoretical analysis of literature;
2. Document analysis.

The research is based on such information sources as *Basic Positions of Sport Policy in Latvia*, project 2013-2020, *National Sport Development Programme 2006–2013* of Latvia, as at the national level, Sport Policy in Latvia is regulated specifically by these two documents. *Basic Positions of Sport Policy 2013-2010* states the main principles, aims and tasks as being to implement state sport policy, but the *National Sport Development Programme 2006-2012* has turned out to be an implementation mechanism of basic positions of sport policy 2006-2020. The third planning document which serves as the basis of this study is the *National Development Plan of Latvia 2012-2020*, which is the highest national level medium term planning document, including the chapter *Priority – human’s safety ability* and one of the priority directions is a healthy and workable individual. The Olympic Movement’s documents have been investigated. The place of fitness in the sports system of Latvia, the necessity and possibility of including fitness in the *National Sport Development Programme* and in the *Basic Positions of Sport Policy* in perspective were studied.

Results and discussion

The work of French sociologist, Pierre Bourdieu emphasises social practices more than social structures (Harvey and Sparks, 1991). Among his central concerns are the symbolic value of the body, the commodification of the body and the relationship between the body and social inequalities (Shilling, 2003). The body for Bourdieu is a source of what he calls “physical capital”. Physical capital may be converted into other forms of capital such as social, cultural or economic capital (Bourdieu, 1978, 1996; Petersen, 1997; Shilling, 2003, 2004). The term, physical capital, is used to refer to cultural capital that is embodied through social practice and any form of physical attribute such as athletic skill, beauty, deportment or physical strength which can be converted into other forms of capital. The process of converting physical capital into social and cultural capital can also be understood as “cashing in on one’s looks, for example, getting a job or partner based on one’s appearance. However, the opportunities for people to create and convert physical capital are related to their class status” (Shilling, 2003). For example, one

may have the physical potential to be a super model or a professional athlete, but unless one is exposed to the right people and contexts to develop one's skills, one is not likely to be able to convert one's physical capital into economic or social capital. Bourdieu's theory of physical capital and attention to class are useful for understanding how the engagement of young women with fitness discourses reflects their class backgrounds as well as their understandings of the benefits of their fitness practices. Physical capital is an outcome of fitness practices. Women who participate in fitness are creating and/or increasing the social value of their bodies by making them more like the ideal which is culturally promoted, rewarded and celebrated. The possibility of converting physical capital into social gain is part of what fuels the billion-dollar fitness industry.

Fitness gradually developed from simple physical conditioning to a 20th century cultural phenomenon, as another method of development for people's physical health, which is reflected in one's readiness to do physical work all the way up to the desire to improve one's life quality, which includes social, mental and physical components (Edward T. Howley, B. Don Frenks, 1998).

One of the most important problems in the fitness sector in Latvia is a uniform understanding of the term *fitness*, and its place in the sports sector. Fitness is not clearly defined in Latvia, what makes difficult to understand and adopt it in sport science. When analysing the tendencies of the fitness sector in Latvia the authors conclude that up to now it has not been studied and described deeply enough. In Latvia there are data available from the Latvian Fitness and Health Promotion Association (LFVVNA), which are cited from the international fitness organisation: International Health, Racquet and Sportsclub Association (IHRSA).

The American term "fitness", which first appeared in the 20th century and has become popular today, is widely used in such sectors as management, sociology, sports, medicine, and biology; however, the understanding of its essence is different. It may be explained by the fact that a phenomenon, which is described using the word *fitness* in Latvia and the USA are different. In American society, *fitness* is understood in a much broader context than it appears to be in Latvia. In America, fitness includes such terms as physical condition, physical activity, recreation, rehabilitation, proper diet, health, etc. In Latvia, the word *fitness* does not have a uniform definition, but it is understood as both physical condition and the ability

to do a definite action, as well as the desire of a human to be healthy. However, fitness in its broadest meaning is a lifestyle, which allows the possibility of maintaining and strengthening one's health, to balance one's emotional condition, to improve one's physical shape and to promote an active lifestyle (Лисицкая Т., Сиднева Л., 2002).

Having analysed *Basic Positions of Sport Policy in Latvia*, project 2013- 2020, it may be concluded that commercial fitness clubs and the Latvian Fitness and Health Promotion Association (LFVVNA) are not included in the Sport Structure of the country (see Fig. 1). The structure is an inner formation of a definite system, relations between sub-systems and system elements, composition of these sub-systems and elements, where each of them has a definite function (Лопатников Л. И., 2003). Sports structure is formed in order to logically display mutual relations between the grades and functional parts of the system to effectively reach the aims of the system. So, it may be concluded that if fitness clubs are not included in the system, they do not facilitate the process of reaching the aim. More definitely, as one of the aims, the improvement of inhabitants' health and the promotion of active lifestyle should be mentioned.

However, in the document, *National Sport Development Programme 2006 –2013*, the chapter entitled *Sports for All*, addresses the topic of sport engagement as a healthy lifestyle and meaningful spending of leisure time outside, and children and youth sports. It also discusses top sports, for example, attending of sports and fitness centres, development where competitions are used as an instrument and means, and getting individuals interested and participating in various sports. LFV-VNA was established in Latvia in 2007 with the aim to unite the representatives of the leading clubs as employers (legal persons) and sector specialists: trainers, academic staff of the Latvian Academy of Sport Education, to develop the fitness and health sector. It also promotes physical activities of society and aims to improve society's health condition, so it plays an important role in the health improvement process of society and promotion of active lifestyles.

To promote more active people's lifestyle it is necessary to get people interested in sport and other physical activities. It is necessary to create a positive attitude towards sport in society and family, emphasising its role in health strengthening and maintaining of physical condition (Global Strategy for the Diagnosis, Man-

agement, and Prevention of Chronic Obstructive Pulmonary Disease, 2006), and what is also being done by commercial fitness clubs holding active events for the clients and their families.

In 2007, the Social Idea Research Center (SDPC) carried out research about sporting habits of Latvian citizens. According to the inquiry data, almost half (49%) of citizens have answered that they do not do any physical or sports activity at all. Riga inhabitants (57%) do physical activities more often than other inhabitants of cities (50%) and the countryside (45%) in Latvia. The respondents who had pointed out that they did not do any physical or sports activities, had mentioned the lack of time (44%) as the main reason; 27% of them pointed out that it was not necessary for them to do that, and 22% answered that they could not participate because of their present health condition. Only 2% of the respondents pointed out that they did not do physical or sports activities because it was too expensive (SDPC, 2007).

In 2010 research was carried out on *Gender and Age Inequality Regular Participation in Sport: European state research*, with 25 countries taking part, including Latvia. The results show that only 19.6% of respondents after the age of 18 participate actively and regularly in sports classes in Latvia. The research shows that men are more active than women, and they do sports more regularly (Tuyckom, Sheerder, Bracke, 2010).

According to the 2009 Eurobarometer survey, only 13% of the population practice sport at least once a week and only 3% attend fitness clubs in Bulgaria; in Cyprus 41% practiced sport at least once a week and 11% attend fitness clubs; in Czech Republic 28% practiced sport once a week and 6% are fitness clubs clients; in Denmark the situation is better – 64% of the population practiced sport at least once a week and this is one of the highest rates in the EU and 22% attend fitness clubs. In Estonia, 34% of the population practiced sport at least once a week and only 2% attend fitness clubs. In Lithuania, 36% of the population reported practicing sport at least once a week and also 2% attend fitness clubs¹.

Fitness clubs and LFVVNA are not included in the Sport Structure of Latvia, therefore there is no data about them in the Latvia State Central Statistics Department, and so it is not possible to substantiate them scientifically. However, on the

1. Eurobarometer, *Sport and Physical Activity*, European Commission 2010.

LFFVNA homepage there is information about the campaign of active lifestyle popularization “Sweat off Your Tire!”, which in 2012 involved 48 sports and fitness clubs, swimming pools and other institutions of active relaxation in Riga and other cities of Latvia. Compared to 2011, when the campaign was supported by 37 sports clubs, we have experienced a significant increase of interest. The interest from the side of society has increased, too: in 2011 on the day of the campaign, sports clubs were attended by about 4700 people, but in 2012, by about 5500. The oldest participant was 76 years old; the youngest was only 5 years old. Twenty three percent of all visitors attended a fitness club for the first time, 46% did fitness irregularly, and this event raised motivation to come to a sports club, and only 31% of the participants attend fitness clubs regularly.

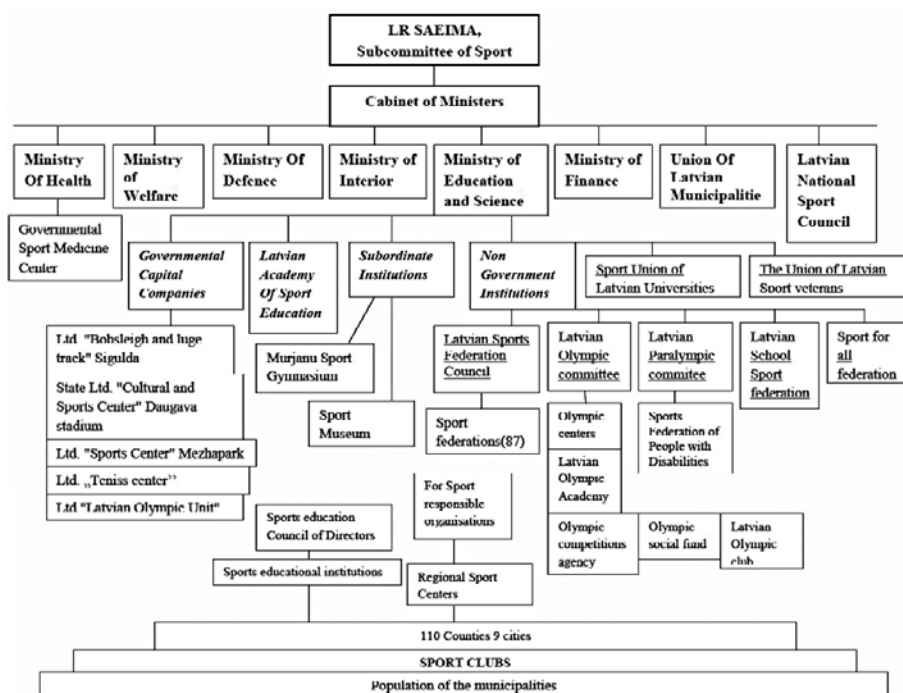


Fig. 1. Sport Structure in Latvia after the state sports institution reform on December 31, 2011²

2. Sport Structure in Latvia <http://izm.izm.gov.lv/nozares-politika/sports/7475.html>.

As in other European countries, sport in Latvia is organised through a pyramid structure (see fig.1). The Sport Structure of Latvia includes such sub-systems as Sport Medicine State Agency, the state capital companies, the Latvian Academy of Sport Education, subordinate institutions and non-governmental organisations. Every sub-system consists of definite elements, and their work is regulated by a specific ministry. Non-governmental organisations include the Sport Federation Council of Latvia, Latvian Olympic Committee, Latvian Paralympic Committee, School Sport Federation of Latvia, Latvian People Sport Association, Latvian University Sport Association, Latvian Sport Veteran Association, and the Latvian Fitness and Health Promotion Association could be added as one more element in this structure, as this association has a very important function in the Latvia state: the popularization of healthy lifestyle and regular physical activity among the inhabitants of Latvia. Commercial fitness clubs could be joined to the element sports clubs.

To understand better the fitness position in EU we compared the sport structure in Latvia with the sport structure in other European countries.

From the information, we may conclude that in Denmark, fitness clubs are not included in the sport structure as well as in Latvia. At the same time, in Finland there are two fitness sport organisations in the Sport structure, which are regulated by the Finnish Sport Association (SLU).

Nowadays the development of society cannot be conceived of without sports. Therefore it is necessary to include fitness clubs and the Latvian Fitness and Health Promotion Association in the Sport Structure of Latvia, as:

1. The opening of various fitness clubs in Latvia affects the number of people, who do physical activities to improve and strengthen their health condition, and so it affects the health condition of inhabitants of Latvia and facilitates the development of the sports sector in Latvia.
2. To develop the sports sector in Latvia it is necessary to make contacts with several international fitness organisations at the state level, such as International Health, Racquet and Sportclub Association (IHRSA), European Committee of Development of Sport (CDDS) and International Dance Exercise Association (IDEA), etc.
3. There is common international terminology, which includes several derived

words: fitness club, fitness sector, fitness technologies, fitness programmes, fitness trainer, etc.

4. The effect of globalisation on the sports sector decreases language barriers all over the world, using common terms, such as “fitness”, which unites countries from one sports sector community to others.
5. Fitness provides a positive impact on the economics environment. The fitness club segment of the global leisure facilities sector generated total revenues of \$62.9 billion over 45 per cent of the sector’s overall value representing a compound annual growth rate for the period 2006 to 2010 of almost 3.5 per cent (Datamonitor, 2011). A more encompassing analysis of the fitness industries conducted on behalf of the International Health, Racquet and Sportsclub Association (IHRSA, 2010) reported that, in 2009, the sector was worth \$70 billion.

Fitness includes various physical activities, health improvement programmes, innovative technologies, diet programmes, whose main principle is health improvement. As it is mentioned in the action direction *Healthy and Workable Individual* of the – *National Development Plan of Latvia 2012 –2020*: 30% of all the dead in Latvia have lost their life at the age where they were of productive working age. The main causes of death rate are different diseases (cardio-vascular, oncologic, mental, loco-motor, a.o.), as well as other death causes (injuries, accidents, suicides, murders), which often result in the loss of work ability. Therefore it is necessary to implement purposeful and effective health promoting and risk limiting events, forwarding as one of the objectives: to strengthen healthy and active lifestyle habit in society by developing health promotion cooperation nets of healthy diet, active lifestyle and the facilitation of mental health.

It should be mentioned that the development of the fitness sector is very rapid and continuous, characterising any socially-cultural phenomenon. So, it may be concluded that fitness is a social-cultural phenomenon, which is necessary to be included in the development programme of sports sector in Latvia, which will give positive impact also for Olympism: a life philosophy which draws together sport, culture and education in the aim of creating a harmonious balance between body, will and mind. Olympism is not only about winning, but also about making our lives better, making progress towards personal goals, striving to be and to do our best in our daily lives and benefiting from the healthy combination of a strong body, mind

and will. Fitness practices create fit bodies which, symbolises control over one's life and health. One's physical appearance has become symbolic of one's moral state (Bordo; Featherstone, 1982; Smith Maguire, 2008; Zanker and Gard, 2008).

Conclusions

1. Fitness practices are an important part of many people's identities in Latvia. From a public health perspective, the promotion of a healthy diet and of physical activity and exercise are equally important factors for Olympic sport development in Latvia.
2. One of the more important problems in the field of fitness in Latvia is understanding the terms 'fitness' and 'physical capital' and their place in the field of sport.
4. Commercial fitness clubs and Association of Fitness and Health Promotion of Latvia (LFVVNA) are not included in the overall sport structure in Latvia.
5. The section "*Sports visiem*" (Sport for all) of the National Developmental Programme of the Latvian Sport, 2006-2012, talks about sport as a form of health lifestyle and meaningful leisure activity, for example, attendance at sport and fitness centres.
6. Association of Fitness and Health Promotion of Latvia may be included in the scheme of the Latvian Sport System as one more element since it has one very important function: the popularization of healthy lifestyles and participation in regular physical activities among Latvian people.
7. Fitness is a social-cultural phenomenon that is physical capital's element, develops it in the body educating process, which needs to be included in the sport developmental programme in Latvia. Fitness clubs need to be included in the category of "Sport Clubs" in the Latvian Sport Structure.

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RIO DE JANEIRO 2016 OLYMPIC GAMES – FINANCIAL & SOCIAL CHALLENGES FOR BRAZIL

Michael FLOROS (GRE)

Introduction

The first Olympic Games in South America will be held in Rio de Janeiro, Brazil in 2016. The biggest sporting event in the world will arrive in Rio just two years after the 2014 Football World Cup.

“The world has recognised that the time has come for Brazil”, said President Luiz Inacio Lula da Silva and added: “It will not be just Brazil’s Games but South America’s. It will serve to inspire the 180 million young people on the continent. It is time to redress the balance. It is time to light the Olympic flame in a tropical country”.

IOC president, Jacques Rogge, said Rio had presented the IOC “with a very strong technical bid, built upon a vision of the Games being a celebration of the athletes and sport, as well as providing the opportunity for the city, region and country to deliver their broader long-term aspirations for the future. This call to ‘live your passion’ clearly struck a chord with my fellow members, and we now look forward to seeing Rio de Janeiro staging the first Olympic Games on the continent of South America”, he said.

The Olympic Games correlate with the concept of Mega-Events, which are sporting or other events that require upgrades to transportation and communication links. This investment leaves a lasting legacy for the whole economy. The

economy experiences improvements to infrastructure (transportation and housing), Foreign Direct Investments visibility, increased tourism, job creation and other forms of economic growth. Better transport links reduces congestion and helps to improve the quality of people's life and efficiency for local business. It can help increase productivity capacity and shift average supply to the right.

Events such as the Olympics require billions of dollars in capital investment in various forms of planning and infrastructure. These investments follow the “public partnership model”, where federal, state, city and private investment account for the capital flow necessary to construct the permanent and temporary athletic venues, media headquarters and housing units.

Both events have the potential to encourage growth of the country if structured properly and finances are allocated appropriately. Brazil is unique in having the opportunity of hosting both events back to back. These events will contribute to Brazil's growth as an emerging economy and significant financial investments will continue to benefit the country post-Olympics.

This paper presents Brazil's current situation, details financing for the 2016 Games and evaluates the socio-financial-ethical impact on citizens. Publications, research and articles focusing on implications of Olympics in economies are utilised for the creation of this report.

Brazil's Economy

Brazil is the world's fifth-largest country and Brazil's economy is the tenth largest in the world (Latin America's largest economy) with a 2012 GDP of approximately USD 2.25 trillion (2007 GDP was at USD 1.3 trillion). Rio 2016 stated that the GDP of the State of Rio de Janeiro was USD 202 billion for 2008.

In 2001, Jim O'Neill, the head of global economic research at Goldman Sachs, coined the acronym “BRICs” to refer to Brazil, Russia, India, and China, the emerging market economies (EMEs) he thought would lead world economic growth for the next fifty years. Since that time many academics, economists, and journalists have written about the idea of the BRICs, and the acronym has become common. Since that time, these countries have turned the page in their emerging

market status. Brazil, in specific, was at the centre of the world's investment community all these years.

Brazil has experienced significant growth and development in the last decade. The country was affected by the latest global economic downturn, but it was one of the last countries to experience recession and the first to recover. Brazil is slightly larger than the United States, and is very rich in natural resources. The country leads South America and Latin America in terms of growth and economic status. In the past, extreme poverty and income inequality plagued the country; today, the middle class is beginning to expand, thus decreasing the large disparity of wealth.

Analytically, characterised by large and well-developed agricultural, mining, manufacturing, and service sectors, Brazil's economy outweighs that of all other South American countries, and Brazil is expanding its presence in world markets. Since 2003, Brazil has steadily improved its macroeconomic stability, building up foreign reserves, and reducing its debt profile by shifting its debt burden toward real denominated and domestically held instruments. In 2008, Brazil became a net external creditor and two ratings agencies awarded investment grade status to its debt. After strong growth in 2007 and 2008, the onset of the global financial crisis hit Brazil in 2008. Brazil experienced two quarters of recession, as global demand for Brazil's commodity-based exports dwindled and external credit dried up. However, Brazil was one of the first emerging markets to begin a recovery. In 2010, consumer and investor confidence revived and GDP growth reached 7.5%, the highest growth rate in the past 25 years. Rising inflation led the authorities to take measures to cool the economy; these actions and the deteriorating international economic situation slowed growth to 2.7% in 2011, and 1.3% in 2012. Unemployment is at historic lows (5.5% in 2012) and Brazil's traditionally high level of income inequality has declined for each of the last 14 years. Brazil's historically high interest rates have made it an attractive destination for foreign investors. Large capital inflows over the past several years have contributed to the appreciation of the currency, hurting the competitiveness of Brazilian manufacturing and leading the government to intervene in foreign exchange markets and raise taxes on some foreign capital inflows.

Brazilian Public debt in 2012 account for 58.8% of its GDP, while the country

faced an Annual Budget Surplus of 2.2% in 2012 (Budget Revenues for 2012 account for \$875.5 billion while the Budget Expenditures stand at \$822.1 billion).

One of the major problems of Brazilian Economy is the Population below Poverty Line that stands at 21.4% of the total population, while official Brazilian data show 4.2% of the population being below the “extreme” poverty line in 2011.

In addition to economic growth and increased status as a world power, Brazil was granted the FIFA 2014 World Cup and the 2016 Summer Olympic Games. Preparation for these mega-events has begun; both will require a large amount of investment from the private and public sectors.

Brazilians are skeptical about the government’s proposed urban reforms. The city of Rio underwent reform before the 2007 Pan American Games (Pan Am Games); the positive impacts were only temporary. The changes for the Pan Am Games, never resolved the issue of social control entirely; instead they merely introduced a new set of antagonisms and changed the contours of the struggle between those who were benefiting from the new Rio and those who were not. Brazilians hope that the impacts of the Olympics and large investments will be permanent.

2016 Olympic Games – Infrastructure & Financial Challenges

Rio is a breathtaking city in its own right, colourful and energetic, surrounded by beautiful scenery, some of the world’s most famous beaches and attractions which are iconic around the globe. With events planning to be hosted on the stunning Copacabana Beach and the opening and closing ceremonies to be held in the vast Maracanã Stadium, the Rio Olympic Games 2016 are sure to be one of the most memorable ever hosted.

There are four main areas within the city around which the Olympic Games will be based; Barra, to the West of the city, which will host basketball, hockey, judo, wrestling, cycling, swimming, boxing and gymnastics, Copacabana Beach, which will host triathlon, rowing, canoeing and sailing, Maracanã, which will be the athletics centre, as well as rugby, archery and some football and finally, Deodoro to the North of Rio, which will host the equestrian events, the modern pentathlon,

shooting and cross country cycling. There will also be a whole host of football stadiums across south east Brazil which will host games. These stadiums are located in Brasilia, Salvador, Sao Paulo and Belo Horizonte. All of the main Rio Olympic venues are within easy reach of the city itself, so if you would like to view a range of events during your Olympic holiday, the possibilities are endless.

The IOC initially had doubts that the city of Rio had infrastructure capabilities to host the games. Security was a huge concern. A description of infrastructure projects, demonstrates the extent of work required before 2016. The long-term impact of such projects is contingent on proper and complete execution of these plans. A theme of the 2016 Olympics in Rio is development acceleration. To increase social standards and infrastructure the PAC (Federal Governments Plan for Accelerated Growth) has guaranteed an additional sum of money to accomplish and meet IOC expectations.

In an effort to ease transportation demands, an estimated US\$5 billion is allocated for transportation. The plan includes an extended subway to suburban Rio de Janeiro, an expansion of the current subway. The Olympic Village is not in the city centre so the government will have to renovate transportation facilities.

Both airports in Rio, along with four other nationwide airports will undergo remodelling for the World Cup and Olympics. The traffic to and from the airport is planned to improve with more shuttles and bus routes. Traffic in Rio de Janeiro is congested during most hours of the day.

It is estimated that today, Rio would only be able to house 52,000 tourists; the expected number is 1 million. There is a massive need for housing, and transportation development. To cover housing issues, the port in Rio will dock an estimated six cruise ships to meet accommodation requirements. To house these ships however, the port must also be revamped. Hotel accommodations will also be upgraded. Increases in occupancy will be useful during the Olympics, but as with other host cities the extra capacity will likely not be utilised after the event.

Proper completion of these projects has two positive outcomes: it will aid in the overall success of the event and will also lead to future lasting benefits for the community.

Rio has an advantage over many other regions in planning and developing infrastructure for the 2016 Games. Prior to the opening ceremonies Rio will have

hosted the 2007 Pan American Games (government contributions of \$1.5 billion), 2011 CISM Military World Games, 2013 Confederations Cup and 2014 World Cup, and various other domestic and international sporting events. These will serve as a trial process in preparation as well as a means to analyse financing from the other Mega-Event organisations (ex. Fifa etc) to continue to develop the infrastructure of the city and region, totalling.

Based on a Morgan Stanley report that used data from a survey of global competitiveness (The Global Competitiveness Report: 2009-2010, World Economic Forum) Brazil ranked in the bottom half globally in infrastructure. Brazil's infrastructure score appears to offer the most room for improvement of any category surveyed.

Specifically, Brazil's infrastructure ranks 74th out of 133 countries, even though its overall economy ranks 56th. Among the BRIC economies, Brazil's infrastructure ranks similar to India's (76) and Russia's (71), but it lags China's (46). Within Latin America, Brazil's infrastructure ranking is near Mexico's (69) and is significantly better than Venezuela's (106), but it is far behind Chile's (30).

Infrastructure spending in Brazil has been in a declining trend over the past 40 years, averaging 5.4% of GDP during the 1970s, 3.6% in the 1980s, 2.3% in the 1990s, and 2.1% in the 2000s. Some studies suggest infrastructure investment of 2.0% of GDP is needed simply to sustain the current infrastructure stock in Brazil. Brazil's overall investment-to-GDP ratio has averaged only 17% over the past 5 years, well below the levels of China (44%), India (38%), and Russia (24%) – the other BRIC economies – during the same period.

Infrastructure is likely to pose increasing problems for doing business in Brazil. It can also affect an economy's ability to attract foreign direct investment, while it matters for sovereign ratings.

Infrastructure is also very crucial to strong GDP growth. One study estimates that Brazil could boost real GDP growth to 5–6% if its infrastructure caught up with regional leader Chile. And it could boost real GDP growth to as much as 7% – above even Morgan Stanley's bull case scenario – if its infrastructure caught up with that seen in East Asian countries like South Korea.

Brazil's port and transportation infrastructure looks particularly poor, with implications for agricultural competitiveness, exports generally, logistics costs and

trade competitiveness. Among 133 countries in the WEF survey, Brazil ranked 127th in the quality of its ports. Only six countries ranked lower in port infrastructure – and two of them are landlocked. Brazil's international rankings in other infrastructure areas are also generally poor, including quality of overall infrastructure (81), air transport (89), railroads (86), and roads (106). In contrast, Brazil's electricity supply ranked higher at 55.

There are four key known drivers of higher infrastructure spending in the near future for Brazil: the 2014 World Cup, the 2016 Olympics, the development of the pre-salt oil reserves, and the government-sponsored Growth Acceleration Programme (PAC).

2016 Olympic Games – Security & Other Social Challenges

Brazil has a well-deserved reputation for violent crime. Crime also is a symptom of the broader civic distress that is driving the protests that continue to erupt in some major cities. Since Brazil seems unable or unwilling to root out the corruption that makes it difficult to develop decent infrastructure, policing and social services, it is worth asking how it will get a handle on the crime problem.

A new report by the Centre for Latin American Studies makes clear just how endemic violent crime is. The headline number is shocking: Between 1980 and 2011 there were 1.15 million homicides in Brazil. The carnage claimed more than 52,000 lives in 2011, the latest year with data used in the study.

Although a handful of smaller countries have higher murder rates, no major nation matched Brazil's 27.4 per 100,000 in 2011. The U.S., by comparison, had 5.3 per 100,000, or about 16,000 homicides. Only Mexico, which is riven by brutal drug-gang warfare, comes close with a rate of 22.1.

It isn't hard to see why. States such as Bahia, Para, Rio Grande do Norte and Paraiba were once largely rural. Today, expanding cities draw in people from the countryside. Many wind up crowding into squatter settlements known as favelas, where conditions are often squalid and services non-existent. Lingering racism leaves large swaths of the population ill-educated and ill-prepared to function in

a modernizing economy. Add in a country with a yawning gap between the rich and poor and you have a combustible mix.

The soaring crime rates also reflect the pathologies of those who are supposed to fight it: the police. Police officers in Brazil are often poorly trained and badly paid, particularly outside the biggest cities. They often participate in and profit from crime. They also mete out brutal street justice. The combination breeds cynicism and distrust.

If there are signs of optimism, they can be found in Sao Paulo, where homicides have declined by almost two-thirds in the past decade, and Rio de Janeiro, where murders fell by 38 percent in the same period, the study found. Both cities have experimented with forms of community policing, using what are known as Police Pacification Units, which establish a permanent presence in the poorest neighborhoods. Local and regional governments have also focused on bringing services to these neglected areas, integrating them into the fabric of the city.

The IOC has serious concerns about overcrowding, crime, and drug trafficking in the favelas. The government must now clean up these areas to make them suitable for the crowds of Olympic spectators. Thus, Rio is on a timeline to make many improvements before 2016. In an effort to prepare for the Olympic bid, twelve projects have been initiated to improve the quality of the police force, with an emphasis on training and increasing task forces.

In addition to increasing the quality of police forces, another method used by the Brazilians to reduce crime is making international headlines with the invasion of favelas. To understand the complexities of security in these areas, one must understand the definition of a favela. The census conducted in 2000 by the IBGE (Instituto Brasileiro de Geografia e Estatística) defines a favela as an aglomerado subnormal (sub-normal agglomerate). To be classified as an aglomerado subnormal an area must have the following: more than 51 houses in an area and the majority of houses lack land title or official land documentation. In less official terms, favelas are slums in Brazil and are generally considered squatter settlements. The same census in 2000 indicated the state of Rio de Janeiro has 811 favelas; when the 2010 census is accessible, it is probable these figures will increase.

Part of the security funding for Rio, is allotted to increase police numbers and raise salaries. This funding is necessary to employ the UPP (Unidade de Polícia

Pacificadora) and other special forces known as the BOPE (Batalhão de Operações Policiais Especiais). In favelas without UPP's, the drug traffickers serve as a form of a police force to enforce control and order in the community. Favela residents originally occupied land that was not theirs because the residents could not afford housing. Now, favelas are a part of Brazilian society and culture, but unfortunately also are a source of violence and drug trafficking. The UPP serves to pacify or control favelas, where police currently have no authority. Eighteen favelas are now under UPP's power. By the 2016 Olympics these units will run all major favelas in Zona Sul (the south zone) of Rio de Janeiro.

The process of pacification is complicated and violent. After an invasion to a favela, the UPP works to maintain peace in the community to keep the pacified favela free of trafficking. The UPP works on a more personal level with the community to gain trust and enact social change. This type of police task force uses favela citizens as UPP police. This method of policing is significantly different from a traditional force. The end goal is for favela citizens to enjoy community security without traffickers controlling the neighborhood.

The ethics of the pacification process is not depending on the methods used in the pacification process. Innocent civilians are sometimes killed in the invasion process and the raid is violent. The BOPE has been the subject of criticism from Amnesty International and other human rights activist groups because of the police to civilian death ratio during raid and other encounters. In one view, greatest good is created, if drug trafficking is considerably decreased or eliminated.

In the wake of Brazil's biggest protests in two decades that called for an end to corruption and proper use of public funds to improve basic services, in 2013, Pope Francis visited Brazil in his first trip abroad. In his week-long visit for World Youth Day, Pope Francis visited the Varginha slum in Rio de Janeiro, known in Brazil as a favela. He went to a small church, strolled along the main street through the rain, and was received in a resident's home. He said: "You, dear young people, possess a special sensitivity to injustices, but many times you become disillusioned with news about corruption of people who instead of pursuing the common good, seek personal gain", and added: "Never get discouraged, don't lose confidence, don't let it extinguish your hope. Reality can change". In a crowd of millions in Copacabana, Pope Francis asked from young people to be more activists: "The

young people in the streets want to be protagonists of change; please don't let others be the protagonists, it should be you", "You have the future in your hands, and the future will arrive. I ask that you be protagonists, overcoming apathy and offer a Christian response to social and political worries", while in another speech the Argentine-born pope said dialog is always preferable to violent protest.

The IOC also, in a statement with regard to the protest in Brazil said: "We are always fully supportive of peaceful protest and remain confident in the ability of the Games as a powerful catalyst for improving the world through sport".

2016 Olympic Games – Financing the Games

Rio de Janeiro planned to organise the Games at a total cost of USD 13.87 billion.

The Federal, State and City governments guarantee the following: (1) finance and fund the OCOG (Organising Committee of the Olympic Games) and non-OCOG budget, (2) cover any potential economic shortfalls of the OCOG, and (3) cover refunds of IOC (International Olympic Committee) advance payments or other IOC contributions to the OCOG.

Before Brazil was granted the Olympics, the government had to guarantee financial backing. If the Games are over budget, don't receive expected financial outcomes, or have unexpected financial burdens, the Brazilian government has complete fiduciary responsibility.

Brazil reported also, they allocated USD \$240 billion for the Olympics. These funds are from the PAC (Federal Governments Plan for Accelerated Growth). The PAC has provided much needed infrastructure, ecological conversation, educational developments, and social programmes for the poor among other positive developments.

The Federal, State and Local Government account for 25% of the funding. However, if any of the categories fall short, these "subsidies" will be required to make up the difference.

The Olympic projects are already behind schedule. Not keeping to a schedule usually means increases in cost. The Pan American Games was 10 times over its

original budget. This was a much lower-scale event. If the Brazilian Games were to go 10 times over budget, the impact on taxpayers will be enormous.

OCOG structure and transition

The structure of the OCOG was set with leadership by the National Olympic Committee. The OCOG would be a non-governmental, non-profit civil association and would have its own board which, as a minimum, would contain the IOC members in Brazil and representatives of the NOC, athletes and the city. An Olympic Board, on which the three levels of government would be represented, would be established to oversee coordination and high-level and strategic issues. An Olympic Development Authority (ODA) has been created by the three levels of government to deliver capital works, infrastructure and government services. Further agencies for transport, sustainability and security would report to the ODA.

The transition to the OCOG would draw on the experience of the 2007 Pan American Games.

OCOG budget

Rio de Janeiro proposes a balanced OCOG budget, with revenue and expenditure at approximately USD 2.82 billion.

In accordance with IOC guidelines, no capital investment is included in the OCOG budget.

The IOC contribution and TOP sponsorship income represent 31% of Rio de Janeiro's total revenue.

The domestic sponsorship programme for the Olympic and Paralympic Games is expected to total USD 570 million (20% of revenue).

Ticket sales and licensing revenues total USD 406 million (14.4% of revenue) while donations amount to USD 30 million or 1.1% of revenue (Rio's ticketing structure, with 7.1 million tickets, would provide 31% of all competition tickets at less than USD 20 with an average ticket price of USD 36 across all competition events).

To meet the promise of affordable tickets and to relieve the pressure on the marketing programme, public authorities have decided to contribute USD 692 mil-

lion to the OCOG budget (25%) in the form of subsidies. These subsidies, which would generate a positive cash flow, could vary to balance the budget between the expected revenues and expenditures.

Major expenditure items are venue operations, amounting to USD 685 million (24% of expenditure); Games workforce USD 342 million (12%); technology USD 488 million (17%); administration USD 169 million (6%); and transport USD 165 million (6%).

The expenditure budget includes a contingency of USD 244 million (9% of expenses).

Non-OCOG budget

The non-OCOG capital investment budget amounts to USD 11.1 billion, including USD 5.5 billion for transport infrastructure (airport, road and railways), USD 1.2 billion for environmental management systems, USD 770 million for power/electricity infrastructure and USD 813 million for security equipment. Also included are USD 479 million for competition venues, USD 427 million for the Olympic Village, USD 812 million for the Barra Media Village and USD 203 million for the IBC/MPC. Games incremental costs represent USD 3.1 billion.

Government officials and Rio 2016 emphasised that hosting the 2016 Games would accelerate the transformation of the city and that the Games would benefit from major infrastructure investments already planned for the long term development of Rio and the staging of the 2014 FIFA World Cup.

The federal, state and city governments have guaranteed the financing and delivery of the above-mentioned infrastructure, under the ultimate responsibility of the Federal Government.

The non-OCOG operations budget items have been identified and a commitment delivered that these would be provided by the respective government agencies or institutions.

Financial guarantees

The federal, state and city governments have guaranteed to provide all security,

medical, customs and immigration services and other government-related services at no cost to the OCOG, in accordance with their jurisdictional responsibilities.

In addition, the three levels of government would also provide publicly owned venues free of charge to the OCOG.

Local sponsorship and licensing

The Commission believes the target of USD 570 million in revenue from local sponsorships for the Olympic and Paralympic Games is conservative, even when taking into consideration the impact of the 2014 FIFA World Cup, as investment from TOP Sponsorships are ones such as Coca-Cola, McDonald's etc. who make significant contributions.

Licensed merchandise revenue is set at USD 45 million; including USD 5 million estimated from coin and philately programmes.

Rio 2016 indicated that the Brazilian advertising market is the sixth largest in the world providing a significant potential market for sponsorship and licensing in Rio de Janeiro and Brazil.

From a sponsorship perspective, the Commission expressed some concern about the ability of Games sponsors to fully activate their programmes in Brazil for a four year period, given the marketing activity surrounding the 2014 FIFA World Cup.

Considering the potential of the growing Brazilian market, the increase in average household income and good ticket sales for major sports events, the marketing plan and revenue targets are considered to be achievable.

2016 Olympic Games – Ethics & Legacy

How much spending of federal, state and local public funding is the right amount for a mega-event such as the Olympics? There is not going to be a clear-cut answer and number to this question. Besides expectations of financial revenues, world attraction and hopes to spur future tourism, benefits for taxpaying citizens comes from long-term infrastructure projects. The proper implementation and use of funds with completion of infrastructure projects is crucial in order for citizens

to receive benefits from hosting the Olympics. If the IOC remains sustainable in following through with post-Olympic plans while maintaining the permanent infrastructure projects, the events will be worth the time and investment. The greater amount of benefit experienced by citizens will increase the justification for hosting the events.

If all the infrastructure projects are successfully and completely installed, the benefits are numerous.

Access to the subway by a greater number of people, especially those in low income groups may allow for more job and educational opportunities that were previously difficult to reach without transportation accessibility. The subway also reduces the number of automobiles and pollution on the streets.

The work in airports is also necessary for the growing city even without the Olympics.

Smaller aesthetic projects that clean up waterways and parks promote environmental awareness.

Ecological efforts are nearly always positive.

Rio de Janeiro is using the Tool for Rapid Assessment of City Energy (TRACE) to help make next year's FIFA World Cup and the 2016 Summer Olympics the most energy efficient ever.

This work is part of the Rio de Janeiro Low-Carbon City Development Programme launched by city officials and the World Bank.

TRACE, developed by the World Bank's Energy Sector Management Assistance Program (ESMAP), analyses data across sectors such as water and transport to help city planners identify their best energy efficiency opportunities.

An increase in the number of jobs is good for the unemployed and for the economy. However the increases may be merely temporary. The increases in housing are only positive in the event that post-Olympics, the accommodations are converted to condominiums for permanent residence. Housing is an issue in the city.

The investments in security, if UPP continues to be funded after 2016, have potential to change the face of Brazil. The historical impact of violent favelas will be altered. Poor residents will have better opportunities, in a safe environment, without the adverse influence of drug trafficking.

Conclusion

Rio de Janeiro (population - 6 million) sits in the north-eastern portion of Brazil in South America (population - 400 million, 180 million of which are under the age of 18). Rio is known for its relaxing lifestyle, rampant theft and levels of emerging market foreign direct investments (linked to BRIC - Brazil, Russia, India, China).

The Rio games are economically and globally significant because the Olympic Games have never been held in South America. This region is notoriously under-developed and secluded from much of the progress of the western world.

The Games have an impact that runs much deeper than the blinding aura of thousands of flashing lights. For the host nation, the heart of the Games is the economic implications for growth. This includes the improvement and construction of infrastructure to sustain the Games over their duration, and to promote continued social and economic development. The host nation must evaluate the costs and benefits in order to prepare to showcase itself to the world.

Rio de Janeiro had full political backing from the three levels of the Government of Brazil-Federal, State and City-providing all guarantees and covenants required by the IOC, as well as some additional undertakings. All levels of the government, as well as all major political parties in the country, pledged complete support for the bid and endorsed the conduct of the Olympic and Paralympic Games in Brazil.

The vision of Rio de Janeiro 2016 Olympic Games is the use of sport as a catalyst for social integration and the Games for “celebration and transformation” of the city, the region and the country.

A Rio 2016 Games aims to showcase Brazil’s and Rio’s capabilities, social and economic development and natural features.

The 2016 venue plan would be closely aligned with general development plans and the social needs of the city. The Games would act as a vehicle for new facilities, transport and other infrastructure and physical regeneration, particularly of the city’s waterways and key development zones of the city.

As such, the Federal Government considers the investment required for infrastructure to be worthwhile and that the Games would leave an affordable and significant legacy.

The total cost of the Olympic Games that Brazil has estimated at USD 13.87 billion, accounts just for the 1.58% of the total Revenues of the 2012 Budget of the country and around 1% of its Public Debt, while Brazil was running 2012 at a Budget Surplus of 2.2%.

“Of historic importance”. That is how Dilma Rousseff, Brazil’s today’s President, described the country’s victorious bid in early October 2009 to stage the 2016 Olympics in Rio de Janeiro. Rousseff declared that “Brazil was no longer a country of the future”, referring to a popular saying Brazilians use to describe their homeland after decades of missed opportunities despite vast economic potential. Rather, she said, Brazil is now a country “of the present”.

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CHALLENGE OF COMMERCIALIZATION AND MEDIATIZATION: STRATEGIES TO TURN POTENTIAL THREATS OF ECONOMIC AND MEDIA FACTORS INTO CHANCES FOR THE OLYMPIC MOVEMENT

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Introduction

Today, the Olympic Games are the world's biggest and most important sporting event (Barney, Wenn & Martyn 2004, 290), which is illustrated by the huge number of athletes, the high interest of global media and immense marketing revenues. As a result of this, the International Olympic Committee (IOC), as the supreme authority of the Olympic Movement is challenged by the ever-growing commercialization and mediatization of the Olympic Movement. Yet, the Olympics are based on an educational idea and a traditional value system, established by the founder of the modern Olympic Movement, Pierre de Coubertin at the end of the 19th century (Müller 1996, 123-133). Considering the discrepancy between the commercialization of the Olympic Movement and its educational heritage, it becomes very much apparent that in future decades a key task for the IOC and its stakeholders will be to balance the components of commercial interests from various stakeholders "such as sponsorship, return on investment, brand awareness and benefits with the Olympic ideals such as sportsmanship, human scale, noble competition and solidarity" (Giannoulakis & Stotlar 2006, 188). Therefore, this paper attempts to demonstrate potential strategies in order to turn the threats of

the commercialization into chances for the Olympic Movement. Both the effects of growing economic interest and the traditional value system of the Olympic Movement will be considered in order to link the need of marketing revenues to the preservation of the Olympic Idea. In light of potential benefits from the symbioses between sports, media and economics, proactive operations such as the usage of the media as a multiplier of the Olympic Idea as well as a fair and efficient distribution of the marketing revenues will be analysed.

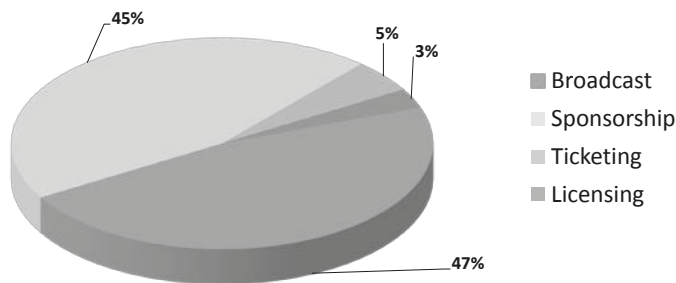
Dimensions of Olympic Marketing

First of all, the process of commercialization and current dimensions of the Olympic Marketing is presented from a sports-historical perspective. This approach is important in order to classify the current tendencies of the Olympic Marketing. It is significant that the phenomenon of Olympic Marketing has been apparent since the introduction of the modern Olympic Games in 1896¹! Nevertheless, professionalism and commercialism became increasingly important after a “long and difficult process of transformation” (Bertling 2007, 50). This process was triggered in response to a long-term crisis of the Olympic Movement in the 1970s and early 1980s. Faced with the challenges of the amateurism-problem, terrorism at the Munich 1972 Games, a financial crisis in Montreal in 1976, and politically-orientated boycotts, the IOC moved into a weak and incapacitating organisation. Payne (2006, 6) summarises the problems of cost-intensive and political influenced Games in rigorous words: “The Olympic Movement’s obituary was already being penned”. Thus, a reorientation of the Olympic Movement was necessary in order to strengthen its independency, economic ability to act and credibility. This process was triggered during the presidency of Juan Antonio Samaranch, who was the president of the IOC from 1980 to 2001. In particular, the liberalization in case of amateurism at the IOC-Congress in Baden-Baden in 1981 and a wider opening in terms of the Olympic Marketing provided the fundament for a commercialized world of sports. In fact, the Los Angeles 1984 Games, containing a successful

1. Coubertin (2000, 84) cautioned against the tendencies of increasing commercial interests already in 1928: “Almost all the stadiums built in recent years are the result of local and too often commercial interest, not Olympic interests at all”.

marketing strategy, implemented by the private organising committee (LAOOC), created further prerequisites to turn the Olympic Games from an amateur-event into a professional mega-event (Wassong 2012). Broadcasting revenues which increased from \$88 million in Moscow in 1980 to \$286 million in 1984 and raised sponsorship deals due to the paradox of a limitation of sponsors (see TOP in the course this paper) caused a financial surplus of around \$255 million (Payne 2006). Therefore, the L.A. Games can be characterised as a “commercial landmark in terms of sponsorship” (Kenyon & Palmer 2008, 32) and are labelled as a “turning point” within the Olympic Movement (Giannoulakis & Stotlar 2006, 181). From then on, the financial dimensions of the Olympic Marketing developed in an enormous and continuous way. In fact, the IOC generated a turnover of around \$5.45 billion within the four-year period from 2005 to 2008. Considering the sources of income, the broadcasting fees and sponsorship deals constitute around 92 percent of the total marketing revenues (see figure 1). Consequently, these main pillars of the IOC’s marketing programme need to be considered in more detail.

Figure 1: Main sources of income of the Olympic Marketing; IOC (2012a).



On the one hand, the broadcasting fees increased approximately continuous in recent years (see figure 2). Nowadays, the IOC generates broadcasting revenues of \$ 3,914 billion within a four year period (2009-2012). This persistent process is demonstrated by the recent deal between the Network NBC and the IOC at the amount of \$4.39 billion for the purpose of remaining its exclusive broadcasting rights in the U.S. market until 2020 (Chicago Tribune 2011). According to Jacques Rogge, the president of the IOC at that time, “[the deal] secures the financial future for the next decade of the Olympic Movement” (ESPN 2011).

Figure 2: Evolution of the broadcasting fees in \$ million; Own illustration; Data: IOC (2012a)

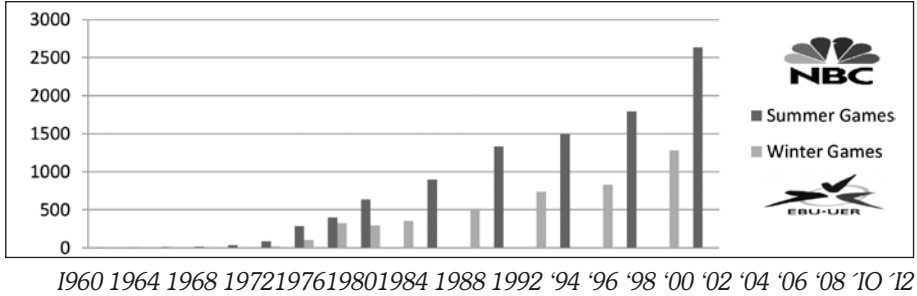
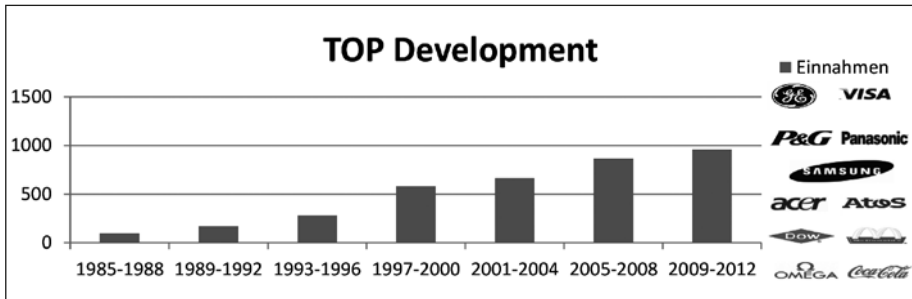


Figure 3: Financial evolution of TOP in \$ million; Source: Own illustration; Data: IOC (2012a)



Furthermore, the sponsorship programmes of the IOC developed as the second main pillar within the Olympic marketing programme (Ferrand et al. 2012, 114). This source of funding is characterised by an international programme, called TOP (The Olympic Partner) Programme as well as local and national sponsorship programmes. TOP offers the possibility for limited companies to acquire exclusive rights in different product categories such as *retail food services* (McDonalds) or *Information technology* (Atos). This enables the sponsors to benefit from the global platform of the Olympics and the reputation/ image of the Olympic brand (Ferrand et al. 2012, 115). Hence, the IOC is in an eminently suitable position of negotiation in order to sell the sponsorship rights within bidding competitions of rival global players. A reported rise at an amount of 997 percent from 1985 to 2012 highlights

the successful financial development of this programme. To be more precise, TOP VII (2009-2012) contained eleven sponsors in exclusive categories and generated record takings of \$957 million within this cycle. In addition to that, the national sponsoring programmes, implemented by the OCOGs, generated revenues of around \$700 million each in 2010 and 2012.

Challenge of commercialization and mediatization

In the context of rising economic interests in the field of the Olympics, a highly discussed debate about the path taken by the IOC has been developed. Therefore, consequences of increasing dependencies on the supporting companies from the media and the economy have to be considered. Hence, potential risks and threats concerning the ever-growing commercialization and mediatization will be emphasised and linked to the fundamental principles of the Olympic Movement.

Triggered by the immense power of the media, the Olympics can be defined as “a product of television’s power to produce and distribute live global spectacle” (Home & Whannel 2012, 47). In fact, financially strong broadcasting networks shifted from pure broadcasters to one of the main characters of the Olympics. In addition to that, the Olympics transformed into a television event (Penă and del Rio 2011, 134). Consequently, an orientation of the scheduling towards profitable broadcasting times and an inclusion of telegenic sports into the Olympic programme can be demonstrated (Barney et al. 2004, 297).

Similar to the effect of increased media power, the economic interests of the various Olympic sponsors influence the actions of the IOC. Among others, the *Salt Lake City bribery scandal*, the so called *Coca-Cola Games* in Atlanta 1996 (Payne 2006) or increasing doping issues in the Olympic environment can be named as famous implications in terms of a rising profit seeking environment.

Considering the process of growing influences of external stakeholders and increasingly economic interests within the field of the Olympics in a long-term perspective, the main features of the Olympic Movement are in real danger. Faced with the “consequences of overcommercialization” (Preuß 2000, 11) critics fear about “a loss of the Olympic ideals due to the assumption that the IOC entirely

focuses more on profit maximization than on its responsibility to promote and to develop the Olympic values” (Austermann 2012, 50). Based on an educational idea, the Olympic values can be seen as a “cultural heritage for humanity” (Chap-
pelet & Kübler-Mabbott 2008, 105) and it is one of the main tasks for the IOC to preserve these traditional fundamentals. In fact, the Olympic idea contains important aspects in order to strengthen the values and attitudes for the youth through sports and is based on the aspects of peace, internationalism and a role model function of the athletes (see Wassong 2009, Lenk 2004; 1972; Grupe 1997; Müller 1996; 1983; Coubertin 1967). Linked to the Olympic Charter, “*Olympism* is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind [...]” (IOC 2011, fundamental principles Nr. 1). Thus, the Olympics are more than a regular sporting event (Grupe 1997) and the value system with its educational idea provide the fundament of the Olympic Movement. Therefore, the preservation of its fundamental principles is one of the most important challenges for the Olympic Movement in times of rising commercial interests.

Strategies to turn potential threats into chances for the Olympic Movement

Considering the discrepancies of the Olympic value system and the economic interests of various stakeholders, it is one of the key tasks for the IOC to link the wide-ranging effects of its own and its partners’ growing economic interests to the Olympic value system. Consequently, the IOC is forced to implement reactive sanctions such as efficient anti-doping and anti-corruption policies and proactive operations in order to ensure the continuity of the Olympic Games and to preserve the Olympic ideals. Due to the limited space of this paper, this essay focuses on the potentials of proactive operations by the IOC for the purpose of turning potential threats of commercial interests into chances for the Olympic Movement.

Following this, the paper deals with the positive consequences of the commercialization concerning the reinforcement of the Olympic Movement, in general and the promotion of the Olympic Ideals in particular. Therefore, the financial power of the IOC is considered in order to evaluate a fair and efficient distribution strategy

of the generated revenues. Furthermore, the use of the potentials of the media is displayed in order to demonstrate its function as a multiplier for the Olympic idea.

First of all, it is important to highlight the need of marketing incomes in terms of the Olympic Movement. As well as Rogge (IOC 2008, 38), who considers the “support of the business community” as an essential basis to cover the huge costs of the Olympic Games, the former vice-president of the IOC, Richard Pound (1998, quoted in Martyn 2008) summarises the necessity of marketing revenues arguing: “Take away sponsorship and commercialism from sport today and what is left? A large, sophisticated, finely tuned engine developed over a period of 100 years - with no fuel”. Thus, the economic ability to act affords opportunities to realise the world’s biggest sporting event and to distribute the generated revenues throughout the Olympic Movement.

Hence, several opportunities to utilise the high revenues in order to strengthen the Olympic Movement are demonstrated and evaluated below. In its marketing objectives the IOC (2012a) commits to its stakeholders to use their financial power for the continuity of the Olympic Games, the support throughout the entire Olympic Movement, including OCOGs, NOCS, IFs and other sports organisations and the worldwide promotion of *Olympism*. Comparing the incomes and expenditures of the Olympic Movement, it is obvious that more than 90 percent of the total revenues are distributed throughout the Olympic Movement and less than ten percent are reserved for the IOC’s administrative business (IOC 2012a). Nevertheless, the IOC has built up reserves of around \$592 million (CBC 2011). Considering the distribution coefficient in detail, the distribution of the fees is subdivided into three superior categories. In order to bear the high costs of the upcoming Summer, Winter and Youth Olympic Games, 50 percent of the generated TOP revenues and the broadcasting fees are distributed to the OCOGs. In addition to that, the NOCs profit from TOP at an amount of \$139 million as they can optimise the athletes’ conditions and the development of their Olympic teams (IOC 2012). Due to the exorbitant mass of sponsors which are based in North America and the huge broadcasting fees paid by the U.S. network NBC, the USOC benefits notably. In particular, the USOC profits from 20 percent of the TOP revenues and 12.75 percent of the NBC payment within a four-year period until 2020. Due to a recently negotiated deal between the IOC and the USOC, the USOC will retain its

current revenue, but will profit less from a further increase in broadcasting deals. In addition to that, the NOC “will also contribute to the administrative costs for the Games” (USA Today 2012). Moreover, the 35 IFs benefit from the cash of the Olympic Marketing with an amount of \$454 million (IOC 2012a). The current debate about a possible execute of wrestling from the Olympic Programme and the struggle for existence of the FILA (International Federation of Associated Wrestling styles) underline the high interests of the IPs to be part of the Olympic programme and to benefit from the enormous marketing revenues (Fila 2013). The differing allocation for each organisation is summarised in figure 4.

Figure 4: Revenue distribution throughout the Olympic Movement in \$ million;
Source: Own illustration, Data: IOC (2012a)

Distribution	Source of income	Allocation
OCOGs	Broadcasting revenue	851 (2008)/414(2010)*
NOCs	TOP	139 (2005-2008)
IPs	Total marketing revenue	454 (2005-2008)

*: Plus 50 percent of the TOP revenues, subdivided into the amount of OCOGs

This overview highlights the activities of the IOC to support the continuity of the Olympic Games and to strengthen the development of sports within the entire Olympic Movement. Linked to the IOC’s marketing objectives, the dealing with a worldwide promotion of *Olympism* has to be considered as well. In light of this, the IOC hands portions of the marketing revenues to the *Olympic Solidarity* programme which is affiliated to the NOCs, *Olympic Solidarity* can be pointed out as a prominent example of an approach to pursue the Olympic ideals. The financial power enables the IOC to develop worldwide and continental programmes in order to support activities of the NOCs and to ensure the financial power of emerging countries to send representative athlete’s to the Olympics. Summarised, *Olympic Solidarity* aims to “organise assistance for all the NOCs, particularly those with the greatest needs, so that they can develop their own structures to favour the expansion of sport in their country” (IOC 2012c). According to Kenyon and

Palmer (2008, 39), *Olympic Solidarity* can be defined as a part of the heritage of Coubertin's vision of an international sporting event for the youth. However, it is essential to consider the development of the budget for *Olympic Solidarity*. As listed in table 5, the budget raised from \$74.1 million in the cycle from 1993-1996 to \$3111 million from 2009-2012 (a plus of 419 percent). Thus, its absolute budget increased enormously within recent years. This enables the programme to support the NOCs in a more effective way. However, the relative portion of the broadcasting fees to Olympic Solidarity decreased from 9.4 percent in 2001 to 8.0 percent in 2012. Considering the fact of increasing broadcasting revenues on the one hand and decreasing contributions on the other hand, the financial development of this programme has to be analysed accurately within the following periods.

Figure 5: Development of the budget for Olympic Solidarity in \$ million; Own illustration; Data: IOC (2012a)

Olympic Solidarity	1993-1996	1997-2000	2001-2004	2005-2008	2009-2012
Broadcasting revenues	1251	1845	2232	2570	3914
Distribution to Olympic Solidarity	74	122	209	244	311
Percental development	0	64.5%	71.8%	16,5%	27.5%
Relation between incomes and expenditure for Olympic Solidarity	4.4%	6.40%	9.4%	9.1%	8.0%

Furthermore, the use of the media as a multiplier of the Olympic idea (Lenk 2004, 9) is considered. The function of the media enables sports organisations to convert local events into worldwide ones (Penä & del Rio 2011, 133). Moreover, television broadcasting is the “main alley for disseminating positive values about sports and its imagery” (ibid.). From this vantage point, the Olympic Movement benefits from the positive effects of the media beyond the monetary support of the broadcasting companies (Preuß 2011, 54). Despite the potential risks of the increased mediatization, there are several opportunities to use the media in order to promote the Olympic values, beyond the Olympic Games. Premise for a suc-

successful communication strategy is the adaption of the Olympic values to modern conditions, but retaining the basic elements of the fundamental principles at the same time. This consideration can be seen as an important step to “accentuate their validity for today’s sport in a much more convincing way” (Wassong 2009, 7). Due to the long-term relationships between the IOC and the responsible companies, the corporate broadcasters guarantee coverage of cultural aspects as well as high-quality standards (Preuß 2011, 54). Therefore, a well-considered communication strategy which contains today’s media habits of the target group has to be developed by the IOC. In this context, both the traditional media and new media forms have to be linked to the global platform of the Olympic Games and their vast media attention. With an amount of 5,600 hours of coverage throughout more than 200 countries and a potential global audience of 4.8 billion (IOC 2012b), the London 2012 Games were yet another example for the huge media potential of the Olympic Games. An only recently established field of research considers the use of new media forms within the Olympic Movement. The internet “as a far reaching information tool” (Lee 2005, 4) or mobile communication offers the possibility to reach a younger audience. Hereby, an additionally and modern form of communication away from traditional forms of the media is available. Despite to the challenge of a higher loss of control within the communication process, the IOC has reacted to this phenomenon in terms of an expanded communication strategy. Labelled as the “first web 2.0 Games” (Miah quoted in Home & Whannel 2011, 58), the Peking 2008 Olympic Games were the first Games of rising digital video streaming. Due to the increase of coverage available across various online platforms in addition to traditional broadcasting forms, the London 2012 Games can be characterised as the first entirely digital Games (ibid.). In light of the changing face of media coverage, both the Olympic Broadcasting Service (OSB) as the Host Broadcaster of the Olympic Games and the Rights Holding Broadcaster play an important role in order to implement a successful marketing media strategy. The innovative digital media strategy of the BBC at the London 2012 Games can be pointed out as an example of an integration of traditional and new forms of the media. Furthermore, the media strategy of the Youth Olympic Games aims especially at new media forms in order to reach a younger audience. Thus, the diverse broadcasting possibilities offer new ways for the entire Olympic Movement in order

to convey the sporting events and to promote the educational Olympic idea. In this context, social media operations offer an opportunity to provide the Olympic brand and its values such as fair play or the will to achieve high performances to a younger audience within their familiar fields of communication. This can be directly linked to the Olympic heritage of Coubertin's visions and the preservation of the Olympic values. Nevertheless, due to the dependence on the broadcasting fees and its media range, television remains the most important medium within the field of the Olympic Games. As demonstrated, a well-considered media strategy is essential in order to tap the full potential of the media and to turn the potential risks of a rising influence of broadcasting companies and today's challenges of diverse media contents into chances for the Olympic Movement.

Discussion

The former marketing director of the IOC Michael Payne (quoted in Penä & del Rio 2011, 138) emphasises that there is an immense "challenge of generating revenue [...], while protecting the integrity of the brand equity and image [...]". This aspect is a vital task for the IOC in future decades. In fact, it is an immense challenge to balance increasing interest from external stakeholders and temptations of the money to the traditional value system of the Olympic Movement. However, this overview has demonstrated that there are several opportunities to use the various strengths of the media and the economy within the complex field of the Olympic Games in order to get a benefit for the entire Olympic environment in addition to the evident financial increase.

Without a doubt, the marketing revenues are needed in order to host the Olympic Games and to generate a profit for the entire Olympic Movement. However, a fair and efficient distribution of these revenues is a premise in order to fulfill the high-responsibility of the IOC as the "governance of world sport" (Chappelet & Kübler-Mabbott 2008). The IOC's financial power affords different opportunities to support the world of sports in general and to promote the Olympic values in particular. Taking the effects of the contribution of the external economic stakeholders as a chance in an active way, the equality of opportunities can be strengthened by

an efficient allocation of resources. Among other forms, the revenue distribution to the *Olympic Solidarity* programme can be named as a potential chance in order to create a possible equitable solution concerning the participation of diversified athletes at the Olympics. Nevertheless, the effectiveness of programmes like this has to be analysed accurately. In this context, Pound (2008, 12) emphasises: “Political considerations [...] make it almost impossible to provide a useful assessment of results and considerations of more interesting alternatives”. Despite to its laudable approach, a lack of transparent measures makes it almost impossible to consider the effectiveness of this programme. Thus, further academic research is needed in order to evaluate the efficiency of Olympic Solidarity and to create valuable improvement proposals. Furthermore, the upcoming financial evolution of this programme has to be analysed in detail.

In addition to that, this paper has demonstrated the immense power of the media. In this context, the media occupies an ambivalent position within the Olympic family (Austermann 2012, 43). On the one hand, an increasing power and influence of financially strong broadcasting companies can be pointed out as potential risks for the Olympic Movement. On the other hand, there are several opportunities for the IOC to use the potentials of the media and to convey its message to a huge audience. According to Billings (2008, 7) “the Olympics are the only television behemoth that can make all other mass media slow to a near halt for weeks on end”. As mentioned above, the IOC has adapted its media strategy to modern conditions in order to use the high potentials of traditional and new media in different ways. Furthermore, the symbioses between the broadcasting networks, the IOC and the OCOGs can be expanded for the purpose of providing the Olympic ideals beyond the Olympic Games. Linked to various aspects of the communication studies, several approaches have to be pointed out in order to promote the Olympic idea as efficiently as possible to a younger audience. An integration of the proactive actions of the IOC concerning the strengthening of the Olympic idea such as the Olympic Solidarity programme into the marketing media strategy could be a possibility to preserve the fundamental principles of the Olympic Movement and to use the huge potential of the new media more actively.

It is demonstrated that there are several opportunities for the Olympic Movement to benefit from various aspects of the ever-growing commercialization and

mediatization in an active way. However, it also evolves from the paper that a more directed approach towards the usage of the media and the marketing revenues is needed. Further academic researches, dealing with the presented risks of the commercialization have to be done as well. Thus, further research is essential in order to link the challenge of an increased commercialization within the Olympic Movement to its traditional value system. It will be one of the vital tasks for the academic research to consider how to benefit from these revenues and the symbioses between sports, media and economics as efficiently as possible from a critical perspective.

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RETIREMENT IN TIMES OF AMATEURISM: CAREER TRANSITION EXPERIENCES BY BRAZILIAN FORMER OLYMPIC ATHLETES

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When I joined the project Brazilian Athlete's Olympic Memories in 2011, I had the opportunity to access countless stories of athletes and former Olympic athletes of different modalities and historical moments in sport, whose narratives suggested to me a broad field of study and a subject that in addition to having become an exciting research topic, was a crucial experience in my life path: retirement from the sport.

In a short period of time this subject has been gaining visibility through the sports media in Brazil, which eventually has denounced the living conditions of former Brazilian athletes, some of them having financial problems and critical health conditions. Individuals who during the most productive time of their lives attended voluntarily the convocations of clubs and Brazilian teams, representing clubs in the international sports scene, however, these efforts were spent in a historic moment of sport in which an athlete is not meant for social ascendance, and so little a career¹.

The professionalization of the sport reshaped the appreciation and the way how this phenomenon passed into practice. New representations about the social role of the athlete gained preponderance, therefore, sport career and retirement became a legitimate research question, especially to sport psychology and sociology of sport. Before the professionalization, the practice of sports was dedicated to leisure and to

1. Rubio & Ferreira Junior (2012).

the process of education of the aristocratic young class. Amateurism was one of main parts of the Modern Olympism and a discourse about sportive practice that required the *high performance sport adherence* had to be voluntary and unpaid, otherwise the sport practice would be immoral and subject to punishment. This condition led many athletes to seek other forms of keeping the Olympic dream alive. In parallel to the athletic journey and studies they had professional activities and did agreements with their academic institutions and companies *to attend* their convocations, training routine and period of preparation to competitions abroad². These agreements do not always exempt them from losing their school semesters; losing workdays; and suffer family pressures about the necessity to have a “legitimate career”.

The *career* term is a modern concept, derived from the management theories that throughout the twentieth century were used as a form of organising labour trajectories, prioritizing hierarchical functions and classifying it with different salaries. Activities that did not adequate these models were not recognised as careers, but as *non careers* or *non labour*³.

In accordance with the modern sport ideals, the competitive athlete should be an individual dedicated to the improvement of physical performance and be free from work activities, having amateurism as the key of their life project. But this same philosophy permitted in the past to this athlete as eccentric individual – if they belonged to the high society, or a “useless” person, if he belonged to the ordinary class. Discourses in defense of this position understood that the relationship between sport and money could pervert the ethical and moral values enunciated in the Olympism, but at the same time served to discriminate the working class athletes⁴.

Until definitely overcome by professionalism, amateurism was obstinately defended as an inflexible rule. But the very Olympic Games universal process allowed different interpretations about what amateurism means. It was identified in Brazil in a period during which athletes disguised themselves as employees of their own clubs so that they could be paid. In the United States, sports such as baseball, football and basketball became professional during the amateurism phase. Also in some European countries, athletes were paid for their services to nations⁵.

2. Rubio (2004).

3. Ribeiro (2009).

4. Rubio (2004).

5. Salles & Soares (2002).

That is what allowed many athletes to live through sport, despite suffering from the dilemma of abdicate or not having the athletic trajectory remunerated because of the Olympic condition. Being a competitive athlete at that time of amateurism meant having to adapt to a *non-work* and to a lack of social recognition to the effort made to be able to represent their country in international competitions.

Since Antwerp until Moscow Olympic Games a few more than eight hundred Brazilian athletes shared the same dream; the Olympic success. However, each journey was marked with their own meaning and representation about this experience. Understanding who these individuals are today and the meanings they attach to their transition processes during amateurism is a way of understanding not only the role of the athletic journey in life during and after sport, but suggesting an alternative path comprehension of the Brazilian Olympic sports.

The aim of this research is to explore the experiences of retirement from the sport in times of amateurism, analysing the impacts of this event and context on career transitions by ex-athletes' life histories.

Life histories of Olympic athletes

The protagonists of this research are former Brazilian basketball players, who composed the bronze medallist team at the Olympic Games in Rome and Tokyo. This group represents a generation of athletes who had to face the implications of amateurism on their trajectories and retirements from sport. Within this context, their life histories reveal an athletic identity based on the honour and dignity claimed by Olympism, as well as the voluntariness of engagement in the sport and the necessary professional life during the athletic trajectory. Facts that influenced not only the way they started in sport, but how they developed and experienced the retirement from sport and career transition. The oral report is considered one of the most privileged forms of construction and transmission experiments, being a way to access the life story by which the individual can think and create their own history, bringing both immemorial facts (myths) as well as using resources of the present moment, experiences of their collective memory, of their contemporaries and of the emotional content of his own experience. The life history allows the storytellers to bring from their trajectories what they consider to be more significant,

giving to the researcher a view on what and how they lived, how they live now and who they are. The narrative feature of this project suggests the interaction between researchers and storytellers, in which the researcher asks the narrator to tell their life history. The researcher assumes the role of attentive listener, intervening in succinct statements, or when the narrator asks for some questions to answer. The interventions of the researcher aims for greater depth on issues of mutual interest and which are characterised by questions such as: *Where are you from? Can you talk more about that? How did this happen to you? How are you now?*⁶.

How is retirement from sport perceived?

Retirement from sport is a crucial moment in an athletic journey. It represents the beginning of a complex process of transition involving physical, psychological and social dimensions. However, each retirement experiment is shaped according to the type of event – whether voluntary or involuntary; according to the meanings attributed to the experience – death⁷ or rebirth; and the contextual impact – historical moment and sport culture. Retirement from sport does not necessarily imply crisis or a mental breakdown, at the same time it is not an easy experience to describe because traumatic cases are not exceptions⁸.

According to the meanings attributed to retirement experience, the reaction characteristics to transition can change, but the coping process during the first stages of this transition has a higher level of stress, because of the *meeting* with the psychological and social deficits relating to new life dimensions⁹.

One of the major contributions to the understanding of the transition questions was the concept that the inherent crisis is an event of change that represents a distance between two poles of balance, whose time of permanence of individuals between these poles depends on a kind of adjustment. This perspective was developed by Nancy Schlossberg¹⁰, who perceived a similar structure of adult's reaction to dif-

6. Rubio (2004).

7. Rosenberg (1984).

8. Coakley (1983).

9. Schlossberg; Waters; Goodman (1995).

10. Schlossberg (1981).

ferent transition process. She developed a model for analysing human adaptation to transitions, considering that there are several differences between adult's responses to the changes, but their transition cycle shows similarities possible to describe.

Originally used in the organisational context, the transition theory also has been used as a model of analysis for sport retirement and career transition. In a sporting context, there are questions about the influence of athletic identity on the meanings, coping and adjustment to retirement from the sport. Different from other retirement contexts, sport has an imaginary component that contributes to a strong identification with emblematic figures, heroes and national defenders that distinguish and at the same time imposes limits to the athlete transition conditions of adaptation. First, the finitude perception is affected; second, the preparation to a second life during the athletic journey; third, the identification with the athletic journey happens still in childhood, starting a commitment made by the intrinsic motivation and search of the idol condition. This commitment is strengthened with the establishment of achievement goals and with discourses of belonging to a major structure or class, such as clubs, city and nation. The early detection and specialisation of young talent also impacts on the formation of self-concept of aspiring and athletes that throughout the development of the trajectory can anchor themselves to the false security and transient prestige, while the retirement plan is ignored.

Thus, the process of identification with the figure of the athlete has been touted as one restricting experience and inadequate to demands of coping and adjustment to retirement from the sport and career transition. The lack of these resources tends to cause an unwanted and chaotic experience in the retirement¹¹.

In contrast, other studies indicated that athletic identification can also be a contribution to the success of career transition or not even compromise necessarily the adaptation process. In the first case, the knowledge acquired in sport can offer elements to the adjustment to other social roles. Persistence, self-motivation, power of leadership and group cohesion can be transferred with new situations helping the psychosocial reintegration process. In the second case, sport experience may not represent a factor which interrupts the developing of other interests as well as a more flexible athletic identity. Retirement is seen also as a natural phase of athletic journey, whose interests of the adult phases can become more relevant

11. Webb et. al. (1998).

than sport, making retirement be a smoother experience¹². This dual characteristic of retirement from the sport reveals a psychosocial process, whose interpretation cannot be dissociated from the meanings and the specific context.

A model of analysis of adjustment to transition: a focus on retirement

The analysis of retirement and career transition requires interdisciplinary and essentially qualitative procedures, because individual experiences, event meanings and role of context over transition have a qualitative nature. This model allows to exploration of different kinds of adaptations to transition by different groups. The analysis of transition involves four basic approaches: (1) type of transition, (2) impacts of transition (3) contextual characteristics, (4) ways of coping with the transition. Among the ways of coping are included: (a) the individual's status at the time of transition as well as the relationship of other factors and transitions that happen at the same time of retirement; (b) internal resources and capacity of the management of the situation; (c) types of support available, network characteristics and material conditions; (d) strategies developed throughout of the adaptation process¹³.

Anticipatory Transition: Events and phases of life which usually we expect to live. Stages of life in which there is a preparation through essays, learning process, and rituals that correspond to adult life social rules as is the case of the entrance to college, labour market insertion, marriage, parenthood or retirement. However, being prepared for these anticipated experiences does not necessarily mean a successful transition.

Unanticipated transitions are events that occur abruptly causing high levels of stress, positive or negative. Unexpected situations that do not correspond to the self-preparation level. This type of transition is not limited to adverse events. Both can be a dismissal, like a promotion at work. Exclusion, for example can represent a kind of freedom, whereas a promotion can be a delay of the awaited retirement.

"Non event". Expected transitions that do not occur, or when it occurs do not represent changes to individual assumptions, do not affect identity and contextual

12. McKnight et. al. (2009).

13. Schlossberg (1981).

conditions. For example, retirement may be a non-event when financial needs and professional identity do not allow the individual to retire completely¹⁴.

The impact of the retirement and ways to cope with transition. First of all, retirement is a first transition process that represents the end of the work rules and changes in several aspects of life. It represents the displacement of the group from where they received recognition; a displacement from social networks and a decrease of a feeling of competence. When the retirement arrives, the individual can still be accustomed to work routine; they can face difficulties in recognising the new dimensions and demands of life, as well as not having the necessary tools to explore other activities and challenges. In this moment, crisis of identity and uncertainty can generate feelings of denial of loss process. In other situation, a process of loss can generate feelings of freedom and opportunity to explore new horizons; remembering that all change processes will represent loss and gain necessarily. The challenge is to recognise how the individuals perceive their life after the changes, losses and gains.

Amateurism and its implications for retirement from sport

The analysis of this paper was limited to discuss the role of amateurism (the context) in the coping process from retirement and career transition, taking as a trigger for discussion some clippings of life histories narrated by former Brazilian basketball players, specifically, participants of the achievements of world titles in 1959 and 1963 and the achievements of bronze medals at the Olympic Games in Rome in 1960 and Tokyo in 1964. Following we will see that despite the iconic status attributed to these athletes they were not exempt from the implications of having carried on an unpaid activity. For the Brazilian amateur athlete, to think about retirement and the career transition was an autonomous attitude that followed their trajectory, however, the process of preparing a life outside the sport underwent the paradoxes generated by the amateurism.

We were taught to give our souls and bodies to the sport, because there was not any Money. I had been to Olympics and didn't earn any Money. On the contrary, after coming back from the World

14. Schlossberg (1981).

Championship I lost my job. We had another feeling. Nowadays I think the athletes see from another point of view. [Edvar Simões].

This narrative suggests that being an amateur athlete in Brazil meant to reassure the legitimacy of a social role and at the same time having to take the consequences of a volunteer commitment, unpaid and paradoxically little acknowledged. Put together with amateurism values the sports practice was surrounded by a sense of belonging to a “larger project”, an opportunity to represent the country in the Olympic scenery. Work in exchange for money constituted a worthless that precluded the patriotic commitment. Such “honour” belonged only to those who were willing to give their “bodies and soul” to the sport, the amateurs.

Edvar Simões was an Olympic basketball player who after his retirement from sport became a trainer and later on assumed administrative charges in clubs until he definitely retired from sport. As he narrated his trajectory as an Olympic athlete he remembers his experiences of loss which he underwent in the name of the sport; he also tells how the lack of social acknowledgement for being an athlete affected other aspects of his life outside his career. Together with his sport trajectory, Edvar developed a paid professional activity. This condition not only allowed him to stay in sport but constituted an important element of preparation for his retirement.

However, his *pre-retirement* condition faced barriers to develop due to the “unconditional” feature that he assumed towards the sport. The loss of the job after being back from a World Championship illustrates the paradox which the athlete could face during their trajectory. Being an amateur was merit to practice the sport and enter the Olympic arena to defend the interest of their country but not necessarily being merit of the social acknowledgement for such deed, so that they could enjoy the benefits of the sports retirement.

I was the first athlete to be invited to play for an American basketball team, the Harlem Globetrotters. But at that time there was the World championship in Uruguay and they needed me. The Brazilian Basketball Confederation had always had a strict regime that the summoned athlete had to present to the national team; which was nothing but fair. [Carmo Rosa Branca].

According to this narrative, the amateurism in Brazil constituted an identity ele-

ment which fulfilled the athletic trajectory with a mandatory sense, above the personal interests. This condition led Rosa Branca to abdicate the possibility to live improvements in an athlete's trajectory, although an event labeled as a "non-event" it is brought forth by the narrator suggesting two distinct senses: the first is related to the merit of the personal interest's abdication for the honour of "belonging" to Brazil's team – to the nation; the second is related to the costs caused by the choices made by the amateur athlete who had their dreams interrupted and their expectations of being acknowledged frustrated besides being denied their professionalization. This sense of belonging suggests an important implication to these athletes' retirement, when this change results in process of "non-belonging", institutional untying, cease of a victorious trajectory and the non-recognition of their deeds.

Experiences of loss and abandonment of opportunities were not exclusive in some trajectories. All ex-athletes selected here, for instance, told that in some point of their sports trajectory they had to postpone some important phases in life for their "service to nation". If their studies were not interrupted due to the long concentration periods and tournaments, their salaries were cut down in their paychecks due to their absence in their jobs.

At that time I remember that my father came to me and said: "Listen, when are you going to work?" for I had been nine months with the Brazilian team. Can you imagine an athlete who does not earn a salary having to be nine months without working and studying?
[Frederic Wilhem Braun Fritz].

Thinking about the dimension of pre-retirement of the amateur athlete, this narrative suggests that the discontinuity of the educational and professional process as well as the lack of social recognition of the sportsperson constituted experiences of *non-event* in the amateur trajectory. The non work brought social and moral implications to the amateur athlete who had to live under familiar pressures and concerns because of the unpaid sport practice and the stigma of being "useless". In times of amateurism in Brazil the athlete returned from competitions not to receive the glories but to take the responsibilities of life which were on hold. The amateur sport trajectory required from the athlete a parallel effort preparation for the retirement. Although being of full responsibility of the athlete and not as easy to be sustained, this attitude represented a

crucial element of retirement signification; to retire from the sport was to come back to work and to a life which the athlete was relatively familiarised.

Nowadays the athlete who retires faces difficulties. The basketball player that only plays basketball when he stops playing he asks himself: "What now? What am I going to do?" Back in my days it was different. For example, *Wlamir* was a professor in a university, *Sucar* was a lawyer, *Vitor* a professor, *Radvilas* an engineer, I am an industrial chemist. So, we have prepared for the future and that is what people have not been doing, except for some and not because they don't want to, it is because they don't have time to do so [*Frederic Wilhem Braun Fritz*].

The amateurism required from the athletes a sort of *anticipatory socialization*¹⁵ fulfilled by academic formation and professional activity. This condition allowed their retirement to be seen as expected experiences and an *anticipated transition*. Abandoning the role of the athlete can be a difficult psychological and social experience when the elements of transition are not available during the process of facing and adapting to the new life dimensions. Factors of anticipatory socialization correspond to the development of activities beyond the sport which led to the athletic identity to gain a multidimensional character so that the abandonment of the sport to lived and perceived as a voluntary decision. The voluntary retirement has been connected to "well succeeded" transitions, because, the decision taking and active participation of the athlete during the transition process suggests the presence of facing and adapting resources¹⁶.

I was satisfied. I played for eighteen years, I was really fulfilled, I couldn't desire anything else. So, I stopped at the right moment, I was 33 or 34 years old; it was time to stop. I didn't have any motivation left because there is a time when you've had enough. There are too many championships, too many campaigns. [*Antônio Sucar*].

According to Sucar, the longevity of the athletic trajectory and the athlete's deeds in sport are related to the experiences of voluntary retirement. The achievements in sport suggest the fulfillment of the task which the athlete engaged where-

15. McKnight et. al. (2009).

16. Webb et. al. (1998).

as; the longevity suggests the possibility for the athlete to live out the sport in all its extension. The age plays an important role in taking the decision to retire, not as an obstacle to continue in the sports practice but as a phase in life where life expectations and other interests start to gain preponderance.

Every individual who starts a career in sports has as a goal the great accomplishments. Many athletes set projects in life inside the sport domain and do not let themselves explore other possibilities. Even though the sports undertaking is subject to unpredictability (injuries, illnesses, defeats and firing), the trajectory goal tends to suppress the necessity of preparation to delusions and to the retirement itself. What Sucar's experience of retirement teaches us is that although realisations and longevity of his athletic career has determined the voluntary character of retirement, other conditions may contribute for this experience to be lived voluntarily and at its own moment. During his trajectory in sport, Sucar had searched his professional and academic formation in a specific area (law), aware of the fact that his living would not depend on sport, but from his paid work.

When an experience in sports is seen as a small part and not the whole life the individual has the opportunity to expand their horizons and identify themselves with other social roles that may have continuity. This way of managing a trajectory in sports comprises not only the age issues on performance in sports, but the moment on which it occurs (around 30/35 years in the adult life) traces the continuity of the productivity in life and not the end¹⁷.

Brief conclusions

The athletic journey is a process consisting to transitions that are determinates to continuity, performance and quality of retirement, last transition phase in the sport. When experienced in different contexts, such as in the phase of amateurism, the characteristics of coping as well as the factors support to transition are changed. It is observed that retirement in times of amateurism was few investigated, since that the athletic career and retirement from sport conception been consolidated with sport professionalization in the mid-80s, during which the number of searches

17. Rubio & Ferreira Junior (2012).

on the topic also began to grow. Many athletes, who had not participated in this change, although socially recognised for their achievements, could not spoon financial benefits of their achievements in the sport. They had to find alternatives to keep the Olympic dream alight, among which the academic graduation and paid professional paid practice were crucial. Posture that allowed with that forcible retirement and transitions were expected and living without major difficulties. The analysis of transition in times of amateurism suggests not only the need for pre-retirement planning along the athletic journey, but reveals the importance of a historical moment on the sport career transition practice.

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A STUDY ABOUT HOW TO ATTRACT DISABLED PEOPLE TO SPORTS

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Introduction

All people in our life have the right to live a peaceful life without any discrimination or prejudice against them. Some people have a healthy life while there are some people who suffer from the disabilities. These people have the right to live and enjoy their peaceful life without any discrimination or prevention of their rights. All of us shall strive so that the disabled people receive their own rights completely and without any prejudice against these people. We shall feel sympathy for the disabled people because they do not have the means for living.

Currently, there are many people in our life who suffer from the disability and lack of the sufficient resources for them. Disabled persons have the right to live. Disabled children's vulnerability to violations puts their lives in serious jeopardy has been and remains evident across the developed and developing world as they may suffer during their movements from one place to another.

People may practice some bad actions toward the disabled people such as mocking, laughing at them, bad gazing for their futures of disability, depriving them from getting any job opportunities, and preventing them of any rights granted to other normal people. This way may work to prevent the disabled people to practice any games because of their fear of the impression and the reaction of people toward their disabilities. The Paralympic Games suffer from the lack of

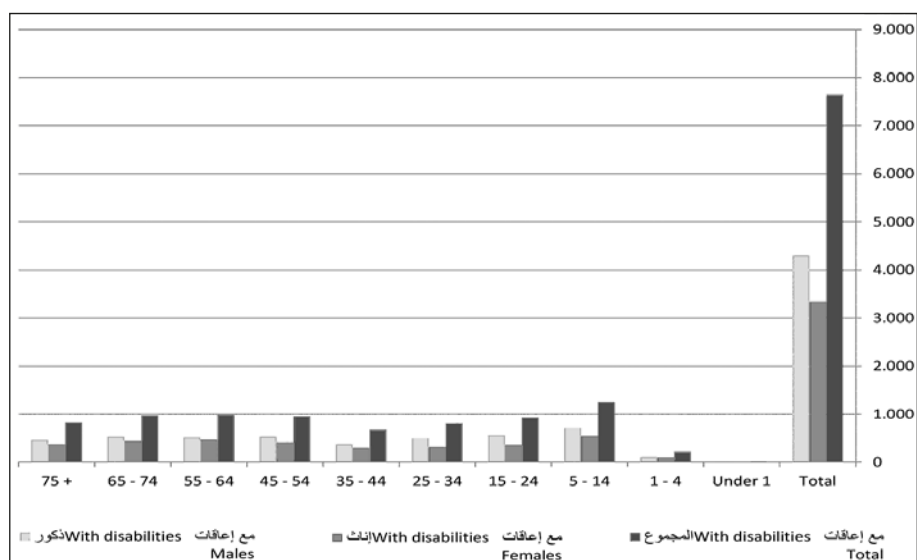
the sufficient numbers of the players because many disabled people prefer not to participate in the games or sports. The disabled people do not like to engage in sports even if these sports will provide a lot of revenues and profits for them because they think that their disabilities prevent them from sports. This report will encourage different disabled people in order to participate in games so that they can strengthen their muscles. Currently, there is a lack of the attention toward the disabled people. There are many governments which neglect the rights of the disabled people. Different people shall gather with each other in order to give the disabled people their rights.

Number of disabled people in Qatar

It is recorded that there are about 8000 registered disabled people in Qatar.

It is noted that the disability rate among Qatari females remains lower than among Qatari males.

This situation is attributed to the social norms dominating Qatari society that do not encourage the registration of all cases of disability.



Number of disabled people in Qatar

Games for disabled people:

There are different cases of the infliction with disabilities. These inflictions have specific games. The disabled people in Qatar may play their games according to their case of the infliction with disability.

The link between sports and the Paralympic Games:

Table 1: Physical disabilities and their sport-related states

Disability	Static	Dynamic	Progressive
Amputation	✓		
Arthrogryposis	✓		
Blindness	✓		
Cerebral palsy		✓	
Dwarfism	✓		
Head injury		✓	
Multiple sclerosis		✓	✓
Neuromuscular diseases	✓	✓	✓
Osteogenesis imperfecta	✓		
Spinal cord injury	✓		
Stroke		✓	

The disabled people can participate in different games according to the case or the status of their disability.

Problems of the Paralympic Games in Qatar:

The Paralympic Games face a lot of problems in the state of Qatar. These problems include:

- The lack of the necessary facilities and buildings for the Paralympic Games.
- The lack of the sufficient number for Games because of the social embarrassment or the transport difficulties for the disabled people.
- The health status for different people who are inflicted with disability as they may not have the needed Games.

- Attitude, physical, financial and bureaucratic barriers: the disabled people may face different problems when they deal with the society.
- The lack of admiration, pity, recognition of the competitive spirit can threaten the creation of the athletic games for the disabled people in Qatar.

How to attract the disabled people to Games:

The Government stated aims include providing special facilities in public places, enabling disabled people to work and allowing them to take part in decisions concerning them. What remains to be seen is whether the government can move beyond these surveys and aims, and take real action to help disabled people.

The Qatar Assistive Technology Centre (Mada) is a non-profit organisation that strives to empower and enable people with disabilities through Information and Communication Technology (ICT) as a way of fostering greater equity and empowerment, and creating public awareness around best practices in Assistive Technology (AT).

Thus, MADA and Qatari government may work together in order to provide the needed facilities for the disabled people especially the sport facilities. The Qatari government may encourage disabled people to take part in games to serve their country and raise the name of disabled Qatari people in the world.

Strategy for the disabled games in Qatar

To attract different disabled people in order to participate in games in Qatar, we shall work to promote to build new and the needed facilities for the disabled people. We shall build grounds, halls and rooms for the disabled people who can participate in the games.

On the other hand, the Qatari government shall do its best in order to build new stadiums and facilities for the disabled people in Qatar. On the other hand, the investors shall work to promote about different games for the disabled people. The promotion may be done through the use of TV, Radio commercials, internet, brochures and other facilities.

This strategy helps to create and organise youth federations, facilities and sports clubs, as well as adopting scientific awards and promotional incentives,

approving estimated financial budgets to establish youth projects' and conduct related activities and researches.

Aims of Strategy

The disabled participation strategy in Athletics games aims to:

- Spread different types of sports for the disabled and encourage bullying and developing them in the state of Qatar.
- Provide a chance to participate in different sports for the disabled people through the creation of suitable conditions for sports.
- Develop the social, psychological and physical abilities of the disabled people in the society.
- Increase the participation in international and regional championships and competition for the disabled people.
- Build new facilities for the disabled people in the state of Qatar.

Financial calculations

There are some problems that may emerge because of the lack of financial needs. Construction of new facilities for Athletics of the disabled people, promotion facilities to attract disabled people for games, and other costs shall be covered by investment and encouragement of investors to build new facilities.

We shall launch a media campaign which aims to encourage different people in order to participate in the Paralympic Games. This campaign will cost more than QAT 100.000 in order to promote for the disabled Athletics in Qatar. This campaign shall work to build a base for the disabled people who can participate in the Paralympic Games in Qatar.

About QAT 3000.000 will help in order to build new facilities for the disabled people and will provide the sufficient cost of the promotion in TV and other media. Furthermore, this campaign shall attract more than 100 people during the first year. If we manage to attract more than 100 people yearly, this will provide a great opportunity in order to build and promote for the disabled Athletics.

Solutions

Regardless of the problems that may face the Athletics games for the disabled people in Qatar, there are some solutions such as:

- Attraction of new disabled players who can participate in Athletics games.
- Attraction of investors in order to provide the financial needs for Athletics games in Qatar.
- Contracts with the disabled players. This way can provide a great opportunity in order to encourage the displayed players to participate in Athletics games.
- Training courses for different disabled people who can engage in different Athletics games.

Conclusion

Thus, the strategy to encourage the disabled people to participate in athletic games is effective. Investors and government shall work in order to implement this strategy so that the disabled people get their rights in the society. Disabled people are an integral part in the society.

Thus, they shall get their rights. Athletic games can help to increase the social integrity of the disabled people in the society. It is worth noting that sports play an important role in the life of the disabled people. Sports can work in order to increase their rehabilitation in the society and strengthen their bodies. Furthermore, there is an increase in the number of the disabled people who practice sports in the world.

Moreover, many governments begin to concentrate on the needs of the disabled people; there are many events which are held in different countries to encourage many disabled people to participate in games and sports. These international events manage to attract disabled people.

These games include Paralympic Games, Deaflympics, Special Olympics, and disability Commonwealth Games. Moreover, the engagement of the disabled people in sports can work in order to reduce and decrease the stigma and discrimination against them. Sports can increase the social interaction between people without disability and people with disability. There are many talented disabled people

and they do not find the opportunity in order to increase their powers. Sports can increase the skills and the talents of the disabled people.

Through the use of sports, the disabled people can get more vital social skills, develop independence, and become empowered persons in the society. The state of Qatar is one of the leading countries which provides services for the disabled people. The disabled people shall engage in different sport facilities so that they can act precisely and efficiently in society.

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THE INFLUENCE OF THE EXPERIMENTAL OLYMPIC EDUCATION PROGRAMME ON THE MORAL DEVELOPMENT AND THE LEVEL OF KNOWLEDGE OF THE OLYMPIC GAMES AMONG THE STUDENTS OF JUNIOR SECONDARY SCHOOL

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1. Introduction

For years, educationalists have been intrigued by the dilemma of the possibility to measure the moral development of young people in order to shape a relatively stable social conduct in conformity with the universal socio-cultural moral value system. For young people moral values are a characteristic indicator not only of one's actions, but also a measure to interpret the actions of others. In particular, moral values are constantly confronted with other values, such as the economic, hedonistic and aesthetic ones. In times of very rapid changes, where there is a constant fight between the old theories and practices and the modern ones, the applied educational methods sometimes simply do not suit the requirements of the modern times. Sport seems to be one of the most effective means of the educational methods.

As Nowocień [2009, p.7] claims, "if during the process of child's early development sport is treated as a means to achieve the educational goals – we deal with the education through sport. The phenomenon consists of introducing the young

generation to the world of values, role models and cultural norms of sport. Nowadays, this attempted process takes the special place in the didactic and education system in schools. It concerns especially the Olympic education which includes the whole of the processes aiming at changing one's personality – personality of a student – using sport and the Olympism, appropriately to the development of an individual and to the ideals and educational goals of particular communities”.

The idea to use sport as an educational method has been known since the ancient times and used in the development of splendid cultures such as ancient China, Egypt or Greece. Moreover, the ideal of “*Kaloskagathos*” has been known and implemented as well, as Mozdzeń [1996, p.17] says – the ideal of an aristocratic education in ancient Athens. It comes from the Greek “*kalos*” which means a beautifully and harmonically built human, physically perfect and athletic Olympic athlete; and “*agathos*” which means good, describes an irreproachable human being in terms of intellect and ethics.

Moral development depends on the quality and quantity of social interaction, reinforced or weakened by cognitive stimulation gotten from parents, teachers and peers. Research on the moral development of a child the best ones are the ones described by Piaget [1977], Kohlberg [1976] and Hurlock [1985]. Piaget [1977 for: Bronikowski 2012, p.210] showed the moral development in the form of the consecutive research from anatomy (describing no moral notions), through heteronomy, which is the acknowledgement of the moral norms imposed from the outside (orders, prohibitions imposed by others), to autonomy, occurring through the process of the internalisation of principles, leading to acknowledgement of those principles as one's own. The understanding of the principles of moral conduct consists of four steps: to familiarise with the current laws in a given community, to shape one's own scale of values, to experience different situations and moral dilemmas and their aftermaths, to actively participate in the life of community with one's own hierarchy of moral values. The gradual learning of the current laws and principles was called by Piaget as “the moral maturing”.

“The growing role of sport in modern society influences the spread of the personal models of sportsmen into the consciousness of young people – students [...] Sport of children and adolescents is referred to as school sport; it constitutes a characteristic kind of the social phenomenon of modern sport” [Nowocień, 2001,

p. 28]. The upbringing is nothing else than the deliberate process which aims at preparing a young person for an independent, adult life. In this process we deal with the shaping of the emotional and volitional competences which manifest themselves in inter alia the relation of an individual and his/her current environment, following particular ideal and moral choices.

It should be remembered that if the upbringing is the preparation to the adult life then every child should gain such experience as early as possible. The preparation of adolescents to perform their duties is commonly recognised as a goal which should be a motivation for parents and teachers. The purpose of the upbringing is to prepare children for an independent life and to shape a citizen who will be well driven and able to set his/her own path. It is essential that teachers are aware of the fact that they deal with an exceptionally diversified group of individuals. People are diversified in terms of their mental and physical abilities, as well as emotional and social maturity. Every single student is an autonomous and unique individual who requires acceptance and understanding. It should be taken into consideration that children contribute to a team or a class with different views and attitudes, and, what is more, values, norms and customs shaped by the family, peers and mass media (radio, TV, Internet) which have an enormous impact on them.

The knowledge of effectively managing the educational actions is an indispensable skill, which should be in the portfolio of pedagogical and social skills of a modern teacher. It means to guide to inspire the initiative and the creativity in children and adolescents and is referred to as the motivating and creative guidance (Frank, 1980; Pietrasiński, 1979). It particularly consists in co-operation with students. Have confidence in how one treat others and treat him or her as a partner and person one can always rely on while performing a task together; and not as a "subordinates who can be manipulated" (Szefer-Timoszenko, 1983, p.92). Citing Wołoszyn [1996, p.1]: "it seems, that in the maze of the modern educational antinomies, in which the confused humanity exists, the Olympism may be considered to be a variant of the global education, which despite all the reservations and distortions, for one hundred years has been promoting and, on the whole, successfully realising the ideas of the global humanism and global humanistic upbringing. This manifests the farsightedness of the pedagogical thinking of Pierre Coubertin".

Żukowska and Żukowski [1992] have written about the necessity of Olympic education as an element of preparation of communities to the reception of the Olympic Games, but they also see a chance to use such education as an instrument to educate adolescents with opportunities for self-realisation and socialisation, partnership in educational interactions, deepen ethical reflection and stimulated need of self-improvement. The transfer of Olympic ethical values into the education systems becomes a chance to restore the due position of the sports and physical culture in the common culture. The biggest interest in the issues of the Olympism can be observed in the academic environment in the world and among the reformers of the modern system of education. The publications of Binder [2001, 2005, 2006], Bronikowski [1999], Naul [2007], Culpan [2010], Krawczyk [1999], Lipiec [2000, 2007], Lipoński [1998, 2000, 2010], Müller [1998], Wołoszyn [1990, 1996], Kruger [2007], Nowocien [2001], Parry [1998, 2006], Rychtecky [2010], Tokarski, Fischer [2010], Zintz [2010], and Żukowska, Żukowski [1992, 1995, 1997, 2000, 2001, 2002, 2003, 2004, 2010] could be classified as the especially interesting ones.

The experimental research carried by Nowocien [2001] among primary school students clearly showed that education through sport and the Olympism effectively increases the level of moral conduct of students. As a matter of fact, the results of domestic research [Bronikowski, 1998/99] and other research carried out in Canada [Gibbons, 1995] have reported success and the “Fair Play for Kids” is an excellent example of the capacity and effects of the implementation of the Olympic education programmes. It was introduced by Gibbons in 1995 in 18 Canadian schools. The aim of her experiment was to investigate the moral effect of a moral education programme which had been specially developed for the purpose of the research. The programme consisted of the following techniques: “the problem-solving running shoe”, “dialoguing” and “social role plays”. The experiment proved that the students in classes where the “Fair Play for Kids” programme had been conducted during physical education classes demonstrated higher scores of moral conduct than the rest of students from control classes.

This thesis attempts to assess the influence of the experimental programme of Olympic education on the moral conduct and the level of knowledge of the Olympism among the junior secondary school students. The research was conducted within the European project “Olympism and the integration on young people in the educa-

tion” no. 2010-1-PL 1-COM13-11564 1 within the programme Lifelong education – Comenius Regio Partner Projects. The aim of this project, in both its partner regions (Poland and Bulgaria), was to use Olympism for the social integration of the able-bodied youth and the physically and mentally disabled, as well as the improvement of the general health of the youth by the means of physical activity.

The thematic structure of this paper, in the part presenting theoretical reasons, is included in the chapter 1 – the Introduction. The empirical part in “The methodology of research” is discussed in 8 sections: Aims of the paper, Motives to carry out research, Research hypotheses, Research model - structure of variables, Choice of participants of the research, Choice of a measuring tool, Research organisation and measurement of variables, Research stages, Report on preliminary research.

2. Methodology of research

2.1 Aims of the paper

The verification of the hypothesis that the programme of Olympic education influences moral conduct and the level of knowledge of the Olympism among junior secondary school students.

The comparison of the results programme of the Olympic education and the programme of moral conduct carried on in 1997/98 in the special sports school in Poznań.

Determination of the effectiveness of programme of the Olympic education implemented once a week.

Level of knowledge among students about the Olympism (universal values which it entails) is as low as it is not possible that it play an important role in the shaping of students’ attitudes in the didactic and educational process of schools.

2.2 Motives to carry out research – the original input of the solution of the scientific problem.

Being conscious of the difficulty and complexity of the research process of the realisation of the pedagogical experiment of the Olympic education, I attempted to

collect data on the potential of using sport and the Olympism in the educational and didactic system of school as the centre of multidimensional development of students.

The following reasons served as an inspiration to carry on this research:

- Activity in the scope of the Olympic education in Poland has very often been one-off character, very often it is undertaken soon before the Olympic Games.
- Activities in scope on the Olympic education are accompanied by lack of precise planning and regularity.
- Limited scope of propagation of the Olympism is reflected by small interest in the Olympic idea among young people, and, after all, these are role models from the world of sport, especially the Olympic ones may favour the adoption of moral conduct norms by adolescents.
- The analysis of similar research [Gibbons 1995, Bronikowski 1997/98, Nowocień 2001], which shows the need of realisation of programmes of the Olympic education at schools.

2.3 Research hypotheses

The moral development is not a spontaneous aftermath of the participation in physical education classes in the traditional educational model (on the example of the control and experimental classes).

Appropriately developed programme of the Olympic education facilitates and complements the course of processes of moral maturing among students.

The programme of Olympic education leads to changes in moral conduct in the scope of the assessment of judgement and moral intentions among junior secondary school students.

The level of knowledge among students of the Olympism (universal values, which it entails) may play an important role in the shaping of students attitudes in the didactic and educational process of schools.

2.4 Research Model – structure of variables

In the case of this paper we deal with the single-factor experiment model (control, measure, manipulation with one major independent variable). We decided to use

the method (canon) of one difference in this experiment: one case with changes in the process of moral maturing and another case in which those differences do not undergo or undergo but less dynamically. The cases are of the same circumstances except one of the introduced programme of Olympic education is presented only in the experimental classes. In such a case, the factor which differs both cases is a reason and a result as well as an indispensable part of the reason of this phenomenon, indispensable to trigger some dynamic changes in the process of moral maturing, even in the case of the shaping process (in case of this paper – upbringing) we should rather talk about the phenomenon modelling, the so-called modelling of moral development [Zaczyński, 1967].

The following independent variables (controlled ones) were selected for the purposes of this experiment: intentional factor – changes in the consciousness and in the moral conduct under influence of the programme of the Olympic education, expressed by the changes in indicators concerning behaviour, motives and intentions of students referring to the solutions of particular model situations and conditions under which a given experiment undergoes; the programme of the Olympic education, exercises to be solved in the class system. The dependent variables are: changes in attitudes expressed by the change of behaviours, motives, intentions in 10 detailed conflict situations during physical education classes (judgement of the moral phenomena by the assessment of behaviour, motives and intentions expressed by students themselves), parallel with the change of the level of knowledge of the Olympic topics in the following matters: knowledge of the Olympic idea and of the modern phenomena connected to the Olympic Movement.

2.5 Choice of the participants of the research

The experimental programme was implemented to the randomly chosen 1st and 2nd year junior secondary school classes in Poznań. The results were compared with the answers of students of the parallel control classes. Moreover, there was a comparative analysis conducted between results of this paper and the results of research carried on in 1997/98 for the purposes of the Ph.D. thesis “Olympic education as an example of a moral upbringing programme”.

In a one-year Olympic education project there were 121 students, with 42 of

them in an experimental class, whereas the control group consists of 42 students. All the students participating in the project are the students of the junior secondary school: six 1st year classes and one 2nd year class of the junior secondary school.

2.6 Choice of measurement tool, research organisation and measurement of variables

The research carried out with a method of the pedagogical experiment used a diagnostic survey with the use of a research tool - questionnaire of the survey "My Physical Education Class" which was translated and adopted to the Polish conditions with the Gibbons' consent for the need of the Bronikowski's research [1998/99]. The survey consists of 10 moral dilemmas connected to the particular situations which may occur during sports classes. Every dilemma includes three questions, which are to determine the level of ability of moral assessment of pro-sport behaviour (question no. 1), to determine the motives for such assessment (question no 2), and the intentions in case of occurrence of such situations in life of a particular student (question no. 3). In the 1st and 3rd one point is awarded by the less morally mature answer and 3 points for the one indicating the highest moral maturity. In the 2nd question the point scale was from one to five.

"My Physical Education Class"

1. During playing and exercising in physical education classes do you wonder what to do when your colleague starts to argue with you?
 - a) Do you think it is alright to argue during physical education classes? (assessment of behaviour)
 - (1) It is alright
 - (2) It is alright, but only in particular cases
 - (3) It is not alright
 - b) What is the most important thing which you should think of, when you decide if it is good or bad to argue during the classes? (motives)
 - (1) If I would be punished or not
 - (2) If I want to settle the score with colleague(s)
 - (3) If it is pleasant for others or not
 - (4) If it is against law and rules

- (5) If it is fair or not
- c) If one of your colleagues argues with you in the future, what do you think you will do? (intentions)
 - (3) I will never argue with him
 - (2) I will argue, but only in particular cases
 - (1) I will argue

The amount of points awarded for each answer is provided in the parentheses.

Additionally, the level of knowledge of the Olympism was assessed on the basis of the questionnaire “Co wiem o Olimpizmie” [“What do I know about Olympism”], which was developed by the team of the European researchers (Talema R., Naul R., Nupponen, Rychtecky A., Vuolle P.) for the purpose of the project “Physical Fitness, Sporting Lifestyles and Olympic Ideals: Cross Cultural Studies on Youth Sport in Europe”. It was translated into Polish by a team of researchers from the University School of Physical Education in Poznań.

The analysis of the results will be conducted with the use of the statistics computational techniques (the arithmetic mean, the standard deviation, the Student’s test and the effect size test (differences comparison)). The results obtained after the calculation of the ES coefficient will serve to determine the statistical significance of the differences between the variables in both groups. Every variable in the survey “My Physical Education Class” will be analysed separately, as well as all the answers to the 1st question (connected to the assessment of the ability to make moral judgements) which will be summed and analyse jointly. The same technique will be applied to analyse the questions 2 and 3, determining the arithmetic mean and the standard deviation in each of the 10 dilemmas jointly.

2.7 Stages of research

During classes on Olympic education there were many methods used, including the stimulating methods which focused on the student, his/her needs and interests. The interactive teaching and learning methods as well as the stimulating techniques of an integration character were used. Those techniques developed

both team work as well as various problem solving exercises. The methods which were used, served to transfer the information, deepening reflections, stimulating of the creativity of the young people and help in the personal development. Before realisation of the experiment and in the course of it the help of a specialist dealing with the stimulating methods was used. The classes were based on the original curriculum of the Olympic education of Michał and Małgorzata Bronikowska – “Edukacja olimpijska dla gimnazjum”. Poradnik dla nauczycieli, Wydawnictwo eMPI2, 2010. [“Olympic education for the junior secondary schools”. Teachers’ guide, eMPI2, 2010].

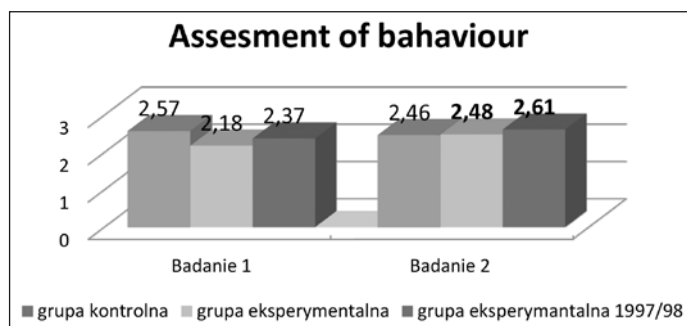
This programme used commonly known methods of educational influence such as: methods of personal influence (making suggestions, influence based on the personal example, examples of people associated with the Olympic Movement, popular Olympic athletes), methods of situational influence (awarding, punishing, instructing, or assigning various functions and social roles as in the case of the Olympic education, awarding fair-play behaviours, creating conflict situations leading to solution of moral dilemmas through looking for compromise and moral balance in the peer group), and methods of the managing educational environment (school fair-play code, the Olympic Games mascot contest).

The project was conducted over nine months of the school year, two semesters (2011-2012). The first lessons with Olympic education content were conducted in October 2011, and the programme was completed in June 2012. The experiment included one weekly lesson on the issues concerning morality, the Olympic Games (inter alia the history of the Olympics, the poetry on the beauty of the Olympic Games and sports ideas, Fair Play code) and the Paralympic Games.

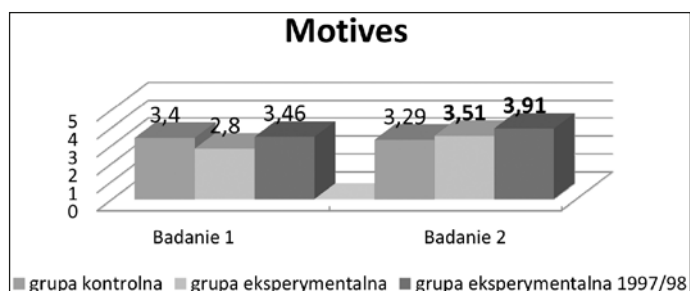
2.8 Report on preliminary research

The preliminary analysis of the results was performed with the use of statistical computational techniques (the average mean, the standard deviation). Analysis of the obtained results was carried out with reference to the control and experimental group. Moreover, the obtained results will be compared with the results of a similar programme realised in Poznań in 1997/98.

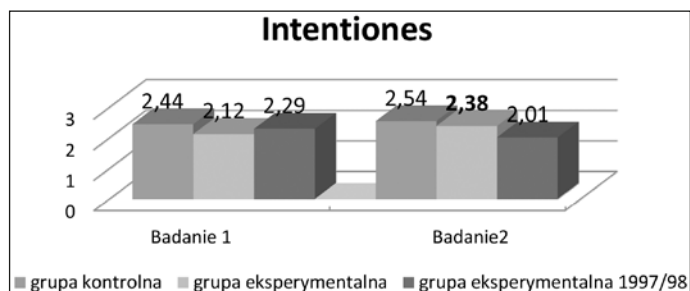
Graph 1. The graph presents the mean results for groups in 1st and 2nd period of examination of the "Assessment of behaviour" variable.



Graph 2. The graph presents the mean results for groups in 1st and 2nd period of examination of the "Motives" variable.



Graph 3. The graph presents the mean results for groups in 1st and 2nd period of examination of the "Intentions" variable.



There was an increase observed in the level of moral maturity of students participating in the programme of the Olympic Education.

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INFLUENCE OF EMOTIONAL STATE OF ATHLETES ON THEIR EFFECTIVENESS IN EXTREME CONDITIONS

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Sport offers an intense environment and extreme conditions, which are accompanied by a storm of emotional manifestations. Without such extremes, sport loses its basic essence- the opportunity for self-affirmation.

This circumstance is what determines the need for a more complete exploration of the emotional state as a phenomenon, and the study of it as a process. It also requires the development of objective methods for monitoring and establishing regularities of emotional processes to ensure coordination of actions on the organisation of adaptive behaviour that take place in the extreme conditions of sport.

The athlete's activities in extreme conditions require a clear definition of the semantic content of the concepts of "activity", "extreme conditions" and "interaction".

Studies of this issue are related to the establishment of the most general provisions which define the term "extreme conditions" as a phenomenon, and as a process of constituting a meaningful basis for the influence of the educational environment in the individual. This is due to the fact that the same environmental conditions may act as normal and extreme not only for different persons, but for one and the same person. For each athlete, the state determines the extreme boundaries of staying in the environment. This requires consideration of individual rules and adaption to the changing conditions of the educational environment. Over the last decade, in the assessment of the athlete's behaviour in extreme con-

ditions, attention has been paid to the creative part in these activities. In the theory of sport, more and more attention is now paid to extreme sports.

An important component that determines the activity of athletes in various conditions and in particular the special and extreme conditions of competitive activities is the emotional state of the athlete during such activities. The successful resolution of these issues is limited by the fact that there are currently no methods to measure with sufficient precision the indicators of emotional arousal. This affects lack of methodology of challenge. The introduction of measurement protocol and a definition of independent basic characteristics in the study of these composite components that determine the person's relationship with the environment is proposed. This work construct of semantic spaces to represent ordered relations of the investigated factors and finding regularities for connection.

The resolution of this issue will allow the use of the method of mathematical modeling in research into the behaviour of athletes in extreme situations and in general, through the course of adaptive behaviour. Thus, for the consideration of the role of the emotional state in the organisation of behaviour in extreme conditions it is necessary to: determine the content of the concept of extremity; to introduce a measure of quantity and quality of expression and ways of constructing semantic spaces in the investigation of the processes of adaptation to extreme stress and emotional component in the search for the decision; to develop approaches for modeling of mental activity as a means of increasing the reliability of the overall structure of the athlete's activity.

Emotions are the controlling factor of behaviour and occur in all cases when there is insufficient solubility of the situation. However, in the classification of emotional states, there are only the descriptive forms of such definitions as stress, effect, and diminished responsibility. This lack of clarity complicates the research question of mental phenomena. In the study of emotional states and mental activity, as integral components of mental activity, it is necessary to turn to its material carrier, which is the basis of the morpho-functional neuro-adaptive control system of the organisation of human behaviour.

The neurohumoral mechanism of their work provides at the control function of two components, which are to regulate the flow level of intensity of ongoing activities and the choice of quality orientation of its ongoing activities.

In terms of the physiological assessment of this process, the concept of “reflex of readiness” is used, which belongs to the category of non-specific reactions and provides a general energy state of the ongoing process. Figurative representation of its manifestation reflects the “ebb and flow” of the available potential of energy. At the core it serves as a regulatory function of self-organising management process which are well-defined patterns with a mathematical description. Their nature is determined by the principle of least action in choosing the best control options. This fact allows us to introduce objective control over the flow of regulation of “reflex of readiness” for any most available to control the physiological response of the body that reflects the flow of non-specific response of the body. In this case, the objective control will be carried out through such characteristics as the amount of activity of emotional “ebb and flow” and its inertia. The most effective control over the flow of this process affects pulse dynamics and mean arterial pressure, heart rate, and tension of muscle tone.

The second component, which reflects of emotional flow of the process is the regulation of “reflex of accompaniment” or choice reaction. This component is quite widely considered in the organisation of behaviour and physiology in the psychology of motivation and performance. The nature of this process is the emotional component in the organisation of the reaction “achievement-avoidance”, which is the logical entity that is responsible for making the choice “yes”, “no”, “or”. In this case, “or” is characterised as a reaction to fade, as the choice of adaptive behaviour with the direction of achieving or avoiding at this point has the same preference. This state and the mechanism of its origin is grounded deeply in algorithmic measurement theory.

Changing the orientation of behaviour of the “avoidance-achievement” is characterised by speed of possible change in its direction and amplitude of expression. Physiologically, this process takes the form of ideomotor reactions. At present modern computer technology and with the necessary mathematical support it can be recorded in real time. The physical nature of its manifestation is characterised by changes in the frequency-amplitude oscillatory processes, a mathematical tool which has fairly deep theoretical validity. Consequently, the second component of the emotional flow of the process is the possibility of objective control carried out in real time.

The reaction of choice and the emotional component of its organisation is fully related to the flow of mental activity of the individual in the organisation of adaptive behaviour. The intellectual component of mental activity determines the range and nature of the possible reactions of the selection or the solubility of the situation.

The reflex of accompaniment requires the presentation of possible variants of behaviour as of the strength and orientation of the flow of time, which is associated with the process of thinking through the imagination.

The final selection of the most appropriate form of adaptive behaviour is continuously observing the effect of evaluation on a “yes-or-no”, associated with the process of excitation and inhibition in accordance with the intended success or failure of selected behaviours. How exactly this evaluation process measures compliance with the permissible tolerance of the chosen course of the response, determines the process of creative thinking. A measure of “congruity” of selected behaviour determines the effectiveness of its compliance with the creative activity of the individual.

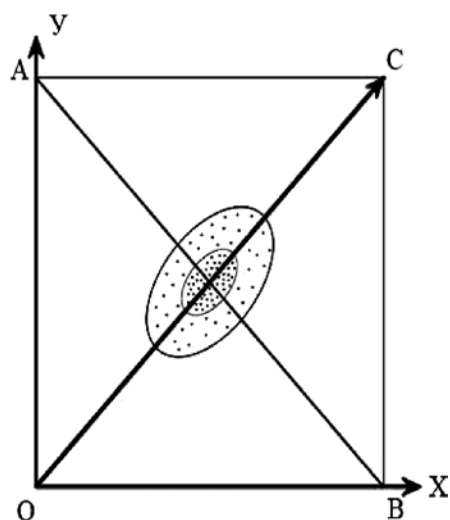
According to the method developed by the department of computer science and biomechanics of the Kharkov Academy of Physical Culture, this process is as follows: Based on the classical tests, questionnaires to determine the level of creativity, taken from the practicum on the psychology of management and professional activities edited by Nikiforov, were developed as the computer games, which reflect the complexity of the task on the scale of the activities available in the selected direction. The subject researched takes into account the variability of choice to solve this problem. On the basis of two independent characteristics- the scale of the task and variability of its solutions - a semantic space is built.

This space allows the individual to set the allowable complexity of the assignment, the rate of its solutions, and the individual tendency in the selection of the preferred solutions. One and the same task on the growth of the number of errors to the volume of this action and the duration of the assignment is estimated as a measure of fatigue.

If data is obtained with the introduction of the time coordinate present in the generalised space and distribute the semantic field in order to measure changes controlled by years of development, then observed pattern of manifestation of

one's age, that can set the rate formation of the available level of manifestation of creativity and the nature of the preferred choice of solutions for the task.

Fig 1. The space of assessment of creativity

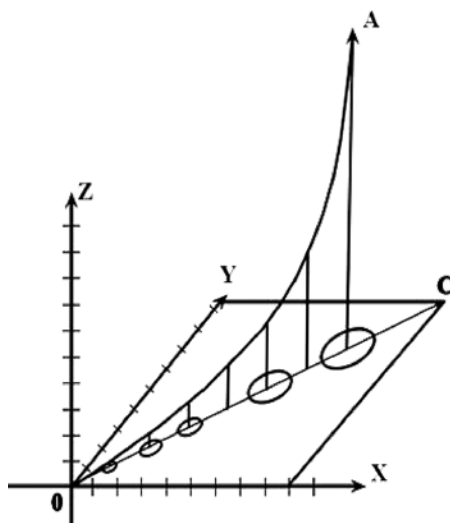


Y axis- the scale of the job
X axis- scale variability solutions jobs
Diagonal AB –scale qualitative characteristics of creativity, point A - the ability to see the total in a different point B-the ability to see different in general.

OC – level of creativity.

Ellipse of dispersion characteristic features creative abilities of people of the same age.

Fig. 2. Dynamics of changes in the age of creative abilities



X axis- variability solutions
Y axis- the complexity of the task
Axis Z -the age of the subjects
OS - a level of creativity
OA- the age level of creativity

Studies on the role of emotional regulation are inseparable from the need to consider the issue of activities in general, the equity in its organisation of motor activity, mental activity and functional maintenance of the course. Only in a holistic complex representation of this interactions, are manifested the fullness of the content of emotional regulation, and only a holistic view of the complex interactions are manifested the fullness of the content of emotional regulation of proceeding process of activities.

For each individual there is a range of manifestations of these reactions, but it is an inborn predisposition and the characteristic shape of the flow determines the extent of conformity of the individual to the particular environment of the stay. Because the environment is a “taking” suitability factor, the special training sessions can only increase the level of preparedness on the basis of the natural propensity of the age and level of development of this predisposition. These components have objective methods of control due to the presence of talent of the individual evaluation of orientation, the presence of constructing the individual optimal learning algorithms and methods for evaluating of the current functional condition.

In the process of solving this problem, we developed a method where any multicomponent object is represented as a combination of their interdependent relationships. When an aggregate of objects being compared is selected as one of the options, then this is taken as the conditional mean that performs the role of a conditional zero or contingent start. All other objects are compared with the corresponding components that generate their structure. These achieve an exception sized unit. Any deviation from the chosen “standard” or from the conditional beginning is expressed in unit fractions or in percentage. Admissibility of performing such actions has deep mathematical justification and provides widespread practical use.

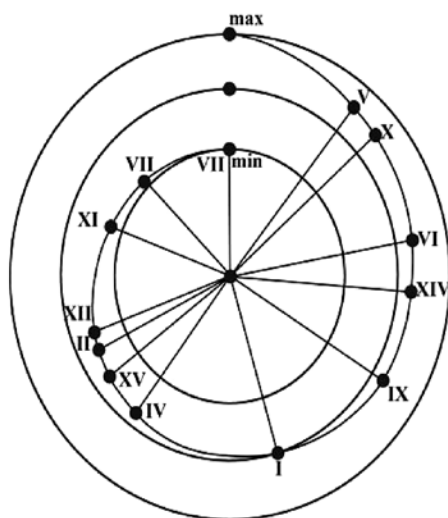
When comparing the “standard” and the specific characteristics of the individual, and not their absolute values, the share ratio of the comparable performance to the value of this characteristic in the “standard”. The essential feature of such a representation of the observed material of comparison considers that the physical similarity of the structural organisation and the possible variation of the constituent components ensure the viability of the changed nature of the whole system. Absolute values for each variation may also vary equally and simultaneously,

within certain limits; then it is possible to observe geometric similarity corresponding structural organisation.

Every hyper deviation of any components of an integrated system in their inter-related relationship causes the corresponding hypo rejection of a number of other components. Based on the principle of redistribution of the life-supporting capacity of interrelated relationships connected among their structures, they manifests themselves in a geometric progression, was used by the polar coordinate system, where the relationship is expressed in a logarithmic spiral.

This method of construction of the comparative characteristics allows one to increase or decrease the number of matched components while obtaining quantitative and qualitative evaluation of the structure of the compared objects of study. In addition, this method allows us to assess the extent of resistance to extreme conditions, such as in the qualitative composition of incoming components of the environment and the strength of their manifestation.

Fig. 3. Polar diagram representation of qualitative and quantitative characteristics of the structure of the observed object.



Average circumference- boundary values of the observed manifestations of standard components.

The inner circle- the border of the smallest component of the observed symptoms of hypo.

I, II, III... XV -the observed components in the structural organisation of the observed object.

Logarithmic spiral-a viable line of tension prevailing structural organisation of the observed object.

The more range of deviations from the standard components that ensure their viable equilibrium interaction and less curvature in the coil of the logarithmic

spiral, the greater the intensity of the balanced viable relationship. Whatever the number of components determining the intensity of the equilibrium state, in all cases, their combination is divided into two categories mutually antithetical action that creates a dichotomous tension scale or condition that is determined by the reflex of readiness.

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A PROSPECTIVE STUDY TO DETERMINE THE EXTENT OF AWARENESS OF SCHOOLCHILDREN IN REGARDS TO THE OLYMPIC MOVEMENT AND TO DETERMINE THEIR NEEDS FOR FUTURE STUDY

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Introduction

The Olympic concept is a philosophy of life aiming to strengthen and refine physical and mental qualities, in balanced proportions and in a normal pattern, namely what we precise by blending sport with culture and education. In this framework, the Olympic concept seeks to create a theme of life through which the muscular pleasure and the educational ideal values come in parallel and in respect to the ethical principles in the different domains.

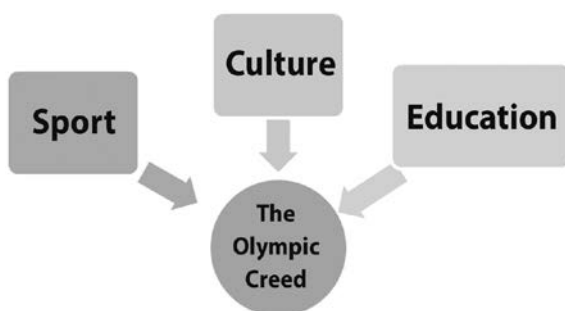
Since the responsibilities of upbringing the youth rest on several sides starting with, family, school, teacher, club ...etc., nevertheless that did not happen. Generally, the school continues to focus on the mental side, the family is still unconscious of the importance of developing cultural awareness among their children. School physical education should not be limited only to the body or health but should contribute in the largest share in the full development of young people's harmony.

Assuming that the Olympic Movement is a movement whose primary objective is the application of the Olympic principles and that it emerges from the Olympic doctrine aimed at exploiting sport everywhere in the sake of human service and its

harmonious development to build a human society that respects human dignity, maintains word peace, contributes in building a peaceful and better world, educates young people and encourages them to exercise and to acquire a culture of non-discrimination regardless of sex, race, religion, sect, belief, thought and interaction in a spirit that reflects the meaning of honest sports competition, friendship, solidarity and peace. The school considered as been a teaching institution and the first field to insert the Olympic ideals and principles among young people since an early age. There are many terms that fall under the term of Olympics which describes the concept of the Olympic Movement and terminology among them.

I: The Olympic Creed

The Olympic Movement emerges from the Olympic creed. It is a philosophy of life advocated to improve the properties of mind, body and the human will and to integrate them into a balanced unit through sport, education and culture. The Olympic creed seeks to create a way of life based on satisfaction in exerting efforts to raise educational and ethical values.



It may be clear from this system that culture represents a significant part in the development of the Olympic creed, for that what is meant by cultural sport awareness and its importance in promulgating the Olympic Movement

concept at the level of the schools' children has to be underlined.

II: What is Sports Awareness

In general, the cultural awareness plays a major role in a person's life and a special one in the cultural sport awareness, but this is not so obvious to many persons,

since they do not consider it as the basics of life. The fact is that a person's life is influenced by his culture and consciousness, and the more he is cultured and conscious the more his life is finest and better. It is not an entertainment or luxury; both culture and consciousness have a great impact on life. The low cultural level offsets the decline and degradation of public life on the level of personal life and in various fields.

Since the sports culture is a specialised intellectual culture in the sports domain that does not reach its functional range unless applied on other specialised cultures such as: health, political, technical, social education and other... All of them together form the general culture necessary to build the sports cultural personality.

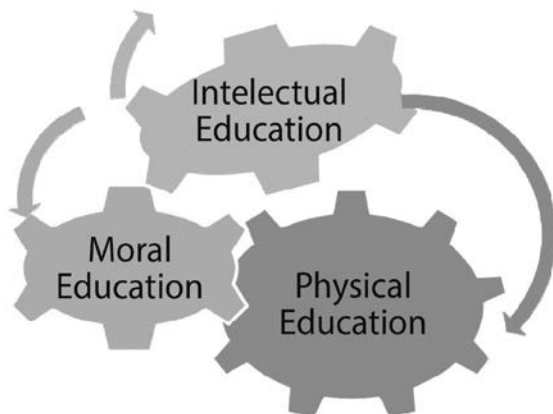
III: The importance of sports cultural awareness

Since the Renaissance scholars educators spent continuous efforts appealing to practice physical exercises as an important means to develop a perfect human. They reinstalled the physical education system which existed in ancient Athens and placed further actions aimed to promote physical exercising. They researched and studied positively movement methods and worked vigorously so that the student's bodies will undergo overall development from cultural, sport, moral, psychological and social aspects.

Sports became an important educational activity that cannot be ignored, and in the process of the reform and the enlightenment movements, the practice of research and exploration in the field of education established more proof on the importance of physical exercises. The persons representing the reform and enlightenment movements appealed that physical education should be part of the education. In the same time others confirmed that the education at the school level is divided into three parts:

Underlining that the physical education is the basis of all education branches, putting it as an independent part that cannot be overlooked in school education. As per the intellectual education which is associated with the culture that represents one of the important pillars for the development of physical education and sports

programmes it is also an expression of the cultural and civilizational features of the pupil to learn before exercising.



The role of physical culture cannot be regarded as a marginal role, especially among young people, where it is an important requirement for them. The physical culture contributes in achieving the goal of sustainable education for a student to maintain his development in a comprehensive and balanced way. Based

on that, there is a need to identify the level of physical culture of the Egyptian pupil due to its effect of improved lengthier and deeper life chances through its role in addressing many of the era problems such as:

- 1 - Low fitness level
- 2 - National deviations
- 3 - Psychological stresses

in their turn they affect the quality of educational, physical, moral and the health outcomes and also discipline of the schoolchild.

IV: Objectives of the Olympic Movement

The Olympic Movement is the overall various activities aimed at:

- Development of sport and its competitions by National Olympic Committees and the Worldwide International bodies
- Cooperate with world organisations, official and non-governmental bodies and mobilisation of sport at the service of humanity
- Assist in the development of sports for all programmes
- Involve women in various levels of equality between women and men

- Oppose all forms of sports exploitation
- Combat Drugs
- Disseminate the principles of sports ethics
- Create environmental problems awareness
- Educational and financial support of the sports bodies in developing countries through Olympic solidarity committees
- Work on the growth and continuation of the Olympic Games.

In order that the schoolchild recognises such information and the objectives of the Olympic Movement, schoolchildren must be aware of the meaning of the Olympic Movement and must have adequate information so that they can be sufficiently aware of the goals of the Olympic Movement that will implant in them the fundamental principles and values that will grow with them at all stages of their lives and will help them to acquire such principles, such ethical, cultural, sports and other values.

V: The relationship between the goals of the Olympic Movement and the dissemination of culture

The Olympic Movement was launched one hundred years ago through a campaign aiming to find a common worldwide denominator assembling the peoples of the world through insuring that the role of sport, literature and art to reflect the different cultures of the world through the Olympic concept.

The Olympic concept is a subjective behaviour of life philosophy grouping sublime principles based on self-esteem and respect for others where sports, arts and culture are the link under this cultural and educational model in accordance with these principles and this is in conjunction with the principles of the Olympic Movement.

The Olympic Movement contributes to highlight the people's cultures as a common language between them. Certainly the Movement plays a major role in highlighting the different cultures and this is what we see in the opening and closing ceremonies and what we see in youth camps attests that.

Despite of the importance of the Olympics concept and the spreading of this term not only at the national level but also at the global level and between all coun-

tries in addition to the availability of Olympic committees in each country, Egypt is one of them, despite all of that, this culture is not widespread in schools or among schoolchildren in different grades. Schoolchildren are unaware of what is meant by the term of Olympic Movement, its concept, objectives or any information on the Olympics no matter how simple they are, or of its importance and benefit.

There is a modern American study that was conducted by researchers from the University of New Mexico, and published in the journal "Lancet" specialised in natural science. The results of this study indicated the opposite results of previous studies on the same subject which causes obesity in grade 9 to 12 years old. This study confirmed that the causes of obesity arise from the lack of practicing sports activities and from food consumption. In light of the results of this study, it found that the practice of sports at this stage is considered to be the first healthy step to reduce obesity as a global health problem that impacts both boys and girls within this age stage.

Based on the previous review, the researcher decided to prepare a questionnaire containing several direct questions to identify the extent of cultural awareness among schoolchildren. The questionnaires have been distributed in eight (8) schools based in Alexandria and Cairo (Horus Preparatory School, Eastern District, Alexandria – Aly Ibn Abytaleb Girl School, Montazah District, Alexandria – Aly Ibn Abytaleb Boys School, Central District, Alexandria – El Shatby Girls School, Central District, Alexandria) and (Misr El Gedida Girl School, Cairo – Al Zamalek Girls School West District, Cairo – Al Shahid Mohamed Hassan Boys School, Central District, Cairo – Omar Ebn El Khatab Preparatory School, Eastern District, Cairo) these two Governorates were selected due to their high population density so that the sample be similar to the original community.

The study sample included (370) preparatory schoolchildren from both sexes due to the specific properties of this age phase that will be clarified. The researcher chose this stage for the following reasons:

1. This is the stage where the student can understand difficult terms (such as the Olympics, Olympic solidarity, Olympic programme...) and other terms
2. This stage has rapid growth in mental capacities
3. It is the phase which precedes the secondary (high school), so they possess a high intellectual culture before joining the secondary stage and therefore

this phase was selected to identify the extent of cultural awareness with the concept of the Olympic Movement in order to recognise the cultural information that they possess and try to identify the information that they want to acquire (the Olympics). In addition to that to list a number of suggestions and recommendations that may contribute to the dissemination of Olympic cultural awareness within schools and to increase their cultural awareness as well as to clarify the important Olympic activities and follow-up to the Olympics and their importance and significance.

Characteristics of the (12-14) year old section:

In this stage the child acquires the ability to differentiate, his capacities are more mature, he is mentally developed, wishes to break away from the family, is more connected to his colleague at school than to his home, has the ability to take a decision and assume responsibility.

Educational requirements for Teens:

- Work on investing adolescent energy in various activities.
- Never force the adolescent to take a decision-making.
- Encourage the desire for achievement and help him to learn from all sources.
- Increase his awareness in social education in the family, school and community and areas of activity.
- Increase his awareness in teaching values and behavioural standards.
- Leave adolescents to choose his friends under the guidance for good choices.
- Respect for the adolescent tendency and desire for freedom and independence without neglecting care and guidance.
- Increase the acceptance of social responsibility and create opportunity for practice until the adolescent feels the citizenship, social status and self-confidence.
- Development trend of maturity and responsibility.
- Increase the teenager's awareness with religious teachings, moral values and social norms.

The Questionnaire distributed to the Schoolchildren:

	Inquiry	I know	To some Extend	Don't Know	Remarks
1	Do you know what is meant by the Olympic Movement?				
2	Did any of your school teachers provide you with any information about the Olympics?				
3	Do you know why the Olympics were named like so?				
4	Do you know when the Olympics are held?				
5	Do you know where they are held?				
6	Do you know when and where the first Olympics were held?				
7	Do you know who is the founder of the Olympic Movement?				
8	Do you know what is the Olympics culture?				
9	Do you know what are the Olympics values?				
10	Do you know what are the games played at the Olympics?				
11	Do you know that there is Summer Olympic Games and Winter Olympic Games?				
12	Do you know that there is a Paralympics for individuals with special needs?				
13	Do you know what is the motto of the Olympics?				
14	If you know what is the motto of the Olympics, do you know what it means?				
15	Do you know that Egypt participated in 2012 Olympics?				
16	Have you ever watched the opening of the Olympics?				
17	Do you know what is the Olympic Programme?				
18	Did you know that in your country there is an Olympic International Committee?				
19	Do you know what are the Olympic Committee functions?				
20	Do you know what are the games played at the Olympics?				

	Inquiry	I know	To some Extend	Don't Know	Remarks
What are the main needs that you want to know about the Olympics?					
1	I want to know what does the term Olympic mean				
2	What is the history of the Olympics?				
3	What is the Olympic Programme?				
4	What are the functions of the Egyptian Olympic Committee?				
5	What Are the Summer and Winter Olympic Games?				
6	What are the Games for individuals with special needs?				
7	What are the rules involved in Olympic participation?				
8	Availability of Olympic Games Handout brochure				

After reviewing completed questionnaires distributed to 8 schools in Alexandria and Cairo governorates, the results showed in general a low cultural level of schoolchildren in regards to the concept of the Olympic Movement. In result, a number of proposals have to be elaborated in order to contribute to the spread of cultural awareness in schools.

Recommendations and suggestions for Olympic cultural awareness in schools:

1. Sports education has to be one of the practical and theoretical materials at various educational stages to include the history and principles of the Olympic Movement and its values. The content should be elaborated in an interesting and funny educational way.
2. Create coordination among Physical Education Faculties, Sports Federations and schools to organise festivals, symposia and workshops to spread the Olympic culture.

3. To fix a yearly day to be called the (Olympic day) where all provincial schools meet and practice various sports activities.
4. Publish any updates regarding the Olympic Movement in Egypt and in the world in the school wall boards.
5. Organise competitions among students for science research papers on various topics concerning the Olympic Movement.
6. Support the Sport Model through organising meetings between young generations with the Olympic Champions in various sports activities.
7. Create a Joint Committee with the Ministry of Education grouping competent staff and experts in the Olympic matter in order to elaborate conceptualizations and programmes aimed at the preparation of documents and references to review the history of the Olympic Movement and to highlight its high values and principles.
8. Elaborate sports activities for students with special needs.

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FAIR PLAY – FAIR LIFE. BETWEEN THEORY AND PRACTICE

Krystian MICHALAK (POL)

The activity, the prevailing attitude incessantly exhorts the necessity of pushing the own body and psyche towards one's optimal development. Over a long period of time a human being learns an innumerable number of behaviours which are representative of actions. Knowledge is determined by the theoretical and practical experience and it shapes our attitude towards the surrounding world. It appears in various aspects of our life such as for example: meetings with friends, family life, school or work and community in which we relate to each other. The fact of being conscious of certain behaviours is not unequivocal due to the common usage of them. We make choices constantly. Every day we make thousands of decisions which are more or less significant. These decisions enter our names on the pages of history of human culture. While looking at life from this perspective, the questions arise: How should we live? Who should we be? History shows that the humankind has been searching for such answers since the beginning of time.

Relating to the heritage of ancient Greece, the cradle of European civilization, we can see a great sense of the ideal direction of human development which is defined as *paideia* (*gr. pais* – boy, child), meaning the holistic shaping of a man according to the ideal created in Greek aristocracy circles. One of the directions of this trend is *kalokagathia* (*gr. kalós kai agathós* – good and beautiful) – the reflection of harmonic combination in one man of beauty and good, noble virtues of

the body and soul. For ancient Greeks this was the path leading to perfection. The Ancient Olympic Games became the manifestation of remarkable significance of noble and ethical conduct, unity of mind and body. The competitions organised were called "The Olympic Games" and were the crowning achievement of the four year period of preparation. The philosophy which came into being in ancient Greece gathers nature and humankind's aspiration to perfection and inspires to such reflection ever since. It inspired Baron Pierre de Coubertin's thinking and action' a man whose vision and political skills ultimately led to the rebirth of The Olympic Games and The Olympic Movement.

The current shape of values promoted by International Olympic Committee fully reflects the content included in The Olympic Charter. Among the fundamental principles of Olympism it is worth remarking that: "Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles"¹. The aim which goes with this beautiful idea is: "The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity"².

There is no doubt that sport, including physical education is "the golden mean" for shaping valuable attitudes in education. It is the natural way of getting to know oneself and our environment. The exploitation of movement as a didactic means in which children and teenagers take active part internalises the great principles of Olympism. For this reason, they personally become discoverers of truths and existing relations in the contemporary world.

The restatement of moral values, commonly regarded as right and worthy of obedience, very clearly acquires specific nomenclature, various ways of perceiving and expressing them by human thought, word and action. By exploring the

1. Olympic Charter, Fundamental Principles of Olympism article 1, http://www.olympic.org/Documents/olympic_charter_en.pdf, p. 10.

2. Olympic Charter, Fundamental Principles of Olympism article 2, http://www.olympic.org/Documents/olympic_charter_en.pdf, p. 10.

history of humankind, we can spot a peculiar metamorphosis of ethics (*gr. ethos* – a habit) concerning the creation of cognitive systems, from which moral rules can be extracted. For example the Middle Ages left us, as its heritage, the image of chivalric code and the ideal of the courtier. One of the manifestations of such behaviour in society is certainly *Savoir-Vivre* (*fr. Savoir* - “to know”, *vivre* - “to live”; “the knowledge of life”) the restatement of good manners, which even today can be put to various uses. Another meaningful way to interpret correct demeanour and proper behaviour is being a gentleman, which was endorsed by English public schools in the 19th century. All those mentioned examples of expression of moral philosophy are inspired by the noble and honest thought of humans about themselves as well as the society in which they live and function.

The idea of fair play emerges from this thought. Taking into consideration the diverse origin of this notion in European culture, it is worth pointing out, that the understanding of its concept has changed as well. “The opposite expression of ‘foul play’ can be found in sources from as early as 1467 (Muller). Moreover, the term ‘fair play’ is present in the works of J. Balmfort from 1593 and W. Liponski (1996) as the latest discovery names the birthplace of the notion ‘fair play’ as not on British Isles, but in the culture of British Celts. It was not, however, associated with sport competitions but rather with fighting. Translation of Celtic ‘fir fer’ to English ‘fair play’ has been attributed to Shakespeare in his play *King John* (...)”³. The fact remains that the modern context of fair play has been moved from battlefields to playgrounds, still leaving humanism as the centre of its meaning. As Czechowski (2011) writes, fair play: “Is usually associated with sport, specifically with competition”. This statement has been confirmed by Nowocien (2011), who examined this phenomenon using the International Questionnaire titled “Fair play – Fair Clean Game”, concerning various situations in the context of sport disciplines.

Currently the importance of fair play can be backed up by many organisations that widely preach its values. Among them, the Pierre de Coubertin International Fair Play Committee with the association of UNESCO was established in 1963 in Paris. Similarly, the Sport Manifesto (1968) of Conseil International de Education et Sport – International Council of Sport Science and Physical Education (CIEPS-

3. Czechowski M., Dąbrowska A.: “Fair play w sporcie i życiu młodzieży”, p. 6, Warsaw 2011.

ICSSPE) provides another definition: "The spirit of Sport is the identity of fair play, meaning the loyal respect of both written and unwritten rules. It requires a generous attitude from the opponent, and from the referee, absolute discipline. It assumes serene behaviour in the situation of winning as well as defeat. It is a fundamental right in sport and gives it a chivalrous character". This definition fits permanently into the image of modern sport, both competitive and amateur.

The multilayered meaning of fair play that concerns the sole human being, expressions towards oneself and society, as a whole, in which emerges a network of inter-human relations can help to certify that the concept of fair play concerns not only sport events in which we take part, but above else, our everyday life.

Aims and methods of preliminary research

Coherent dialogue between generations and especially between the "student" and the "teacher" is extremely essential in creating the "better tomorrow". Even the wisest words and utopian concepts can be deemed useless if not "heard" or if their meaning is "deformed" by the recipient. Therefore the aim of this research is to get to know the opinions of 3rd class junior high students (16 years-old) about their behaviour in the context of life situations with a focus on their understanding of the fair play attitude. The study was carried out between April and May 2013. Because of a variety of subjects taught to the research group, the influence that Olympic education class had on them was also examined, with special emphasis on shaping a fair play attitude. To fully present the current situation, the following supporting questions were put forward: To what degree do the ideas of Olympic demeanour through competition and sport events influence your everyday life? Is the concept of fair play in sport also present in everyday life? Does the student have a fair play attitude only while being a player or also in the face of other, non-sport related situations?

In the research the method of diagnostic poll was used as a form of a specially assembled survey: "Survey concerning junior high students' opinion in the spectrum of their behaviour in a context of everyday situations". Questions in the first part of the survey regarded situations possible to happen in everyday life with

involvement of surveyed junior high students. Students' attitudes concerning fair play values were examined in the scope of five components: me in the face of myself, family values, education, friends, society.

1. *Me in the face of myself.* Junior high students express their opinions about situations regarding: their physical activity, assertiveness towards addictions, caring about what meal they eat, ability to manage their time, level of internal motivation needed to take actions and development.
2. *Family values.* Participants were put into child-parent situations, regarding especially: mutual respect and trust, ability to take the initiative and responsibility for given tasks and duties.
3. *Education.* Junior high students project their attitude towards the school duty. There are statements about regularity of work, independence and commitment to acquiring knowledge in the questionnaire.
4. *Friends.* Respondents expressing their attitude toward peer groups, particularly Fair Play in the context of tolerance and the value of the word, welfare, and informed assessment of the situation.
5. *Society.* In this part, statements presented in the questionnaire regard: equality of all people, respect for the elderly and people with disabilities, social utilitarianism, ways of communication with one another and respect towards public and private property.

Among five possible answers, students could pick one that most accurately expressed their attitude to the given situation. Answers were divided into 5 categories: 1- I definitely do not agree, 2- I do not agree, 3- I don't have an opinion, 4- I agree, and 5- I definitely agree. To express their opinion, respondents had to circle one of the mentioned categories. In case of situations showing positive behaviour, value of each possible answer (used for calculations) was corresponding to the one that was assigned in the questionnaire. In case of situations showing negative behaviour, value of each possible answer (used for calculations) was inverted: 1=5, 2=4, 3=3, 4=2, 5=1. By summing up all points obtained by each student an individual number concerning components of fair play attitude, was worked out for every student. Then by counting individual average or each subgroup, rates of components were worked out. Fair Play and I, Fair Play in a Family, Fair Play and

Education, Fair Play towards Friends, and Fair Play in Society. The rating of each component has the maximum of 25 points. On the next stage of the research the values of individual components in the scope of set subgroups were summed up and described as Fair Life indicator. The maximum score is 125 points.

To complete the second part of the research, students were asked to answer the following questions: What is Fair Play to You? Who is for you a role model of the Fair Play attitude? Do you think that you act according to the rules of Fair Play? The aim of these open questions was to get to know the opinions of the participants about the Fair Play attitude.

Research group

One hundred and twenty students of junior high schools of Poznan participated in an anonymous survey. The survey was given during classes in classrooms. All students were informed of how to fill the questionnaire in the same manner and had thirty minutes of time to do it. The questionnaires that were incomplete were excluded. The remaining number of ninety research participants were divided into three subgroups: 1- Participants who attended classes on Olympic education (class Olympic education "OE" – 30 students), 2- Participants who were actively training (class Sport "S" – 30 students), 3- Neutral participants, who did not attend classes on Olympic education, nor actively trained (class Neutral "N" – 30 students).

Fair Play in the eyes of junior high students, their minds, words... actions? (preliminary results)

In the life of every person other people play a vital role as do places and circumstances in which we meet them. It does not always happen "on the playing field". Also, we are not always "players". On the contrary it often happens that with age and increasing duties we lose this "player" within us. Because of this fact, the analysed phenomenon of Fair Play is shown using made up rates.

The rate of Fair Play, which is shown on the chart number 1, among individual

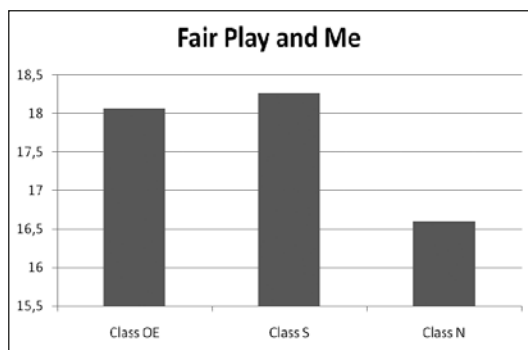


Chart 1. The “Fair Play and Me” rate in the eyes of surveyed junior high students.

groups shows the effectiveness of shaping the Fair Play attitude to oneself through Olympic education classes (class OE – 18.07 pts.) and sport education (class S -18.27 pts). The lack of these factors (class N – 16.6 pts.) can be the cause of diminishing harmonious development of a student.

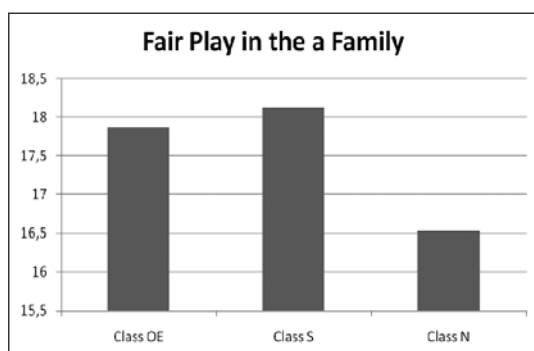
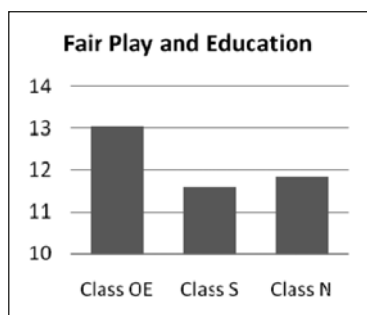


Chart 2. The “Fair Play in a Family” as understood by surveyed junior high students.

The rate of having the Fair Play attitude by respondents in family related situations is shown by the chart number two “Fair Play in a Family”, which presents following: class S – 18.13 pts., class OE – 17,87 pts., class N – 16.53 pts.



The lowest values of Fair Play attitude rates were recorded in the education component: class OE – 13.03 pts., class N – 11.83 pts., class S – 11.57 pts. of “Fair Play and Educa-

Chart 3. The “Fair Play and Education” rate in the opinion of surveyed junior high students.

tion” rate (Chart 3.). Presented data confirm the substantial influence of Olympic education classes on student’s attitude towards self education.

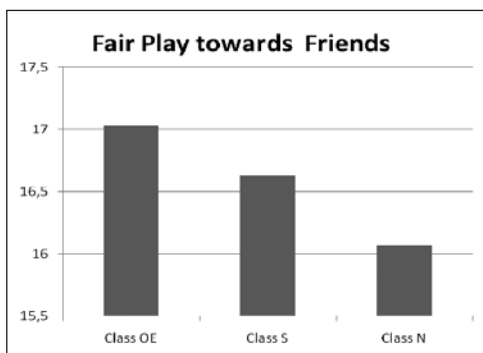


Chart 4. The “Fair Play towards Friends” rate in the opinion of surveyed junior high students.

The most profound manifestation of the Fair Play attitude in said group of peers occurs among those junior high students who attended the Olympic education classes. The “Fair Play Towards Friends” (Chart 4) rate, presents the following values: class EO – 17.03 pts., class S – 16.64 pts., class N – 16.07 pts.



Chart 5. The “Fair Play in the Society” rate in the opinion of surveyed junior high students.

The “Fair Play in the Society” (Chart 5) rate presents the highest values in all sub-groups: class S – 19.5 pts., class OE – 19.17 pts., class N – 19.17 pts.

By summing up each and every value rates in surveyed subgroups, the universal indicator of “Fair Life” was obtained. It shows a practicality of the Fair Play

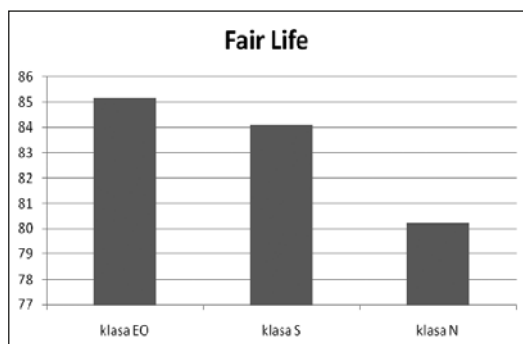


Chart 6. The “Fair Life” indicator in the opinion of surveyed junior high students.

attitude according to opinions of junior high school students in the scope of five fields of their lives. The values of the “Fair Life” indicator present following: class OE – 85.17 pts., class S-84.1 pts., class N – 80.2 pts. (Chart 6).

In open questions present in the second part of the survey, respondents’ descriptions of Fair Play mainly pertain to: honesty and equality before the rules and regulations in sport related situations, “exemplary life demeanour” as well as mutual respect and tolerance. Respondents pointed out an example of a person that lives according to the rules of Fair Play. In 72 cases, the respondents did not have any opinion, 14 times they mentioned sportsmen and women, and 4 times they pointed out their parents, trainers and teachers. On the question: “Do you think, that you act according to the rules of Fair Play?” 36 respondents answered “yes” (mostly emphasizing their fair attitude on the pitch) and 27 of respondents thought that they do not present the Fair Play attitude. Also, 27 of junior high students did not provide their opinions.

Another question on the survey was: “Why, according to you, do people not live according to the rules of Fair Play?” Respondents provided numerous answers. For the sake of respect to the opinion of the younger generation and to avoid any over interpretation, the author of the research thinks that the right way is to present chosen answers in their original form. These are the answers of junior high students:

Everybody wants to be the best, therefore he sometimes decides to do something that can harm him.

People often judge situations subjectively. They choose one of exist-

ing sides. If they like somebody, this person receives a “plus” from them.

People do not live fair, because they want to win and they will do anything to win. They pursue the need of an absolute victory and a gain.

People’s looks do not see further than an end of their noses. They do not appreciate their true abilities, and by going the wrong direction they encounter difficulties.

People feel a strong need to prove their strength, not only the physical one, and because of that they tend to act contrarily to the rules of Fair Play.

Because in their behaviour exist a strong need to victory and fame, and this type of behaviour evokes hostility to beat and outsmart others. Unfortunately, there are also people who do not understand the rules of Fair Play or they don’t want to...

In these numerous answers one can see an image of interpersonal relations of the adult world in the eyes of sixteen years old students. The hope for change of this state of matter is the answer of one of the respondents: “People know how to live according to the rules of Fair Play”.

Author’s preliminary conclusions concerning Fair Play

The subject area concerning the importance of Olympic education with a special emphasis on its behavioural aspects has been of great interest in Poland for decades by Z. Zukowska, R. Zukowski and K. Zuchora Bronikowski (1997, 1998) in his experiment to introduce schools to specially assembled Olympic education programme observed a substantial improvement in moral development of students of classes covered by mentioned experiment. Zukowska (1996, 1998) depicts in wide aspects educational functions of the Fair Play idea, seeing it as a chance to improve education. Whereas Zuchora (1996) regards school Olympic education as a case of honour. Other research carried out evoked similar ascertainment that

the Olympic demeanours, especially propagated Fair Play attitude, provides a measurable outcome on shaping the system of values for the young generation. However it is worth to remember that the image of Fair Play values is a component of the Olympic education programme and cannot be restricted only to the subject of sport. It should be presented in its full scope, in regard to almost all possible life events. Education in this form will allow the student to independently perceive the correct direction of his actions. From that perspective, using the global idea of Fair Play, there is a substantial opportunity to create local interpersonal relations. In relation to the researched phenomenon, the author's preliminary conclusions are presented below:

1. Olympic demeanour and the Fair Play attitude are an expression of timeless and noble values, therefore in the process of education there needs to be special attention paid to their educational aspects, which may assure the harmonious development of the human being.
2. Every person on the course of his or her education bears the right to know the nature of Olympic demeanour, including values of Fair Play, to extend his or her thought horizons as well as to build on a system of moral merits. Therefore educational institutions should allow the opportunity to educate students in this scope of matter.
3. Proper promotion of the Fair Play values has a good influence on pro-social behaviour among the young generation.

Imagining the right direction of development of interpersonal relations it is worth to bringing up the figure of an athlete trying to beat the world record on the Olympic Games. The athlete in the spirit of the Olympic motto "*Citius, Altius, Fortius*" has a dream to run the distance a second quicker, to jump a centimetre higher, to lift a kilogram more. This athlete believes that this is possible. She or he knows however, that being faster just by a second, able to jump higher only by a centimetre, stronger just to lift one kilogram more involves many years of thorough training, many self-abnegations, as well as temporary difficulties. The only way that leads to true victory is through being fair to one's self and to others. Coming back to the future of interpersonal relations, every parent, teacher or trainer besides setting his or her sight on didactic aims, sets it on the upbringing as well. And as mentioned athletes, they also believe that "People know how to live

according to the rules of Fair Play”. They also know however, that to change the image of society that rules the mind of young generation, they need systematic work and appropriate means. As presented by the author, values that propose the way through the Fair Play and Olympism can prove to be really helpful in this task.

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Conclusions

The conclusions are being published here in the form they were presented during the closing ceremony of the seminar.

THE ANCIENT OLYMPIC GAMES AND THEIR PHILOSOPHY

On the evening of September 1st, the first group meeting was held in a friendly atmosphere at the restaurant in the Stanley Hotel in Athens. Each one of the group introduced themselves, and described occupation, field of research, and lifestyle in general, and shared their expectations for the Postgraduate Research Seminar. It was our first dinner and evening together, when we had the opportunity to meet each other and have our first conversations.

Monday, September 2nd found us full of big or less big expectations, but always realistic, about the amazing places that we would be visiting during the day. After a nice stay at the Stanley Hotel, we headed to our first stop of the tour: the Acropolis. A superb example of the adaptation of architecture to a natural site, the Athenian Acropolis is the greatest architectural and artistic complex gifted by the ancient Greeks to the world. The history of this site stretches far beyond the 5th century BC as the Acropolis has served as a fortress since the 2nd millennium BC. Over the years, it has protected places of worship and royalty. Our tour guide provided lots of useful information to us about this amazing place. Built in the second half of the glorious 5th century BC, at the initiative and plans of the ambitious Athenian statesman, Pericles, and under the coordination of the sculptor Pheidias, the Acropolis emerged from a rocky hill to be an amazing expression of thought and arts of the human being. The most important monuments of the Acropolis were built during that time at the apogee of democracy: the Parthenon, which was the main temple dedicated to Athena; the Erechtheon: the temple dedicated

to both Athena and Poseidon; and the Propylaea, the imposing and monumental entrance to the Acropolis, and also the small temple of Athena, Nike.

After more than a century of excavations, restoration and preservation, the Acropolis surrounded us from the first moments of our presence there. Carried around by a huge crowd of people from all corners of the globe, everyone with her or his own hungry camera, we hang around for a while, take pictures and also getting to know each other a little better. Then, our tour continued with the next destination, the Zappeion. Unwilling to quit his worship of the gods, one member of our group, Neilton Junior from Brazil, unaware that we left for the bus, “decided” to spend some more time at the Acropolis. Fortunately he rejoined us later on winning our warm applause!

The *Zappeion* turned out to be a very elegant building, almost self aware of the importance it played in the process of the modern Olympic revival. Professor Kostas Georgiadis joined his forces with our tour guide and, in the coolness of the entrance hall of the place, the Olympic story continued to flow towards our ears and hearts. Suddenly, the group became quiet. The calm voice of Professor Georgiadis followed our silent steps and taught us about the Zappeion Hall, the first building erected for the revival of the modern Olympic Games, and about the national benefactor of Greece and Romania, Evangelos Zappas who initiated and supported the revival of the Olympic Games.

Across the street, awaiting us in the heat of the day was the immaculate *Panathenaikon Stadium*. Once we got there, everyone was awarded with a few minutes of time to walk around. While some of us tried to hear the last echo of the 1896 Olympics which were held at this stadium, others looked in the darkness of the tunnel just hoping that no lions would suddenly leap out and attack us. But, in the 21st century the ancient tunnel of the stadium had no beasts left inside but a small museum that revealed to us its treasures for a couple of moments. And with that, it was “Goodbye, Athens, see you on September 28th!”

On our way to our next touristic objective, we enjoyed lunch at *Isthmia*. In the afternoon, we reached the archaeological site of *Epidaurus*, a small polis of ancient Greece. Reputed to be the birthplace of Apollo’s son, Asclepius, the most important healer god in Antiquity, Epidaurus was known for its sanctuary that included the most popular healing temple of the Classical world: the Asclepion.

The popularity of the place dragged with it prosperity as many monuments were built between 4th and 3rd centuries BC, like the theater that we visited. Before ourselves testing the acoustics of the theater, Professor Paul Christesen along with our extremely professional tour guide, spoke about some interesting facts regarding the places we were visiting. Shortly after our first contemporary coin was dropped in the centre of the theater, we heard the signal to leave for Nafplio, more or less healed of various things.

The Amalia hotel in *Nafplio* welcomed us with all its 4 stars and gave us a quiet night. The next day found everybody refreshed and ready for a new expedition in southern Greece. The first archaeological site that we visited was the Venetian *Acronafplia* Castle, which stands above the old town of Nafplio. Then, *Mycenae*, another extraordinary stop in our time machine journey, took us to the Bronze Age, about 3500 years ago. Walking along the *cyclopean walls*, *each of us went to hunt as many pictures and information as possible*. Later, *we had a pleasant meeting with the highly respected professor, Stephen Miller, at Nemea*. The place was one of the most important religious, and was where athletic competitions took place in ancient Greece, as part of the *Panhellenic Games*. With joy in his eyes and sometimes more than that as his emotion was high, Professor Miller presented his work to us that he had conducted at that site over his entire career. Nemea was for us the perfect introduction to the magical place of Olympia. Later in the evening, we finally ended another fantastic day in Greece, with our arrival at the *International Olympic Academy premises in Olympia*.

On September 4th, the Opening Ceremony began at the main hall at the IOA premises. Professor Kostas Georgiadis, Professor Ioanna Karamanou, Professor Paul Christesen and Miss Tatiana Rudkovska (our group coordinator) rounded the table. After hearing the Olympic anthem, Professor Georgiadis presented the history of the IOA, and introduced the other members of the staff. After a ceremony at the monument for Pierre de Coubertin and a presentation of information about the statue of the Triumph of Diogenes, an official group photo was taken on the marble stairs.

On September 5, the whole group visited the *archaeological site and the museum of Ancient Olympia*, led by Professor Paul Christesen and Professor Christian Wacker. They explained the structure of the sanctuary and the main stages

of archaeological excavation of the ancient Olympia while the group participants rested on the multi-millennarian stones of the site, in the shade of an old olive tree, like hundreds of students before them. Like in Nemea, a *diavlos* –or running race– was organised at Olympia’s stadium. It was won by our Spanish colleague, Mario. During the second part of the visit, participants entered the Museum of Ancient Olympia. They discovered a world of a-temporal marble and ceramics marvels, which overlapped colours on the dusty stones of the archaeological site they had visited previously. In the afternoon, our group visited Kronos Hill, where we had a panoramic view of the archeological site and some more information about the excavation with Professor Wacker.

The lectures of the first week were on the general topic of ancient Greece. Each professor focused on different topics: *Professor Ioanna Karamanou* presented the PanHellenic Games, composed of the Olympic Games in Olympia, the Pythian Games in Delphi, the Isthmian Games in Isthmia and the Nemean Games in Nemea. She reinforced some information learned at the archeological sites, such as the mythical explanations of the founding of each event and the description of the contests: stadium, *diavlos*, *hoplitodromos*, pentathlon, boxing, wrestling, pankration and equestrian.

On the political side of things, the PanHellenic Games helped to develop the Hellenic identity from the 8th century BC onwards, fostering Greek values, language and culture. It was also an opportunity to strengthen personal relations boosted through athletic victories and among the regions. Ideologically, the dominant concept is the competition connected with religion. We learned about the strategies of training and the importance of the gymnasium, the performance and rivalry, and the glory and fame immortalised by the Epinician poetry of the 5th century BC, sometimes followed by valuable prizes. Regarding the similarities with theatre, the common denominators were the drama (tragedy and comedy), the cult (religious rituals such as the procession to the sites, the sacrificial offerings and the crowning at the temple of Zeus) and the demonstration of the *arete* (ἀρετή) through competitions and the focus of becoming “the best”.

Professor Paul Christesen had as a starting point the question “how does playing sports affect democracy?” For the debate, he presented the main understanding as being that democratisation is a process in which the relations tend to be

more horizontal. Therefore, a society that tends to have horizontal relations would apply the same logic to sport, or sport would start this logic and promote the change. Then, characteristics of sport that would promote or inhibit the democratisation were presented and discussed.

On one hand, in a positive conception of democratisation, sport would foster social capital (cooperative, friendly and egalitarian interactions among people), generalised trust (knowing each other tend to behave responsibly), a sense of political efficacy (opportunity to change the social outcomes) and obedience (predisposition to obey rules and legally constituted authorities). On the other hand, sports teach docility, generate hostility, and create exclusion and inequalities through meritocratic competition, what would not be a positive factor to promote democracy. As an overall understanding, there was a relative agreement that sports produce more trust than hostility and the discipline does not tend to docility.

In contemporary society, countries which are considered highly democratic have high levels of sport participation and some examples of the past (ancient Greece and Germany, Britain and the USA in the 19th century) reinforce this hypothesis. Focusing on the ancient Greek case, the main socioeconomic groups and their involvement in sport, Dr Christesen showed through the centuries how the power balance among these groups was also observed in the sport participation. As a conclusion, sport is a contingent factor, as the ritualised activities –distinguished from the routine– are ideal situations to verify societal changes regarding democratisation in some times and places.

In addition, *Professor Christian Wacker* taught us about sport in ancient Greece, with classes at the archeological sites, the archeological museum and at Kronos Hill. A visit of the Olympic Games museum was planned but due to an unexpected early closing time, it was cancelled on Saturday.

In the lecture room, Professor Wacker presented the topic: women and sport in antiquity, bringing about the debate of the polemic literature and various possible interpretations of sources (romances, statues and paintings). According to him, many of the pieces considered as evidence of women's participation in athletics are questionable, especially because they may refer to rituals and dances, and not to athletics or competitions. The most reliable evidence refer only to the Roman times –about 1st and 2nd century CE– with competitions in running and horse races.

Friday, the 6th of September, was the initial day of our participants' presentations. The first was conducted by Ms *Renata Chuda* from Poland. She dealt with the Olympic part of her Ph.D. dissertation: The influence of Formula 1 on mass culture (history, customs, language, mentality, tradition and its ancient Olympic echoes) and vice versa. Her main intention was to show the participants two seemingly dissimilar worlds of motor sport, namely: ancient chariot racing and modern Formula 1. She described differences and similarities between those two kinds of racing in terms of mechanical development, ownership, enthusiasts' behaviour, circuit design, prizes, drivers' skills and used clothes. She also related in her presentation to visits to archaeological sites and the different kinds of devices seen mainly in Nemea. As a follow-up activity, a discussion concerning the topic of the presentation was conducted. The participants argued about the chances of Formula 1 being introduced to the modern Olympic Games.

Mr *Emanuel Pulis* from Malta presented his paper entitled "Sport diplomacy" on Saturday, September 7th. He discussed some key concepts of foreign relations and defended how sports help or are a means of promoting diplomacy. Then, he presented some successful cases such as countries hosting mega-events and the improvement of the relationships between countries through sport. But he also presented some unsuccessful cases, such as terrorism and xenophobia in football. In his final considerations, Mr Pulis indicated how sports diplomacy could help the Mediterranean states, because sport may be a useful tool to bring visibility to smaller states, and to promote long-term relationships and common values.

The second presentation of the day was the one by Sorin Marin. His subject was: "Teaching Olympic Values in a Sport Museum". He introduced the theme of Olympic values in the wider context of museum studies. The presentation pointed out the main learning principles of museum activities: active learning, the pedagogical approach, accessibility, multiculturalism, the studying of visitors and the evidence of learning. His second part of the presentation briefly discussed the main features and strategies, which are today used in the sport museums in order to teach the Olympic values. At the end of his presentation, Sorin responded to questions, discussed with his colleagues on the topics of his presentation and mentioned some ideas regarding the development plans of the Sport Museum of Romania where he works.

The participants were obliged to widen their knowledge of sport and Olympism not only by participating in lectures and visiting excavations, but also by watching films implementing desirable elements of history, democratization and religion into their point of view. The first of them was recommended by Professor Christesen (Hoosiers), and we watched it on September 6th. It illustrated horizontal relationship between a coach and his basketball team and the slow process of its transformation into a more vertical one.

During our stay in Olympia, we had a chance to get to know co-participants' cultures, not only by being and learning together, but also thanks to special events called *social evenings*. The first social evening took place on Saturday, September 7th and was run by a team of Polish participants. Invited students were acquainted with Polish geographical and historical background. They also listened to some Polish music by a contemporary composer while watching a presentation guiding them around Poland. Moreover, participants were given a chance to learn a bit of Polish and to dance one of the Polish national dances, namely the "polonaise". The final aspect of the evening was a demonstration of a specially prepared music video about Polish Olympians.

On the evening of September 5th, all participants took part to an ancient pentathlon competition organised on the sport field of the IOC premises in Olympia. The events were won by Mario Tarin Mariscal (wrestling), Marat Sharipov (long jump), Robin Austermann (javelin throw), Neilton Ferreira Jr (discus), Fredrick Seno (speed race). All winners were awarded by "gods" and "goddesses" interpreted by other colleagues from the seminar. On the following days, we also played water polo and volleyball.

Another great opportunity that we had in the first week was to spend the free day on September 8th at the Kourouta beach. About 1 hour by bus from the Academy, everybody spent the day in a very beautiful place relaxing, playing volleyball, walking, swimming and having fun.

THE MODERN OLYMPIC MOVEMENT, THE REVIVAL OF THE OLYMPIC GAMES AND THE HISTORY OF THE MODERN OLYMPIC GAMES

LECTURES

Professor Dr Kostas GEORGIADIS (Greece)

The Idea of Competition in Modern Greek tradition

The lecture included discussions on continuity of the spirit of competition, which had always been an element of Greek life even after the “abolition” of the Pan-Hellenic Games. This is confirmed through the Byzantine religious texts, lyrics and songs during the Byzantine times.

Description of the Olympic Games

This class described the programme of the Olympic Games from start to finish, from the Opening to the Closing Ceremony, schedule of activities thereof. An outline of what happens during the ceremonies, parades: who comes in first and last, victory ceremonies, was also discussed.

The first efforts for the revival of Olympic Games (18th-19th Century)

We learned about the main 5 founders of the revival of the Games: Panagiotis Soutsos, Evangelis Zappas and Demetrios Vikelas (Greece), W.P. Brookes (England) and Pierre de Coubertin (France). Professor Kostas told us the social cultural context of Greece and the topics of the memorandum and the programme of the

Games (schedule, sports, prizes, and so forth). We also heard about “The Olympia Zappeia” (places, events, ideology, opening and closing ceremonies, exhibitions, art and innovations). The Olympic Movement in England and in France were also key factors for the revival of the Games thanks to Brookes in England and Coubertin in France.

Olympic Values According to Coubertin

We were able to learn about how Coubertin, shaped by his life experiences, revived the Olympic Games and established the values of the Olympic Movement. Olympism, of which the Olympic Charter, IOC, and its constituents are under submission, was first envisioned by Coubertin and his vision for France and physical activity. As such, the moral, social, and international values of excellence, peace, and sportsmanship in association with the Olympic Games were discussed. The concept of internationalism and nationalism was discussed. Professor Georgiadis also explained to us that though both concepts may seem like opposing concepts, they can be complimentary and celebrated within the Olympic Games. Lastly, we discussed the concept of amateurism and what Baron de Coubertin had envisioned for the participation and vision of the Olympic Games.

Professor Dr Wojciech LIPONSKI (Poland)

Coubertinian Principle “TOUS LES JEUX, TOUTES LES NATION” Versus Reality of The Modern Olympic Games

Baron Pierre de Coubertin’s principle “tous les jeux, toutes les nations” versus reality of the modern Olympic Games was explored. In addition, Professor Liponski taught us about Mr. de Coubertin’s idea of gathering all sports and nations (1910-11) – in Stockholm 1912. There was emphasis that “there is an athletic geography what may differ at times from political geography”. In 1904, anthropology inclusion in the Games segregates people according to race – “the savages” were not mature to compete in the same level to the whites.

Forgotten and less known historic aspects of sports ethics

Liponski talked about the oldest evidence of ancient ethics associated with sport and gave us several meanings and a lot of examples of “ethics”, “sportsmanship”, “fair play” in different ages and countries.

Sport and its language

Professor Liponski noted powerfully, “If we do not understand the language of sport, we cannot understand culture”. As such, the study of language and sport is a very important, yet overlooked field of study. As sport has many types of sublanguages and adoptions from non-Western languages, we can observe that sport is a system that is self-sustaining and separate from society. Additionally, the term “sport” is only but a recent term, but the spirit has certainly prevailed since the ancient times. Furthermore, though many sport dictionaries and encyclopedias exist, these efforts cannot still truly encompass the full definition of sport.

Sport and Religion: Between Profound Religious Experience and Earthly Ritual

In summary, Professor Liponski gave us the historic evidence of the close relationship of religion and sports. The Professor first spoke about ancient Egypt and various competitive elements in Egyptian mythology. Then the Professor considered the relationship between religion and sports in Greek antiquity. One of the main ideas of the lecture was an analogy between the sacred, which encompassed a match opposing God and the Devil. In this context, we have discussed various times and thoughts of known sages such as Thomas Aquinas, St. Augustine, etc. At the end of the lecture, Professor Liponski focused on the present, and the ritual elements in the behaviour of fans, such as face painting in the colours of flags or favourite clubs.

Olympism in the Era of Globalism

The main motive of the lecture was the global impact of major sporting events taking place in all the processes of modern society. Our lecturer addressed issues

regarding the environment, economics, and international terrorism. The main reason is due to the general nature of globalisation – that is, the process goes beyond sport. At the end of the lecture, Liponski cited the definition of Olympism from the Olympic Charter – “Olympism – a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind”.

STUDENT PRESENTATIONS

Mr Mario Tarin MARISCAL (Spain)

History of the creation of the Spanish Olympic Academy

In his presentation, Mario presented the Origins of the Spanish Olympic Academy, how it came about and the key role players in Mr Durantez, and Jose Maria Cagigal. Mario also talked about the influence of the Academy in the existence of other regional academies.

Mr Raweewat RATTANAKOSES (Thailand)

Adapting Ancient Olympic Culture to the Students

In Raweewat’s presentation, he highlighted the importance of adapting ancient Olympic culture and promoting the Olympic culture to students when they are young to physical education in Thailand high schools. Ultimately, Raweewat was concerned on how it would help make a difference.

Ms Neslihan ARIKAN (Turkey)

Turkish wrestling at the 1948 Olympic Games in London

She began with brief information about this sport in Ancient Greece, and described the evolution of it, focusing on the situation around Turkish wrestling in her native country.

Neslihan revealed the idea and the main characteristics of the traditional Turkish wrestling.

Mr Fredrick SENO (Botswana)

Legacies of the Olympic Games: Infrastructure, Art, Quality of life and Economical Parameters. Case Study: GABORONE 2014

The legacies of the Olympic Games can be planned and unplanned, positive and negative, tangible and intangible. Legacies can play an important role in delivering social, economic, environmental and sporting benefits which should outlast the two week celebrations of the Olympic Games.

Additionally, staging the Olympic Games can be a defining moment in a city's history and it may provide a unique opportunity to initiate longlasting, positive changes. However positive legacy does not simply happen by itself. It needs to be carefully planned and embedded in the host city's vision and that is why the successful bid to host the Olympic Games includes plans for what would happen after the games. Careful attention to planning and more rigorous or holistic assessment of ambitions are needed to guard against inadequate legacy planning.

In conclusion it is difficult to provide a full and adequate evaluation process for both negative and positive assessment of the legacies of the games as the Organising Committee of the Olympic Games disbands after two years of the Games which is not adequate to measure the true legacy of an event such as the Olympics Games.

Ms Sophy Wing See CHAN (Canada)

"Welcome to the Olympic Victims Hotel": Narratives of Homeless in the 1976 Montreal Olympics

She discussed with us the social implications of the extravagant Games on the marginalised populations of Montreal. She concluded that the hope of economic success and fame in association with hosting the Olympic Games is selective in na-

ture and that it only benefits the elite. Her research, which detailed over 20 families pushed into homelessness due to rising rent-hikes and Olympic-related demolition projects, was the first of its kind in relation to the Montreal Olympic Games.

Ms Barbara Schausteck de ALMEIDA (Brazil)

Out of the Centre: The Summer Olympic Games in Asia and Latin America (1964-2016)

The main idea of her report regarded the last time we can watch the decentralisation of the Olympic Games. Increasingly, they are not held in Europe and the U.S.A, but also in other countries, such as Asia, and Latin America. And it's not only the Olympic Games but also includes mega-events such as the World Cup. Barbara also focused research attention on the economic and social aspects of heritage sports.

Mr Alexander ZOLOTAREV (Russia)

Ahead, to the Digital Olympics! - The role of New Media in Shaping and Covering the Olympic Games

This presentation was devoted to the impact Internet and the new media have on the coverage and organisation of the Olympic Games. The London Olympics showcased that the social media are playing an immensely important role in covering the Games. Internet has become a significant marketing channel, a tool of creating new and larger audiences of the Olympic Games, engaging fans into the truly interactive Olympic experience. The IOC is actively using the social media, including Twitter, Facebook, Instagram, Flickr and other resources to bring the messages out. New media definitely impact the Olympic and Paralympic Games, making them more interactive. Throughout the preparations for the Games, Sochi 2014 Organising Committee has implemented a range of innovative Internet projects which set new records in the history of Olympics marketing. We have been

witnessing a number of unprecedentedly successful cases of use of the social media in promoting the Olympic values.

Ms Sabrina Geraldine LOIS (Argentina)

The Progress and Development of Women in Sport. Does equality of opportunity exist?

We have seen how women were excluded from organised sport for many years, and how it remains in football in comparison with the men's game. If the advances of the past 35 years are continued and built upon, then it surely will not be long before we can say that equality of opportunity exists. Equality is not necessarily defined by having exactly 50% female athletes, it will be defined of how they are recognised for their efforts, their opportunities to compete, and their opportunities to maintain an active role in sport after their competitive careers have finished. This will be the true test of equality for women in sport.

SPORTING ACTIVITIES

We played a variety of sports such as football, basketball, volleyball, and table tennis. Professor Kostas joined us for the activities as well, and it was a great time for social bonding.

SOCIAL EVENINGS

Poland

Lead by Renata, Agata, and Krystian, our social evening consisted of a night of cultural learning and acceptance. Agata and Krystian opened the night and taught us a traditional Polish dance. Following after, we were split into different groups and had a Polish language contest. Renata and Agata taught the postgraduate seminar group how to speak various different Polish phrases, such as "Good

morning”, “Hello”, and “I love you”. Afterwards, Renata showed us a PowerPoint film regarding the famous sites and persons of Poland. It was a very interesting cultural experience overall.

Argentina-Brazil-Spain

Lead by Barbara, Neilton, Mario, and Sabrina, we had a very entertaining and educational night regarding all the countries. To start, they prepared a PowerPoint presentation of words in Spanish and Portuguese, and had us guess the country of origin regarding the phrases. Then we heard music and we must guess their origin. All the people received some chocolates with caramel from Argentina. Next, they taught us, Capoeira, which is a dance mixed with martial arts. We formed a circle to perform the dance together. Next, we had a short lesson on how to dance to the Brazilian classic, Lambada. Following after, we held a surprise birthday party for Barbara with cake and presents from all of the seminar participants.

OUTING

Zakynthos

On the weekend, we took a bus and the ferry to Zakynthos for the weekend. We spent our time at the beach and looking at the local shops.

OLYMPIC EDUCATION AND SOCIO-POLITICAL ASPECTS OF THE MODERN OLYMPIC GAMES (MEDIA, COMMUNICATION, MANAGEMENT, ORGANISATION AND MARKETING)

1. Pierre de Coubertin and the beginning of the Olympic Idea.

The amateur and doping policies of the IOC. Why athletes dope?

Approach to Olympic Truce. (Prof. Dr Stephan Wassong)

Pierre de Coubertin wanted to attach his name with an educational reform; from his early twenties he already had this idea in mind. His educational influences came from visiting England in 1883, 1886 and 1887. While he was there, he visited various public schools, including Cambridge and Oxford. His international view was enhanced by his visit to the Paris World Fair in 1889, as he was astonished by the international environment that he found.

In that same year, he made a trip to USA, regarding educational issues. He repeated that trip again in 1893. During those trips, he found out that only 1.5% of Harvard students practiced no sports and they were worst in educational grades.

From Coubertin's insight into American Universities, resulted a network of leading professors. His focus was school life in England and University students' life in the USA. This had an impact on Coubertin's Olympic idea. His insight into American club and public sport, such as YMCA, working class sport clubs and playgrounds, led to his idea of sport for all. He also studied the system of American Anthropometry and he also attended the Boston conference on physical education

and meeting the Governor of New York, Theodore Roosevelt, reinforced his idea of sport for all.

It seems like the first discussion on the Olympic Project was held in 1888 with Mr White, according to letters found that were written in 1893. In his conclusions, Coubertin said that the USA Nation had a sporting character, due to the 30,000 application in 42 public associations on July 4th 1912 in the parks and public garden of New York.

The Olympic model considered changes in sport as a reflex of the changes in the contemporary values (amateurism). The Olympic values suffered transformations of definition since the beginning, as an effect of the dissemination of the Olympic idea in different cultures. The major difficulty nowadays is to find a balance between the role of technology and the permanence of Olympic essential values. For this purpose, we would engage in a philosophical and ethical discussion.

One of the main topics discussed at the time, was doping and the meaning of a clean sport, studying all the issues in regard to amateurism and professionalism. At the time, professionalism was not considered clean to sport, due to Coubertain's idea to keep the competition just for the honour of victory and not for the prize. It was not until Avery Brundage left the presidency of the IOC that these rules for amateurism changed, allowing financial support strategies, training camps without time limit, acceptance of gate money and limited acceptance of endorsement money. During Samaranch presidency the Olympic Games turned into a much more "open Games", due to the globalisation, new marketing strategies and government support.

In addition to amateurism and professionalism issues, doping was one of the main discussions in the IOC, as it was first discussed in 1937. In 1938, doping was established as something against the rules. However, it was not until 1960, with the death of the Danish cyclist Knud Jensen in Rome, when it was fully addressed as one of the main issues for the IOC.

With the perspective that time gives, we can assure that all the measures taken were inefficient and definitely not enough to stop doping among sport. As a proof, only 53 athletes were tested with positive results for doping between 1968 and 1996 (even though one of those cases was Ben Johnson). The negative effects that

a higher number of positive results may have on the incomes for the IOC seemed to be the main reason why there were not great efforts to stop doping.

Nevertheless, the “Festina scandal” in the Tour of France’98 became a turning point in the anti-doping policy of the IOC, as most of the criticism was focused on the failure of the IOC to efficiently control doping and implement anti-doping policies worldwide. As a consequence of all the criticism, the World Conference on Doping 1999 and external political pressure forced the IOC to become more active against doping, which meant that, prior to the 2004 Olympic Games, all the IFs and NOCs had signed the WADC. We can see then how the IOC position on amateurism tended to liberalise the rules while, on the other hand it ended up strengthening the rules about doping.

The question now would be: why the athletes dope then? It appears to be, mainly, because of the temptation of the financial reward, which leads to winning at any cost. However, we cannot forget that the modern athlete is developed by government, sponsors, media, nation and national and international federations. The lack of success in their sport careers is the main risk for elite athletes, which are in danger of losing their identity once their careers come to an end.

To answer the previous question, we can also say that athletes dope to avoid failure, to go beyond their limitations, to ensure financial support, to maintain a sporting identity based on performance individualism. As a consequence, in order to fight against doping, we should develop anti-doping strategies which are not limited to the athletes and to the sports federations. Anti-doping strategies have to be supported by relevant activities of all the stakeholders of the Olympic Movement.

The importance of the Olympic Movement through the years is reflected by UNESCO’s statements about the IOC in 1947, which states that “because of its independent and universal character as one of the best organs to represent the section Sport, which is to be created within the UNESCO”.

Because of the universality and the values that can be developed through sport, the Olympic Movement is considered by the UNESCO as a great tool for peace and internationalisation. Nevertheless, it was Coubertin who first considered the emerging educational internationalism and so he developed networks among English schools and US-American universities.

With the election of J. A. Samaranch as president of the IOC, the Olympic

Movement started to redefine itself in terms of eligibility rules, marketing, and relation to the UN and to public authorities. The IOC also participated actively in involving athletes related to the disintegration of Yugoslavia and related armed conflicts.

As a consequence of this new activeness of the IOC, the concept of Olympic truce (*Ekecheiria*) was reestablished and all IFs, NOCs and Member States are encouraged by the UN to observe the Olympic truce, in order to accomplish one of Coubertin's modern ideas: to create mutual respect between nations by sport at the Olympic level and even beyond. This idea has led to the collaboration between the IOC and UN in the fields of peace keeping and peace building since the 1992 Barcelona Olympic Games.

Nowadays, we still face the challenge of transforming the belief that the connection between sport and peace is not very convincing in the long term. We should aim that sport for peace campaigns gets linked with research projects and we should set the focus of research on sustainability.

2. Olympism, Olympic Pedagogy, Olympic Values, Olympic Norms. Olympic Education. (Prof. Malgorzata Bronikowska)

In our nowadays world of cultural relativism and different cultures, values destabilisation and values chaos are associated with no moral education in schools, consumerism & highly competitive style of life, individualism and weakness of educational systems, the universality of the fundamental Olympic principles can give us hope for a better tomorrow (Olympic philosophy).

The five central principles of Olympism are:

- The principle of the unity of body, soul and harmonious development
- The objective of self-realisation
- The ideal of amateurism
- Sport's commitment to ethical rules and principles
- Sport's idea of peace.

Must be connected with Olympism that promotes:

- Individual all round harmonious human development

- Excellence and achievement
- Effort in competitive sporting activity
- Mutual respect, fairness, justice and equality
- A view to creating lasting personal human relationships of friendship
- International relationships of peace, toleration and understanding
- Cultural alliance with the arts.

And Olympic pedagogy that aims at achieving such objectives as:

- Increasing awareness of Olympic ideals into schools
- Promotion of the positive and educational aspects and values of OG and critical approach to negative effects
- Parallel development of body, mind and spirit
- Promotion of co-operation and collective work over competitiveness
- Developing life-skills.

The Objectives of Olympic pedagogy must be realised in the following ways:

- Olympic education programmes
- Activities of NOAs and IOA
- Media production
- Research on Olympic matters
- Publication of findings and construction of theoretical frameworks and theories for implementing Olympic-based education in schools
- Activities of Olympic athletes
- Exhibitions in museums.

Based on some studies pointing at effectiveness of moral education programmes, it seems that moral development needs to be enhanced as it is not an automatic process or consequence of participation in PE (or any other classes).

Appropriate moral developmental theories interwoven into pedagogical & specially designed education programmes are required. Olympic values need to be included into movement didactics through the experienced-based learning strategy.

With regard to the Olympic pedagogy, Olympic education and the future of education the following questions must be answered:

- Which direction should PE and Olympic education take in the future?
- How can we involve teaching of Olympic values in the regular school curricula, possibly in teaching PE?

- What teaching approach do we need to employ in the process?

A project has been presented to us in order to show how a research in schools in Poland can be transformed to Olympic education programmes. As Kofi Annan said in 2005: “Sport is a universal language. Sport - used wisely- brings people together, regardless of their ethnic and social origin, religion or economic status”.

In order to turn the Olympic values into educational tasks the following Olympic principles must be used, as defined in the Olympic Charter, IOC 2011:

§1. Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.

§ 2: The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity.

§4. The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. The organisation, administration and management of sport must be controlled by independent sports organisations.

In order to develop the following Olympic and Paralympic values:

- Friendship – understanding people despite differences
- Excellence – to give the best of yourself
- Respect – fair play, taking care of yourself and others
- Courage – to face up to any challenge
- Inspiration – set an example that others want to follow
- Determination – never giving up
- Equality – everyone treated equals no matter who they may be.

The role of media with regard to globalisation, commercialism, media control and other problems of modern Olympic Movement has also been discussed in order to highlight the Influence of mass communication in:

- Democratisation of sport: An important feature of mass communication distinguishing it from other media consists in reaching many people.

It is a tool of democratisation and people make use of it to carry out sport sharing to a large extent.

- Internationalisation of sport: Mass communication changed the perspective from country to world-wide, as globalisation causes fusion of other spheres of life with sport (where mass communication offers necessary technological means, sport provides contacts, business spins the process with money-effects).

In order to solve these issues, we need well educated representatives in media, educational television programmes on the topic related to problems of Olympism (caused by gigantism, commercialism, etc.), every child educated through the Olympic education, carrying on with the activities of IOA (as a centre of the world education on Olympic matters).

3. Identities and subjectivity. Life stories as methodology.

The hero myth and the contemporary athlete's identity.

(Professor Dr Katia Rubio)

Professor Dr Katia Rubio shared her speech about the identities and subjectivity in Olympic athletes. She started with a sentence, which is Hall (2000) believes that culture is the articulator concept for Cultural Studies; the issue if identity is its main thematic axis. Further, Professor Katia asked everybody a question, which is "Who I am?" That is absolutely a question of identity, and we might define that identities are points of temporary attachment to the subject-positions which discursive practices build for us. However, when the concept of identity is noticed more than before, the crisis of identities is also popping up in the society.

This moment is called *identity crisis* and presents itself as one of the central issues of the contemporary moment. According to Freud's discovery of the unconscious, he states that identities, as well as sexuality and structure of desires, are formed in psychic and symbolic processes of an instance called unconscious. It is also associated with the work of the structural linguist Saussure. He argues that we are not the authors of the statements we make or the meanings expressed in our language. Language is a social system, and the words are "multimodulated" that

carry echoes of other meanings that they set in motion. Based on these concepts above, we concluded that identity was produced in historical sites and unique institutional, emerging from power relations of practice of alterity; it is a product of difference and not of an identical unit.

In addition, she also talked about the life stories of athletes. Since Professor Katia has been researching and interviewing the athletes for a long time, she also analysed many aspects for researching the life stories of athletes. The interview is used in her research, and oral reports allow researcher to access contents of a life which can be taken as individual but brings along elements of historic moment and the institutions they had relation with.

It is also an entry that may comprise a wide information quantity regarding facts not related to another documentation type.

Further, when it comes to life story, it is a particular form of oral history, it interests the researcher because it captures transmitted values that transcend the individual character, and inserts the narrative of the social actor in the culture of the social group. It also operates with recorded events in our memory which do not follow a flow dictated by calendar officially but to the importance assigned to key facts. Moreover, maybe we should research more life stories in Olympic sport, because the athlete is the greatest legacy of the Olympic Games and athlete's personal history is a way to understand the Olympic sport dynamics in their social group.

Since we discussed a lot about the life stories of athletes, which means that there are many so-called images of heroes/heroines appearing in our minds within the discussion. Professor Katia kept the process with the myth and Olympic heroes as a whole. First, generally heroes have distinguished relatives: his father or mother are of divine nature (Hercules, Achilles), or at least their relatives descended from divinity.

Further, they are donation of a family or people who overcome great difficulty. However, when it comes to the Olympic heroes, the definition of heroes also changes. Nowadays, the athlete has its image linked to spectacle and leisure. His/her achievements are able to bring crowds to stadiums and gymnasiums, in moments of spectacle, or cause pain and commotion to all in case of accident or death. In other words, the athlete – a hero who uses the courts, fields, tracks and pools as battlefields in days of great competitions. But since nowadays the concept

of peace is becoming more important and can't be ignored, we should see the competition as a way to compete peacefully and make progress for themselves instead. In this way, the legacy of Olympics can be conveyed everlastingly.

In the end of Prof. Katia's lecture, she mentioned and introduced her country, Brazil to us. Brazil is going to hold the Olympics in 2016, and she shared many aspects about Brazil to us. Take infrastructure for example, there are lots of venues built step by step, which make the upcoming Olympics more completed. However, she also mentioned that Brazil has a severe problem about corruption, and it is needed to be solved as soon as possible. Otherwise, it might influence the construction process of Olympics in 2016.

4. Presentations from the students

Very interesting and diverse topics were covered in the presentations of the participants. Sin Yuan HSU (Taiwan) in a report entitled "The legacy of Olympic Practices in Media" considered matters broadcast the Olympic Games in the media. The main topic of speech was the legacy of the Olympic Games 2012 in London and the role of the media in covering the performance of athletes in Taiwan. The report showed that today the media are the principal conductor of the Olympic legacy to all parts of the world.

Marat Sharipov (Russia), in his report "Olympic Education as a Factor of a Physical Culture Bachelor's Readiness for Sport-Pedagogical Management Development" considered the problem of managerial training in the field of physical culture and sports with Olympic education. The author suggested the use of active learning as much as possible and practical training, such as the "Olympism connoisseurs' contest", "Club of the Funny and Inventive", "Scientific contest" and actively involve students in the organisational work of the Olympic Academy.

Aleksandra Cuprica (Latvia), talked in her report "Physical Capital, Fitness and Olympic Sport in Latvia" about this concept of "physical capital" and the role of fitness in the economic and social life. She gave attention to relationships and fitness philosophy of Olympism – harmony between body, spirit and mind.

Michael Floros (Greece) wrote on "Rio De Janeiro 2016 Olympic Games –

Financial and Social Challenges for Brazil” detailing the financial performance of the upcoming Olympic Games in Brazil. The report addressed the issues of infrastructure, funding sources (sponsorship, marketing, financial management), as well as the security aspects and the Olympic legacy, mainly from the financial side.

With a few more general terms to the financial side of the Olympic Movement approached by a representative of Germany Robin Austermann, who wrote a paper on “Challenge of Commercialization and Mediatization: Strategies to Turn Potential Threats of Economic and Media Factors into Chances for the Olympic Movement”. In his speech, the author considered the main financial issues of the Olympic Movement in historical context, examples of the economic risks and the possibilities to minimise them. The speaker also noted that at present there is a serious threat of permanent loss of the Olympic ideals and philosophy of Olympism in the pursuit of profit maximisation.

Khalid Abdulrahman Al-Mesleh (Qatar) – wrote about one of the main topics for the Olympic Movement nowadays: “A Study about How to Attract Disabled People to Sports”. He addressed some of the main issues, such as the importance of the social development and the family values for people with disabilities that want to practice sport.

5. Sports, social evenings and films

Every day, in the afternoon, the vast majority of the people of our Group, together with the Dean of the IOA, most of the times, have been participating in a different sport activity (football, volleyball, basketball, tennis) and in fitness/yoga exercises.

Social evenings have been organised by the participants of Canada and Asia (Taiwan and Thailand) on the 20th of September, presenting each country’s culture, while various games and activities took place.

On the evening of the 17th of September, a documentary movie was presented with regard to the 1936 Olympic Games in Berlin in order to understand the use of the media and the Olympic Games as propagandistic means and their influence in the local and international community.

THE ETHICAL AND PHYLOSOPHICAL ISSUES OF OLYMPISM AS WELL AS THE ATHLETES' RIGHTS IN THE MODERN OLYMPIC MOVEMENT

The main topics of the 4th week were:

1. Performance Enhancement and Doping in Sport;
2. Children Rights and Sport;
3. Human Rights and Sport;
4. Fairness, ability and disability in sport.

Professor Gabriela Tymowski arrived on Friday the 20th and the first lecture was on Saturday the 21st. The topic of the lecture was: Ethics and Sport.

The Professor introduced herself and also participants told her about their life and career. It was nice to hear many new things about everybody. Professor Gabriela introduced to us her university and the field of her researches. After that we had 2 presentations of the participants' papers: 1st was Neilton S. Ferreira Jr. from Brazil with the name of the topic: "Retirement in the Times of Amateurism: Career Transition Experiences of Former Olympic Athletes". It is important to remember these statements: "Retirement from sport is a multilayered experience; a complex transition process, which athletes interpret individually. The dual career represents a factor of preparation for retirement and support to transition".

And the second participant who presented his topic named: "A study about how to attract disabled people to sport" was Khalid Abdulrahman Al-Mesleh from Qatar. He showed us some ways to attract disabled persons, investors to the sport. How to communicate white families, clubs, schools and centre for disabled players.

After the lectures as usually we had lunch from 13.00 until 14.00, then from

14.00 until 18.00, work at the library and collaboration with the Professors on the Seminar papers and from 18.15 sport activities. After sport activities we had dinner from 20.00 – 21.00.

On the 23rd of September our lectures started at 8.30 with Professor Gabriela Tymowski from Canada. The topic of the day was – “Act oriented approaches and Character oriented approaches”, the second topic was “Moral exemplars – athletes”. During the discussion we had questions: Should they be examples? Are they responsible about their outside of sport life? Does what they do outside of sport matter? Should be an excellent role model beyond sport?

The discussion was very interesting with a lot of points of view. The main thing during the discussion with Professor Tymowski was that all of us can speak and take part in the discussion.

This day we had two presentations of the participants:

The second part of the lecture started with Agata’s presentation – “The influence of the Experimental Programme on the Olympic education on the Moral Conduct and the Level of Knowledge of the Olympic Games among the Students of Junior Secondary School”. The main idea of her presentation is: “Olympic education offers far more than teaching about the Olympic Games. Olympic education means teaching Olympic values”.

The second presentation was: “Influence of the emotional state of athletes on their effectiveness in extreme conditions” by Yaroslavna from Ukraine. The conclusions of the presentation were that it is necessary to investigate the processes of adaptation to extreme stress and emotional component.

After each presentation we had discussion, when participants could ask the questions and share their point of view with the entire group.

After the lectures the participants had lunch from 13.00 – 14.00. From 14.00 until 18.00 participants worked at the library with the professors on the Seminars papers and their presentations.

At 18.15 in the evening the group had football match against the Master programme’s participants. The game was until 19.30 and the result was very good, because our team won.

After sport activities the group had dinner, from 20.00 – 21.00.

The last activity on this day was – Film projection, from 21.15 until 22.30. The film was about Olympic values, how to bring them into life.

On the 24th of September our lectures started at 8.30 with Professor Gabriela Tymowski from Canada. The topic of the day was: “Gamesmanship – your play within the rules of the game, but not within the spirit of the game”. The questions of the lectures were: What kinds of things are used to enhance performance in sport? Where the participants need to think also about the examples. Applications to the body, used on the body to improve the performance – substances in sport, for example: Doping, Nutrition, Food, EPO, Steroids, Hormones, Amino acids etc. The discussion was opened and each student took part in it with their own point of view and knowledge.

After the Professor’s lecture Amira Mohamed Ahmed Eltelpany presented her paper on the topic: “A prospective study to determine the extent of awareness of school children in regards to the Olympic Movement and to determine their needs for future studies”. It is important to support sport model, organise meetings between young generations with the Olympic Champions, create joint Committee with the Ministry of education and Olympic experts and especially to create sport activities for students with special needs.

From 13.00 until 14.00 the participants had lunch and then worked at the library.

Sport activities were from 18.15 until 19.30 – when the participant from Thailand Raweewat Rattanakoses taught us a few fighting techniques from Muay Thai.

From 20.00-21.00 the participants had dinner and then film projection: “The Olympic Games in Antiquity”, a series of 5, half hour episodes, on the history and glory of the most beautiful athletic event of the world. Games for the beauty of body and spirit. The series has been filmed in the most well known Greek archaeological sites: Olympia, Delphi, Knossos, Mycenae, Santorini, Nemea, Dion, Olympus Vergina and Acropolis.

On the 25th of September we started our day at 7am and moved from the double rooms to the dormitory. Breakfast started at 7.30 – 8.15 in the morning. Every Wednesday we had laundry, when we need to give our stuff before the lectures.

From 8.30 until 13.00 we had lectures with Professor Tymowski. First we had one presentation from Krystian Michalak from Poland: Fair Play – Fair Life. Be-

tween theory and practice. The most important messages from his presentation were:

1. Olympic demeanour and propagated Fair Play attitude are an expression of timeless and noble values, therefore in the process of education there needs to be special attention paid to their educational aspects, which can assure a harmonious development of the human being.
2. Every person on the course of his or her education bears the right to know the nature of Olympic demeanour; including values of Fair Play, to extend his or her thought horizons as well as to build own a system of moral merits. Therefore, educational institutions should allow the opportunity to educate students in this scope of matter.
3. Proper promotion of the Fair Play values has a good influence on pro social behaviour among the young generation.

And after the presentation Professor Tymowski started the lecture.

The topic of the day was: *How do sport and technology mix?*

1. *What is the role of technology in sport?*
2. *What should it be or not be?*
3. *What are the ethical concerns related to technology and sport?*
4. *How do we decide whether to allow new technologies into a sport?*

The second topic was: *Children's rights: ethical issues relating to children and sport:*

Competitive and high performance sport

1. *What is a child?*
2. *What kind of ethical concerns might arise in sport where children participate?*
 - a) Commercial way using children;
 - b) Risks of harms: physical (injures, problems with a growth), emotional, social.
 - c) Time limited good – more in the gymnastics.

We should ask!!

Do the benefits of sport participation outweigh the costs?

What are the objectives of sport, and are the children achieving them?

What are the risks of participating in sport?

Which values do children's sport embrace?

Who is leading or coaching the children?

If our goal for childhood is for children to reach adulthood prepared to be fully contributing members of society, which skills and experiences do children need in preparation for this role?

After the lectures we had lunch as usually from 13.00 until 14.00 and then work in the library.

From 18.15 until 19.30 we had sport activities. Our group was divided into small groups and some of us played volleyball with the master programme's students, some played tennis, some did yoga exercises, some went walking and jogging.

From 20.00 – 21.00 we had dinner and then the entire group went to the Olympia to Rodo café, because Robin from Germany was leaving in the morning and it was his last evening with the group.

On the 26th of September we didn't have lectures; the last lecture was on the 25th of September with Professor Tymowski. Our day started a little bit later, that is why our mood was much better. By the way, we had a day of group work. The main task was to prepare conclusion of the month. We were divided in the groups and each group had 1 week of the month.

All other things like lunch and dinner were as usual.

On the 27th of September we had a presentation of the conclusions of the Seminar at 10.00 in the morning during the Closing Ceremony of the Seminar.

On the 28th of September – On Saturday the programme changed a little bit and we had a great opportunity to see the torch relay – tryout version. After that, we had the departure from IOA to Delphi to visit the archeological site and museum of Delphi. Our last station was Athens.

On the 29th of September all the participants had the departure from Athens to their home countries.

But we really hope to see all our dream team soon!!!!

Thank you very much for everything: for your knowledge, love, peace, values and fair play!!!!

TOGETHER

In Olympia we arrived
In the summer time
Making studies, friends, and fun
Visiting archaeological sites

R: Together we can change this World – 4 times

Baron Pierre De Coubertin
Show us how we must learn
Olympic Values in the sport
Can really change the human world

R: Together we can change this World – 4 times

“Our difference is our power”
Remember that my sisters and my brothers
Hand in hand and with your smile
We can be happy, *believe!!!* and try ...

With love from Greece ☺ by Krystian Michalak ☺ and Neilton Junior ☺
The 20th Postgraduate Seminar – September 2013



INTERNATIONAL OLYMPIC ACADEMY



**Closing Ceremony
of the 20th International Seminar
on Olympic Studies for Postgraduate Students
ANCIENT OLYMPIA, 27th September 2013**

ADDRESS
on behalf of the participants of the Seminar,
by Mario Tarin MARISCAL (ESP)

First of all, I would like to thank the IOA, as an institution, for giving us the opportunity to come here.

But an institution is nothing but what the people make of it, and in that sense I want to thank Prof. Georgiadis and Panos for all their hard work and efforts to make this seminar such a learning experience.

We would also like to thank all the Professors that have contributed to our development here: Prof. Karamanou, Christesen, Wacker, Liponski, Wassong, Bronikowska, Rubio and Tymowski.

Being here has definitely been an experience. We have learned about the ancient Olympic Games and its philosophy, the revival of the Olympic Games and the modern Olympic Games. We have discussed about democratisation through sport, about Olympic education and the socio-political aspects of the modern Olympic Games; and we have explored the ethical and philosophical issues of Olympism.

And we still want more! We would love to come back next year and continue all the discussions we have just initiated. As Socrates said: “As for me, all I know is that I know nothing”. Because the more we have learnt here, the more we realise is just a little part what we know; and that is encouraging to continue with our research and our projects.

But specially, we would like to thank our coordinator Tania, for the amazing job she has done, for creating a special environment of respect, mutual help and, over

all, friendship. You have made sure that everybody felt comfortable and happy in this group, and that is not an easy job.

Last, but not least, I would like to thank you all, friends. We have learnt from each other, we have respected each other and, moreover, we have appreciated each other. You have been absolutely wonderful during this month. I have enjoyed every beer we have had together, every ping pong game we have played. I have listened carefully to all the stories we have shared, to know you better and to receive your kindness. I have loved every single moment I have spent with you.

It is not easy to be away from home, but I can happily say that I have felt at home here, and among family with you all.

ADDRESS
on behalf of the supervising professors of the Seminar,
by Assoc. Prof. Dr Gabriela TYMOWSKI (CAN)

Dean Georgiadis, colleagues, Academy staff, and fellow students of the International Olympic Academy,

What an honour it is for me to stand before you this morning, speaking on behalf of all the other learned professors who have preceded me in this 20th session of the Postgraduate Seminar.

Being invited to come and teach students at the Academy is profoundly meaningful to me, both professionally, and also personally. I have never before found a place anywhere in the world like the Academy, where people from around the world travel to come and learn, share, and experience this unique opportunity to scrutinize sport critically, from such a wide variety of academic perspectives. We also have many opportunities to learn about each others' cultures and to develop strong relationships with each other. Many of these relationships will persist long after we leave the Academy, and will result in warm friendship and fruitful collaborations in the future.

Education is one of life's most valuable goods. It gives us first a foundation, and then a perspective from which to understand the world around us. The sessions here began with a tour of Greece's most special historical Olympic sites with Professors Karamanou, Christesen and Wacker. Professors Liponski and Georgiadis linked the Ancient Games to the modern Olympic Games. Two weeks ago, Professors Rubio, Wassong and Bronikowska discussed Olympic education and the socio-political aspects of the modern Olympic Games. We finished the month of study by examining how ethical theory informs decision-making, and the applica-

tion towards such topics as performance enhancement, technology, gamesmanship and children's rights in sport. What a month of learning!

You have seen the academic passions of all of the professors for our work, and most importantly, our passion for sharing our work with you here in the Academy. We truly appreciate the opportunity to spend time with the students, to learn from all of you, and to meet colleagues from around the world, who are all such engaged and committed individuals. Regardless of where we started our journeys to the IOA, we are all clearly interested in the common goal of identifying and managing the best of sport and then working together to improve sport at every level and for the experience of all. This is truly a special and inspiring opportunity for all of us, professors and students. And here, the learning takes place in the classroom, on the playing field, while walking together, eating together, and living together.

Dean Georgiadis, thank you for the extremely kind and generous invitation to come to the Academy and for the opportunity to share my academic passions with the students. Students, thank you for giving me the chance to share my knowledge with you, and for your curiosity and interest in discussing these issues. And Academy staff, thank you for all your work to provide us with the perfect venue and for taking care of us and of this incredible facility while we are so far from our homes.

This opportunity has meant so much to me, and I leave this wonderful place –and all of you, wonderful students and staff and faculty of the Academy– with a glowing heart and wonderful memories. We will treasure our new relationships and this experience for the rest of our lives.

Thank you, best wishes, and it has been an honour.

Σε ευχαριστώ πολύ, Σου εύχομαι τα καλύτερα!

ADDRESS AND CLOSING
of the works of the Seminar,
by the Honorary Dean of the International Olympic Academy,
Prof. Dr Konstantinos GEORGIADIS

Today's Closing Ceremony marks the completion of 20 years bright organisation of the Postgraduate Seminar on Olympic Studies and it constitutes a small celebration for the IOA and me personally.

Twenty years full of educational memories, friendships, creative discussions, ideas and dreams.

The Seminar began its works in 1993 in a dormitory that was properly arranged in order to serve as Seminar Room. We had no air-conditioning or a projector and the room was too small for the participants.

You realise that, at least in the beginning, the Seminar was not in the educational priorities of the IOA.

However, since its third year, in 1995, its future course became obvious thanks to the participation of young researchers on Olympic issues from all over the world, who enriched with their ideas its structure, philosophy and content.

The selected guest Professors, eminent on Olympic Studies, also contributed in this effort. Today, some of them are retired and some have passed away. Nevertheless, their educational ideas were relayed to the younger ones who, in their turn, returned to the Academy in order to hand them over to the next ones, like a torch-bearer passes on the Olympic flame.

Please allow me to refer to some Professors, like Professor Norbert Müller (GER), my teacher, John Lucas (USA), David Young (USA), Ingomar Weiler (AUS), Wolfrang Decker (GER), Jim Parry (GB), John Mouratidis (GRE), MacAlo-

on (USA), Stephen Miller (USA), Karl Lennartz (GER), Hertfell (USA), Lamartine DaCosta (BRA), Bruce Kidd, Bob Burney, Lee Robinson, Angela Schneider.

Those Professors handed over the torch to Cesar Torres, Holger Preuss, Gabriela Tymowski, Sarah Teezel, Christina Koulouri, Malgorzata Bronikowska, Alberto Reppold, Heather Reid, Irena Martinkova and others.

Throughout these years, both previous and current IOA Presidents and administration have strongly supported the Seminar. We started together with the late President Nikos Filaretos, with whom I worked closely for the completion of the idea and then the IOA Ephoria supported its realisation. The current President, Mr Kouvelos, supports the Seminar despite our current difficult financial situation.

I am very happy because the completion of 20 years of the Seminar wrap up successfully thanks to your participation. Each one of you has contributed to the success of this year's Seminar with your participation in the academic discussions, with the great scientific papers you presented that covered the whole cognitive subject of the Olympic Games and the Olympic Movement as well as with the kindness and respect you treated your colleagues and the Professors.

Your kind critical approach, your solidarity towards your fellow-students and the Professors, your effort to include everybody in your actions and events, your harmonious co-existence and the pleasant environment in combination with the high-level educational academic papers are some of the features for which we will remember the 20th Postgraduate Seminar for a long time.

The positive energy as well as the enriched knowledge and perception of our planet and humanity you gained from the Seminar through your short stay here in Olympia should constitute the starting point for new educational actions.

Some of you will complete your PhD studies in a few years and some others your Master's Degree studies. It is your turn now to contribute to the creation of a more peaceful and better global society through your work and through the approach of Olympism as a social theory.

Bear in mind that sports can shape someone's character on a personal level, can create a social and ethical conscience and also a universal perception of the civilization of the humanity's civilizations in order to bring us all closer through our differences.

The IOA, its Ephoria, its President and me personally will be very proud if we

meet some of you in the Olympic Movement or in other organisations struggling for the same ideals.

I would like to thank all of you wholeheartedly and especially Tatiana who coordinated the works of the Seminar in a friendly and social manner with consistency, hard work, and administrative talent.

I would also like to thank Panos for all the administrative work he has done throughout the year and for his presence here, which is precious not only from the administrative point of view.

Finally, I would like to thank the IOA staff.

The beginning of the future starts in the past.

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