



INTERNATIONAL OLYMPIC ACADEMY



Olympism and Governance

12th INTERNATIONAL SESSION
FOR EDUCATORS OF HIGHER INSTITUTES OF PHYSICAL EDUCATION



Published by the International Olympic Academy and
the International Olympic Committee

Athens, 2018

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
Tel.: +30 210 6878809-13, +30 210 6878888
Fax: +30 210 6878840
E-mail: ioa@ioa.org.gr
Website: www.ioa.org.gr

Editor: Konstantinos Georgiadis

Editorial coordination: Roula Vathi

Photographs: IOA Photographic Archives

Production: Cloudprint

ISBN: 978-960-9454-47-6

INTERNATIONAL OLYMPIC ACADEMY

Olympism and Governance

12th INTERNATIONAL SESSION
FOR EDUCATORS OF HIGHER INSTITUTES OF PHYSICAL EDUCATION

25 MAY–1 JUNE 2017

Editor
KONSTANTINOS GEORGIADIS
Professor, University of Peloponnese
Honorary Dean of the IOA

ANCIENT OLYMPIA

**TEMPORARY EPHORIA
OF THE INTERNATIONAL OLYMPIC ACADEMY
(February – July 2017)**

President	Michael FYSENTZIDIS (<i>HOC Member</i>)
Vice-President	Athanassios STRIGAS (<i>Assoc. Professor, University of Peloponnese</i>)
Members	Spyros CAPRALOS (<i>HOC President – ex officio member</i>) Emmanuel KOLYMPADIS (<i>HOC Secretary General – ex officio member</i>) Emmanuel KATSIADAKIS (<i>HOC Member</i>) Polyxeni ARGEITAKI (<i>HOC Member</i>) Thanassis VASILIADIS (<i>HOC Member</i>) Efthimios KOTZAS (<i>Mayor, Ancient Olympia</i>) Gordon TANG
Honorary President	Jacques ROGGE (<i>IOC Honorary President</i>)
Honorary Members	Pere MIRÓ (<i>Director, Olympic Solidarity, IOC</i>) Makis MATSAS
Honorary Dean	Konstantinos GEORGIADIS (<i>Professor, University of Peloponnese</i>)

IOC CULTURE AND OLYMPIC HERITAGE COMMISSION (2017)

Chair	Ching-Kuo WU
Members	Valeriy BORZOV Ung CHANG Iván DIBÓS Aïcha GARAD ALI Nat INDRAPANA The Princess Nora of Liechtenstein Samih MOUDALLAL Franco B. ASCANI Roman BABUT Mehrez BOYSSAYENE Ronald BRADSTOCK Maria BULATOVA Spyros CAPRALOS Jacques DE NAVACELLE Beatriz GARCIA Bouchra HAJJI Lord Hall of Birkenhead Yoshiko HAMAZAKI Isidoros KOUVELOU Admire MASENDA Alicia MASONI De MOREA Norbert MÜLLER Tubby REDDY Martin ROTH Klaus SCHORMANN Sylvia SWEENEY David WALLECHINSKY
Honorary Chair	Lambis V. NIKOLAOU
Director in charge	Director of Culture and Heritage

IOC COMMISSION FOR OLYMPIC EDUCATION

Chair	Barry MAISTER, ONZM
Members	Beatrice ALLEN Nita AMBANI Mikaela COJUANGCO JAWORSKI Sam RAMSAMY Paul K. TERGAT Helen BROWNLEE Anastasia DAVYDOVA Gudrun DOLL-TEPPER Filomena FORTES Dionyssis GANGAS Kostas GEORGIADIS Keith JOSEPH Marion KEIM LEES Young Hee LEE Denis MASSEGLIA Vera PEREDERII Laurent PETRYNKA Judy SIMONS, J.P. Jeannette SMALL Luzeng SONG Ryan STOKES Stephan WASSONG Thierry ZINTZ
Director in charge	Director of Public Affairs and Social Development through Sport

CONTENTS

Foreword

by the Honorary Dean of the International Olympic Academy, Prof. Konstantinos GEORGIADIS	17
---	----

OPENING CEREMONY Ancient Olympia, 26 May 2017

Opening Address of the Session proceedings

by the President of the International Olympic Academy Michael FYSENTZIDIS	21
--	----

PROCEEDINGS

Lectures

Zero tolerance for doping in sport: what we have learned from the fight against doping

Sir Craig REEDIE (GBR)	25
------------------------------	----

Higher Education Institutions: using and leveraging the Olympic Games as a tool for building their research and teaching capacity

Dr Uri SCHAEFER (ISR)	34
-----------------------------	----

The need for normative power to influence good governance by international sport organizations

Prof. Christo DE CONING (RSA)	48
-------------------------------------	----

Governance of Olympic Legacy

Prof. Vassil GIRGINOV (GBR)	61
-----------------------------------	----

Governance in Sport and the Olympic Movement: the future of mega sport events

Prof. Marijke TAKS (CAN)	71
--------------------------------	----

<i>The Rio 2016 Olympic Games: the management of the Games and their social impact on the Brazilian Media</i> Prof. Dr Roberto MALUF DE MESQUITA (BRA) and Prof. Dr Jonas Lirio GURGEL (BRA)	83
<i>The role of the Olympic Movement in the refugee crisis. An exercise programme for refugees</i> Prof. Dr Yannis THEODORAKIS (GRE)	95
Short Presentations by the Participants	
<i>Importance of inculcating concepts and practices of good governance in university students</i> Mg. Javier E. VILLARREAL DOLDÁN (ARG)	105
<i>Sport and the Olympic Movement and the current socio-political state of the Armenian people</i> Meghmik KHACHATOORIAN and Anahit MARTIROSYAN (ARM)	110
<i>Governance in sports and the Aruban Olympic Movement</i> Prof. Francisco GOEDGEDRAG (ARU)	112
<i>Women in sport governance and leadership</i> Dr Caroline RIOT (AUS)	115
<i>The seven Olympic values which inspire sporting practice and/or valuable attitudes to life</i> Natália KOHATSU QUINTILIO (BRA)	121
<i>The Brazilian Olympic and Paralympic database</i> Flávio Antônio DE SOUZA CASTRO and Alberto Reinaldo REPPOLD FILHO (BRA)	124
<i>Social cohesion in Brazil: an Olympic reality?</i> Prof. Nelson SCHNEIDER TODT (BRA)	128
<i>The integration of post-secondary health, wellness and athletics programmes: the benefits and challenges</i> Prof. Laura BOYKO (CAN)	132

<i>The financial demands of sports in sport clubs in the Czech Republic and the Czech Olympic Foundation</i> Libor FLEMR (CZE)	134
<i>“Finnish schools on the Move” Programme: increasing physical activity and decreasing sedentary time among school-aged children</i> Sampsä KIVISTÖ (FIN)	136
<i>The management of ethics in sports in Finland</i> Susanna SOKKA (FIN)	139
<i>FIFA governance changes: a role model for the Olympic Movement?</i> Prof. Dr Stefan CHATRATH (GER)	141
<i>More than a festival: Olympism and good governance</i> Rory FLINDALL (GER)	146
<i>Is the way that Olympic sports organizations are structured a barrier to good governance?</i> Brian MINIKIN (GBR)	149
<i>Implementation of the OVEP (Olympic Values Education Programme) with primary school children aged 9–11</i> Christina ARVANITI (GRE)	153
<i>Approaching the meanings of Olympism and Governance through the example of traditional dance in Greece</i> Asst. Prof. Maria I. KOUTSOUMPA (GRE)	156
<i>Governance in the Olympic Movement</i> Karla SLUSHER (GUA)	160
<i>Development of Olympic sport in Messi & Maradona’s country</i> Prof. Máster Daniel G. DE LA CUEVA (ARG)	162
<i>Integrating the Olympic values into the sports selection system</i> Natalia MATSIUS (BLR)	166
<i>International organization and sport: the impact of globalization on sport governance</i> Asst. Prof. Efthalia (Elia) CHATZIGIANNI (GRE)	169

<i>OVEP, the launchpad to good governance</i> Assoc. Prof. A. M. NAJEEB, Ph.D. (IND)	172
<i>Distance learning for physical education teachers: the most affordable, effective and rapid way to teach students Olympism</i> Javad AZMOON (IRI)	175
<i>Sport governance in Japan</i> Prof. Norihide ISHIDO (JPN)	178
<i>Dual career in sport: understanding, cooperation, support</i> Dr Antra GULBE and Dr Alida ZIGMUNDE (LAT)	182
<i>Measuring the efficiency of countries' elite sport governance systems: the rankings of the International Society of Sport Sciences in the Arab World</i> Asst. Prof. Nadim NASSIF (LBN)	186
<i>Educating the elderly</i> Maria SZCZEPAŃSKA (POL)	189
<i>Governance: municipal sports policy</i> Isilda DIAS (POR)	192
<i>Physical Education</i> Prof. Angel Javier PEREZ (PUR)	196
<i>Nurturing future sport managers: the National University of Physical Education and Sport way</i> Prof. Dr Florin PELIN (ROU)	199
<i>Values at stake: a project about reflection and critical thinking in sport</i> Dr Maria PRAT GRAU (ESP)	203
<i>The Olympic Studies Centre of the Autonomous University of Madrid: its genesis (origin), structure and governance</i> Dr Ismael SANZ ARRIBAS (ESP)	204
<i>Governance and Olympism: the Spanish model</i> Prof. Dr María José MARTÍNEZ PATIÑO (ESP), Prof. Dr Covadonga Mateos Padorno & Prof. Xesús Pena Pérez	209

<i>Good Governance in Sport and the Olympic Movement: King Bhumibol Adulyadej's picture in our homes</i> Prof. Sarayut NOIKASEM (THA)	214
<i>A review of Istanbul's awareness of "Olympic legacy"</i> Assoc. Prof. Pinar GUZEL and Assoc. Prof. Selhan OZBEY (TUR)	216
<i>Management of sport tourism in Poland: new trends in higher education</i> Ewa MALCHROWICZ-MOSKO and Joanna POCZTA (POL)	222
<i>An example of good governance in National Olympic Academies: the creation of Olympic Studies Centres for the maximum dissemination of Olympic values</i> Maria Teresa CALLE-MOLINA (ESP)	227
Conclusions of the Discussion Groups	233

CLOSING CEREMONY Ancient Olympia, 30 May 2017

<i>Closing address on behalf of the Participants of the Session</i> by Nelson TODT (BRA)	263
<i>Closing Address on behalf of the Lecturers of the Session</i> by Prof. Vassil GIRGINOV (GBR)	266
<i>Closing Address of the Session proceedings on behalf of the President of the International Olympic Academy</i> Michael FYSENTZIDIS	268
List of Participants	273

FOREWORD

The 12th Session for Educators of Higher Institutes of Physical Education and its participants, to which the IOA has addressed itself since the establishment of this Session, is focused firmly at tertiary education. It is mainly for professors of Physical Education and for future teachers of Sports and Olympism in schools and universities. The IOA, the most important educational branch of the IOC, places special emphasis on education and training. In this Session, the educators bring to the table a critical mass of knowledge for discussing and exploring subjects relating mainly to the integration of Olympic education into university programmes. The subject of this year's Session was "Governance in Sport and the Olympic Movement", a wide-ranging issue given that the "governance" policies of Olympic and sports bodies are of great concern to the international community.

The lecturers at this Session developed many aspects of governance and the participants were pleasantly surprised by the variety of issues they raised. This led to the most interesting and lively discussions, the outcome of which showed how important the subject of governance is to the international community, given that crisis management problems have been observed in the Olympic and Sports Movement.

Thus, among other things, the Session highlighted subjects relating to doping, the organization of major sports and Olympic events, the management of the Olympic legacy, how the Olympic Movement is tackling the refugee crisis, and the social impact of the Games—with a special emphasis on the 2016 Games. The Session also looked at the use and abuse of the Olympic Games as tools for developing education, research and teaching in institutions of higher education.

Certainly, the group discussions within the Session were of particular interest. I refer indicatively to the conceptual approaches taken, the varied questions about sound management in the Olympic and Sports movements, the

re-examination of how major sporting events are organized, the investigation of the positive and negative roles large corporations can play, the clashes and contradictions between Olympic and sports ideals on the one hand and the realities of competitive sport on the other, the social impact of good governance, the roles and responsibilities of leadership in sports and the Olympics for ethical governance, the need to create international pre-school physical education programmes, etc.

To sum up, I would say that the dominant element at this Session was the participants' insistence on the need for sport and Olympism to help bring into being a better world. Despite the problems and the grey zones in governance at the national and international level, we all understand that the Olympic and Sports Movement has very powerful educational and cultural tools at its disposal to, on the one hand, monitor governance as it is exercised internationally and, on the other hand, create a positive social climate for the cultivation of Olympic values through its outstanding Olympic education programmes. Education has always been the greatest tool we have for helping communities mature socially and politically, for keeping citizens active and, through their stance, to dictate the universal demand "for good governance", not only in the Olympic and Sports Movement but in every facet of their lives.

Prof. Konstantinos GEORGIADIS
*Dean, School of Human Movement
and Quality of Life Sciences,
University of Peloponnese,
Honorary Dean of the IOA*

A large group of approximately 100 people, mostly men in suits and some women in formal dresses, are posed in many rows on a wide set of stone steps. The group is diverse in age and ethnicity. Many individuals are wearing white lanyards with identification badges. The background shows more of the steps and some greenery on the left side.

Opening Ceremony

ANCIENT OLYMPIA, 26 MAY 2017



OPENING ADDRESS
of the Session proceedings
by the President of the International Olympic Academy
Michael FYSENTZIDIS

Dear Session participants,

It is my honour to welcome you to the International Olympic Academy.

I would like to take the opportunity of the 12th International Session for Educators of Higher Institutes of Physical Education to tell you what a great honour and what a great responsibility it is to welcome you to the start of this Session, which coincides with my new institutional role as President of the International Olympic Academy. This is an important day for me in relation to my position in the contemporary Olympic Movement. Over the last four years, as Vice-President of the IOA Ephoria, I have been monitoring closely the important work the Academy continues to accomplish. Within this framework, I have, of course, also had the opportunity to observe the work and the contribution of the Higher Institutes to every aspect of Olympic education.

We all know that the educational aspects of the contemporary Olympic Movement are crucial, both for its identity and for the institution of the Olympic Games which have, since their revival, been redefined as a sport and educational movement. The man behind the rebirth of the Games, Baron Pierre de Coubertin, his successors and all the members of the Olympic family around the world today agree that it is the education and philosophy of the Olympic Movement that make the Olympic Games the most important sporting, educational, cultural and social institution in the world.

The intellectual, educational and cultural dimensions of the Olympic Games define the cohesion and future course of the contemporary Olympic Movement. Consequently, we recognize the need to preserve and diffuse internationally the Olympic spirit and values that underlie contemporary Olympic philosophy and

education and comprise the most powerful intellectual bond between sport and society. In this context, the role of the IOA and all the educational institutions of the Olympic Movement becomes crucial in regard to the propagation of the educational principles of Olympism.

As you know, the topic of this year's Session is especially interesting, since it focuses on a subject that has attracted in recent years the interest both of the International Olympic Committee and everyone involved in Olympic, sport and educational institutions. It is a topic of the utmost importance, since it concerns governance in Sport and the Olympic Movement.

The concept of governance, as has been underlined many times, forms the cornerstone of sport and the Olympics. In the Olympic Movement, the term was first included in the Olympic Charter in 2004, in which document it is linked to the values of Olympism. The official use of the term has been viewed as an indication of the democratization of the Olympic Movement.

In this framework, I believe that this year's Educators' Session will be especially useful and effective as you explore with our important lecturers the use of the term "governance" and its intersections with other aspects of the Olympic Movement. I am confident that by the time this Session closes, the conclusions will be fruitful for all of us and of use to the educational and Olympic community.

Dear friends, I would like to wish you a nice stay and every success in the works of your Session!

Proceedings

LECTURES

Sustainable impact questioned

Multiple cities, deciding

➤ e.g. Boston and Toronto for the 2024 OG

➤ **withdrawing their bid**

➤ e.g., Budapest for the 2024 OG

➤ **unable to host even when awarded**

➤ e.g., Durban for the 2022 Commonwealth Games in South Africa



ZERO TOLERANCE FOR DOPING IN SPORT: WHAT WE HAVE LEARNED FROM THE FIGHT AGAINST DOPING

Sir Craig REEDIE (GBR)
IOC Member for Great Britain
President, World Anti-Doping Agency (WADA)

Introduction

How fitting it is to be here in Olympia, the birthplace of the ancient Olympic Games over 2,700 years ago, to talk about something we in the Olympic movement have long cherished: clean sport.

I consider it also an apt moment to deliver this speech on how we aim to uphold zero tolerance in the fight against doping, as we in the anti-doping community are busy debating the future shape of clean sport. This is a debate that intensified following the damning findings of WADA's independent McLaren Investigation, which emerged in July 2016 exposing Russian manipulation of the doping control process. The debate, which has been led by WADA and has engaged all of our stakeholders, is something I will come back to a little later on.

I also note that the theme of this conference is an important one: governance. Governance is something vitally important to the running of sport today. Indeed, WADA's 50/50 sport/government split is something that has often been touted as a unique governance structure, and one that has allowed us to conduct our work appropriately and successfully.

Firstly, what do we mean by "zero tolerance"?

Zero tolerance

Doping is a complex issue, but the vast majority of us can agree on one thing: that doping should not be permissible in modern day sport, and that collectively

we need to do all we can to detect, deter and even prevent doping in the future.

We hear much talk of “zero tolerance”, though we are not always unanimous in defining what it means. Broadly speaking, in taking a “zero tolerance” stance in the fight against doping, we are favouring strong surveillance and testing procedures along with punitive responses to transgressions of anti-doping rules.

From an athlete’s perspective, “zero tolerance” means they must not allow any prohibited substance to be present in their body. That is fundamental if they are to remain on the right side of anti-doping rules.

From an anti-doping organization perspective, “zero tolerance” means that all organizations signed up to the World Anti-Doping Code must practice what they preach and that, having implemented the Code’s rules in their own systems, they must *implement* the rules to a high standard. Of course, in light of recent events, we have seen that not all Code signatories have been adhering to the Code, and that is why WADA’s Code Compliance Monitoring Programme – which aims to raise the standards of anti-doping worldwide – is so important. There must be a collective will from *all* WADA’s partners.

Now, before I take you through what WADA and its partners have achieved over the years, and the lessons we have learned, let us first take a look back at how we arrived at where we are today.

History of doping

Doping in sport is not new. Far from it. Cheating has beleaguered sport since the beginning, since the origins of sporting competition here in 776 BC in which ancient Greeks experimented with everything from “doop” (a vicious opium juice from which the word ‘dope’ is derived) to herbal medications, from copious amounts of wine to hallucinogens. In 100 AD, Roman gladiators used stimulants and hallucinogens to prevent fatigue and injury.

Fast forward to the 19th and then the 20th century, and unhealthy concoctions of strychnine, heroin, cocaine and caffeine were widely used by athletes; subsequently, amphetamines and steroids becoming the drugs *du jour* as the 20th century wore on.

In fact, it was not until the first deaths were attributed to doping in the 1960s that we saw the formation of the first IOC Medical Commission to fight doping (in 1967), followed by the first drug testing at an Olympic Games the following

year in Mexico City.

Over the next three decades, drug testing on athletes increased as the problem of doping escalated and advances were made in the scientific detection methods for new substances.

The birth of WADA

It is easy to forget that up until 1999, the anti-doping landscape looked very different than it does today. I have merely touched on the pre-WADA era, but it is worth reminding ourselves that up until the end of the last century there was no one single answer to tackling doping in sport.

WADA and the anti-doping industry – and it is truly now a fully-fledged industry – emerged from two serious crises that engulfed sport in 1998:

- First came the Festina controversy at that year's Tour de France. During the race, a large number of prohibited medical substances were found during a police raid. Several cyclists and entourage members were arrested.
- The second crisis, known as the Salt Lake City scandal, involved problems with the International Olympic Committee (IOC) and resulted in the suspension of several IOC members.

The cherished values of sport were at risk; when doping was identified as the single most serious threat to sport's future, WADA was created as the antidote.

The Agency was formed in 1999 at the First World Conference on Doping in Sport. Representing the sport movement, the IOC invited the governments of the world to Lausanne, Switzerland, with the aim of establishing an independent international agency to combat doping in sport.

WADA started operating later that year as a unique 50/50 partnership between the sport movement and governments, with the IOC contributing half of WADA's annual budget and national governments contributing the other half. This 50/50 split is also reflected in the composition of WADA's 38-member Foundation Board and 12-member Executive Committee.

The introduction of WADA would ensure a fair, harmonized system that athletes could believe in. Prior to WADA, there was no one set of rules, no consistent approach to process or to the sanctioning of doping athletes by country

or sport. WADA brought fairness, consistency, credibility and structure to anti-doping in sport.

WADA's achieves a great deal with modest means

Since it was established almost 18 years ago, the Agency has achieved a great deal:

- Through the initial Lausanne Declaration on Doping in Sport and the three iterations of the World Anti-Doping Code that followed, WADA introduced consistency and harmony to anti-doping rules and processes, where previously there was disparity.
- We introduced an international United Nations treaty and ratified it in record time. The UNESCO International Convention against Doping in Sport, as it is called, allows governments to recognize the rules of the World Anti-Doping Code and has now been ratified by 185 of 195 states worldwide, or 99% of the world's population.
- Through our Regional Anti-Doping Organization (RADO) programme, we have implemented a clean sport culture in parts of the world previously untouched by anti-doping.
- We have introduced an Athlete Biological Passport, which is coming into more widespread use and has now been adopted by many of the top sports federations in the world, including the Union Cycliste Internationale (UCI), the International Tennis Federation (ITF) and the International Association of Athletics Federations (IAAF). This has helped sports federations and anti-doping organizations to build intelligence banks that can feed their target testing and broader anti-doping programmes, as well as to sanction athletes directly in the most extreme cases.
- In terms of law enforcement, we have built lasting relationships with the likes of INTERPOL and the World Customs Organization. We have also struck partnerships in the pharmaceutical industry with giants like Pfizer and GlaxoSmithKline. These organizations share information on pipeline products that have potential for misuse by athletes; in exchange, WADA shares information on substances that are being abused by athletes.
- Investigations. Under the new Code, WADA has been able to conduct in-

vestigations since January 2015. We did this in 2015 via the independent Pound Commission that exposed widespread doping in Russian athletics, and then again in 2016 with the McLaren Investigation I referred to above.

All of this and much more has been achieved with exceptionally modest financial resources not exceeding USD 30 million.

2015 World Anti-Doping Code

As expert opinion regarding anti-doping has evolved over the years, so have the rules that govern athletes. Indeed, it is only right that we have not stood still; instead, we have stood up and listened to our stakeholders – including, most importantly, the athletes – in order to understand what needs to change and why. That is why we have progressed to a third iteration of the World Anti-Doping Code, which came into effect at the start of 2015 and stipulates:

- A four-year period of ineligibility for first-time doping offences
- A greater emphasis on intelligence and investigations; the world took note of the well-mediatised, independent Pound and McLaren investigations the Agency conducted into Russian doping
- A focus on the athlete's entourage as well as the athlete. Over the years, we have found unscrupulous "entourage" members behind many doping athletes, whether they be rogue coaches, doctors, or even agents who see an opportunity to profit from their athlete's doping
- Smarter testing which looks at the risk of substance abuse on a sport-by-sport and country-by-country basis.

By introducing these strong Code rules, we have established a strong regulatory framework which has been implemented legislatively worldwide.

However, as recent events have shown, strong rules mean little without equally strong implementation, and this is now our collective focus. There must be the will to practice quality anti-doping programmes if we are to achieve a level playing field, and if we are to impact on society for the better. Ensuring quality practice is why compliance is one of WADA's priorities for 2017 and beyond, if not the biggest.

Lessons learned from the fight against doping

Despite today's win-at-all-costs culture continuing to threaten sport, the public and the vast majority of athletes value the importance of fair play as they always have. Yet, the fact remains that within this culture there is a huge amount of temptation and pressure encouraging athletes to take shortcuts. They are enticed by ever-increasing amounts of money in sport, and by entourage members who also see an opportunity to profit from an athlete's ill-gained success.

Over the years, we have seen the scientific expertise of those who choose to dope advance significantly; this has amplified the importance of the work done by our anti-doping scientists and laboratories in developing new detection methods in this proverbial "cat and mouse" game. Greater numbers of sophisticated cheating athletes with increasing financial resources means we have shifted from a reliance on traditional scientific (or "analytical") testing to what we call "non-analytical" means. As such, the anti-doping community has become increasingly successful at gathering information and sharing intelligence which can serve as powerful evidence against dopers. This is why we have placed much greater importance on the value of whistleblowing and first-hand testimony in the fight against doping: it has become apparent that testing alone will not level the playing field.

However, it is not just those athletes who are becoming increasingly sophisticated in their doping that pose a threat to sport. Experience has taught us that, regrettably, these athletes are often assisted by a black market "underworld" that makes it easier for banned substances to find their way into athletes' hands. The advent of the internet has fuelled the provision of these illicit substances to athletes; substances which are often manufactured in unregulated, non-sanitized "kitchen laboratories" and then trafficked illegally across borders. WADA – indeed, sport – alone has neither the mandate nor the authority to shut these illegal laboratories down or to prevent the trafficking of these substances; that is why we have entered into partnerships with law enforcement authorities that have the ability to do this. We have learned that by working together, we can reduce the amount of these substances that reach athletes, and in some cases prevent them from reaching them at all.

We have also learned that it is not just elite athletes that are doping, but members of the public, too. It is high school students who want to look good,

older generations of amateur athletes who want to return to the fountain of youth, and many other ordinary citizens who frequent their local gyms and sports clubs. Doping has become a public health issue which poses a threat to society as a whole, and that is why it should be of concern to governmental authorities, too.

Much of what I have talked about so far relates to detecting and deterring doping, but it is becoming increasingly clear that our focus must be on preventing doping from even being a choice for future generations of athletes. That is why at WADA we are increasing the level of anti-doping education that is conducted globally, and by education I mean *values-based education*. This includes programmes developed through research which provide athletes with the tools they need to make the right decisions in relation to doping; meaning, they stick to their values and the belief that doping has no place in either their sport or their life.

A system that is fit for the future

As I touched upon earlier, WADA has been driving a broad debate on how to further strengthen the global anti-doping system so that it builds on its successes and is ready for the future.

Following months of debate in the second half of 2016, WADA's stakeholders endorsed a series of recommendations at the Agency's Foundation Board meeting in November that would strengthen both the Agency and the global anti-doping system. Collectively, we defined a way forward with the backing of athletes that that would define their future in sport.

At the heart of this way forward, the Board:

- Endorsed a graded sanctioning framework for non-compliance that was put forward by the independent Compliance Review Committee (CRC). As we learned from the public response to the doping crisis in Russia, and from the tone of athlete and public opinion in the weeks and months that followed, there is a push for a system that clearly, consistently and predictably sets out the consequences for non-compliance for WADA signatories.
- Having fully recognized the value of investigative work in protecting clean sport, the Board also agreed that WADA's investigations and intelligence-gathering capability needed to be enhanced. Work on this has al-

ready begun with the arrival of our new Chief Investigative Officer, the ex-Interpol and Europol law enforcement expert Gunter Younger. At the same time, his team was increased from two to six people.

- Recognizing the importance of whistle-blowers to Clean Sport, particularly in light of the fact that the Pound and McLaren investigations were triggered by whistle-blowers, the November Board endorsed WADA's Whistle-blower Policy and Programme, entitled Speak Up!
- Speak Up!, which launched back in March, is a new secure digital platform intended for athletes and others to report doping misconduct. It provides athletes and others with a secure, confidential way to report activity that goes against clean sport.
- The November Board also endorsed formation of a WADA Working Group on Governance Matters. The Group, which includes members from government, sport, NADOs and, importantly, the athlete community, has been established to ensure "the independence of anti-doping from sports organizations and national governments", and to study ways to strengthen WADA's governance structure. WADA's hybrid sport-government (or private-public) model is unique, and has assisted with our decision-making over the years. This Working Group is looking at how it can be improved even further.
- A Working Group was formed to review WADA's strengthened lab accreditation process and has begun its work. The Agency has continually improved the quality assessment processes for its laboratories in recent years, but this group will look at how to build on that.

WADA is acting on all of these Board recommendations by beginning the work required. In light of all of this, the Agency will bring together the global anti-doping community at a World Conference in 2019 to review the progress that has been made and, potentially, to approve an updated World Anti-Doping Code that will formalize the necessary changes.

Conclusion

These priorities, and much more, are being pursued by WADA and its partners to ensure that we continue to protect the rights of clean athletes worldwide.

However, what has become clear in the last couple of years is that while the

tenets of the World Anti-Doping Code are strong, they are difficult to enforce across the board. That is why WADA's new robust compliance programme is an essential step towards implementing high-quality anti-doping programmes in every country and every sport.

If everyone conducts their work in the spirit of the Code and in strict accordance with its principles, then our collective talk of "zero tolerance" for doping will be backed up by concrete actions that will ensure a level playing field for generations

HIGHER EDUCATION INSTITUTIONS: USING AND LEVERAGING THE OLYMPIC GAMES AS A TOOL FOR BUILDING THEIR RESEARCH AND TEACHING CAPACITY

Dr Uri SCHAEFER (ISR)

*President, International Council of Sport Science
& Physical Education (ICSSPE)*

The Olympic Games are considered the world's foremost sports competition with over 200 nations represented and more than 10,000 participants. While the Olympic Games last for 16 days, the preparation for an event like the Olympic Games takes over six years.

In fact, the preparations begin when the International Olympic Committee (IOC) announces the Games' next host city, following a bidding process which has in itself helped promote and develop all the bidding cities. This is also the case in regard to the IOC's upcoming decision on which city will host the 2024 Summer Olympic Games. The two cities that have reached the final stage in the bidding process are Los Angeles and Paris. The IOC's decision as to who the host city for the 2024 Olympic Games will be is to be announced on 13 September 2017 in Lima, Peru.

It is well documented that the impact of the Olympic Games is significant enough in post-modernism societies to be felt in almost every country around the world. The Games influence ordinary people and athletes alike, as we will demonstrate in this paper.

It all starts with the spirit of the Olympic Games and its aims as these are outlined in the Olympic Creed:

The most important thing in the Olympic Games is not to win but to take part [...] fairly and to have done one's best. The Olympic Games give us the chance to celebrate our shared humanity and the object of the competitors

*should be to express this humanity [...]. This spirit can be seen in athletes from poorer parts of the world, who have little chance to develop their skills or gain experience, but who do the best they can with limited resources and who represent their country with pride and dignity*¹.

The Olympic Games and all other mega sport events inspire us all, whether we are educators in academic institutions, working in the public sector or a school setting, to learn and implement the spirit and ideas of the Games on a daily basis.

The aim of the Olympic Games is: “to be associated with youth, health, sportsmanship, peace, education and enjoyment”².

In light of this aim and the spirit of the Olympic Games, educators in Institutes of Higher Education should emphasize the afore-mentioned goals in the educational development of their students and their children and young people. This needs to be done, if they wish to inspire them to engage in physical activity and sport and thus recognize the long-lasting benefits of being physically active either in a school setting, sports club, community centre or elsewhere.

In spite of the outstanding status, world recognition, high prestige and high esteem in which the Olympic Games are held today, sport participation at the grassroots level and during adolescence is facing new challenges which include the new social media networks, new technologies, the increasing cost of sport activities, the built environment, new risks in sports, and parents – all of which are contributing to a decrease in structured sport participation.

Furthermore, the increase in non-communicable diseases among young people, such as poor dietary habits, obesity and diabetes, is contributing significantly to increasing levels of inactivity among children and youth worldwide. It seems that while, in the past, parents had to make sure their children were home for supper, today, they need to convince them to go out.

Jacques Rogge, past President of the IOC and the IOC General Assembly, recognized these negative phenomena. In order to ensure ongoing participation in the Olympic Games in the years to come, and seeking to have the Olympic Movement join the world’s leading agencies (WHO, UN, UNESCO) in the fight

1. The Olympic Creed – www.janecky.com/Olympic/creed.

2. The Olympic Charter. <http://stillmed.olympic.org>.

against inactivity on the part of children and youth and their manipulation and exploitation, he initiated and approved the decision to hold and conduct the Youth Olympic Games³.

The Youth Games are targeted specifically at teenagers (14–18 years old). The first Summer Youth Olympics Games were held in August 2010 in Singapore, while the first Winter Youth Games took place in January 2012, in Innsbruck Austria. The Games included, apart from the actual sporting events, a cultural and educational programme that every participant was obliged to participate in.

The International Olympic Committee hoped that the youth participants who take part in the Olympic Youth Academy during the Games would in this way be turned into “sports ambassadors” back in their home cities and countries, and thus play a role in raising awareness of the many positive benefits inherent in organized sports⁴.

IOC President Rogge realized it would take years before the YOG would have a significant impact on children’s health and physical activity habits, citing the example of the 116 years needed for the current IOC organization to reach its present status⁵.

However, knowing that one of the first reasons reported by children for dropping out from sport participation is “not having fun and not enjoying the activity”⁶, it is evident that the degree to which children and young people remain involved in sport or make being physically active part of their lifecycle depends to a great extent on how fun and enjoyable they judge the activity to be. Research findings⁷ indicate that having fun in Physical Education lessons is indeed

3. Youth Olympic Games, “(YOG) Fact Sheet, 2009”, 4, http://multimedia.olympic.org/pdf/en_report1423.pdf.

4. The Olympic Charter: <http://stillmed.olympic.org>.

5. Patrick Johnston, “Youth Olympic Games Can Stop Kids Leaving Sport: Rogge”, Reuters, March 2010; <http://www.reuters.com/article/2010/03/23/us-olympics-rogge-idUSTRE62M0XH2010023>

6. Harel Yossi et.al, School of Education, Bar-Ilan University, Israel. Head research programme of HBSC, Patterns of physical activity among children and adolescent in Israel, (first national survey), 2014.

7. Ibid.

perceived by children and adolescents as being highly significant. Knowing that having fun is one of the **FUND**amental elements of being physically active, it is thus of vital importance for physical education educators, teachers, coaches and instructors to receive ongoing feedback from their clients – the children and young people. We therefore recommend that educators make use of “smiley faces” more frequently following a lecture or classroom lesson to obtain immediate feedback from their students on their level of satisfaction. Three smiley faces should be used: happy, neutral and sad. Each student simply places the smiley that represents their opinion on the day’s activity into a box, thus providing the class educator with immediate feedback on his/her lesson/activity.

The Olympic Games have the power to deliver lasting benefits that can have a considerable positive impact on a community and its image, and can also serve as a catalyst for further development and future planning in host cities. Furthermore, it is IOC policy that the Games must provide far more than just good memories of the sporting events.

Learning and understanding the positive impacts and benefits of the various legacies enjoyed by Olympic host cities, countries and their citizens will enable us to understand not only the scope of the Games, but also their potential influence on multiple sectors, including institutions providing higher education in Physical Education. An analysis of the various Olympic legacies and additional outcomes of the Olympic Games allows the spirit and idea of Olympism to be better understood; leveraging their research opportunities and teaching capacities will permit its possible implementation in the microcosms of a tertiary or secondary education context.

The main Olympic legacies include the sporting legacy plus the social, environmental, urban and economic legacies, all of which contribute to the sustainable development and modernity of the host Olympic city as well as increasing the inhabitants’ pride in and level of satisfaction with their city and country⁸.

Furthermore, Rule 2 (14) of the Olympic Charter addresses Olympic legacies by emphasizing that the role of the Olympic Committee is “to promote a positive legacy from the Olympic Games to the host cities and host country”⁹. These Olympic legacies might be perceived differently by one host Olympic city com-

8. Olympic Legacy Brochure, March 2013, pp. 5–65, The International Olympic Committee, Didwedo S.a.r.l., Lausanne Switzerland.

9. The Olympic Charter, rule 2, article 14. <http://stillmed.olympic.org>

pared to another, yet they also possess many basic characteristics in common.

It is therefore expected that educators in Higher Institutes of Physical Education will use those legacies as a resource for their research and building capacity, while teaching and educating the next generation of physical education teachers. Hence, we may hopefully see future increases in the level of physical activity and sport participation among children youth adolescents, and adults – all leading to improvement in health and more athletes participating in the various sport disciplines, Olympic and non-Olympic alike.

Olympic sporting legacy

While, on one hand, every Olympic host city and country is different and has its own priorities, it is still obvious that the IOC and the host city and country are expecting a significant increase in the percentage of people and children participating in physical activity or competitive sport as a result of organizing the Games. Their expectation extends to the years prior to the Games, too, beginning with the bidding process, in all the cities and countries participating in the bid.

This is the direct impact the cities and countries bidding for the Games expect for their citizens. In Great Britain, for instance, prior and subsequent to the 2012 London Olympics, Places People Play invested GBP 20 million in grassroots sports clubs to the benefit of 377 community sports projects across England. This inevitably led to an increase in the population's awareness of the importance of being physically active. This can also be found – albeit not on the same financial scale – among students in institutions of Higher Education in general, and those specializing in Physical Education in particular.

It would be interesting to conduct a study on the impact of hosting the Olympic Games on the percentage of students in institutions of Higher Education in those cities, or the population at large, who have engaged in sport and physical activity because they were influenced by the spirit of the Games.

In the host city, educators at Higher institutes of Physical Education might also research the question as to how can they lead and motivate more children and adults to be active physically throughout their life, using the Olympic Games as a motto and as a catalyst.

Olympic social legacies

Culture and education have always been an integral part of the Olympic Games. Fundamental principles of Olympism embrace education, respect for ethical principles and your opponent, human dignity, mutual understanding, a spirit of friendship, solidarity and fair play, while rejecting all forms of racial, religious, political and gender discrimination.

Social legacies, like economic and environmental legacies, can change a community, a city or a country for many years. The Olympic Games are certainly a suitable vehicle for promoting these topics and inspiring the organizers of Games in Olympic host cities or candidate cities to disseminate these basic values among young and grassroots athletes in the community, creating new horizons and a long-lasting social impact on the citizens.

The Opening and Closing ceremonies of the Games are a unique opportunity for the host country to introduce and showcase their culture to the world and thus motivate foreign visitors to come and explore their country. The Seoul Games serves as an example of this idea: at the beginning of the 1980s, South Korea was relatively unknown in many parts of the Western world. Through the Games, many people around the world could attend or watch Korean cultural programmes, which resulted in South Korea's increased integration with the rest of the world following the Games. Likewise, the Sydney 2000 Olympic Games, and the "Harbour of Life" Art Festival, enabled people across the world to be educated and introduced to the multicultural nature of Australian society (Australia's rich indigenous heritage and contemporary Aboriginal art) as the nation approached the 21st century.

In institutions of Higher Education, educators are expected to motivate their students and provide them with a tool kit of activities which will enhance social inclusion and cultural activities leading to the development of team work, loyalty, equality, respect among students and among athletes in the institute or school team or city clubs in the different sport disciplines.

A unique experience might be in order, asking the students to prepare their own code of conduct and code of ethics parallel to the Olympic code of conduct and code of ethics.

In institutes of Higher Education, and in a school setting, too, we should

praise and embrace every student or child or adolescent who trains hard and shows progress. This kind of activity and moral support by the staff of the institute or school will simplify the implementation of the Olympic vision that states that everyone makes his/her best efforts, but not everyone can win a medal.

By providing the students or children with emotional and cognitive support with the value of “investing effort” or “doing my best”, educators are preparing students for the real world where investing effort and energy, and being dedicated and committed, are the path to success and to social mobility and acceptance.

Olympic environmental legacies

Over the last 20 years, sustainability has become an increasingly important consideration when staging the Olympic Games. In 1994, it was the late Olympic Committee President Juan Antonio Samaranch who stated: “The International Olympic Committee is resolved to ensure that the environment becomes the third dimension of the organization of the Olympic Games, the first and second being sport and culture”¹⁰. Acting on this statement, in 1996, the IOC added the “environment” as a third pillar to its vision for the Olympic Games¹¹. The IOC now requires cities bidding to host the Olympics to provide a comprehensive strategy to protect the environment in preparation for hosting and following the conclusion of the Games¹². This initiative was most notably acted upon in 2000, at the 27th Sydney Olympics, which are considered the first environmentally-minded Games; the eco-friendly Olympic Village at this edition ended the myth that green technology is too expensive. This development led to the Sydney Olympics serving as the benchmark for Green Olympic Games and sustainability. Thus, the Beijing 2008 Olympics’ effort to host environmentally-friendly Games resulted in over 160 projects meeting the goal of “green” Games through improved air and water quality, the implementation of sustainable energy sources, and environmental education.

10. Olympic Environmental Concerns as a Legacy of the Winter Olympics, Jean-Loup Chappelet, *The International Journal of the History of Sport* Vol. 25, No 14, December 2008. Published online. pp. 1884–1902.

11. Ibid.

12. Ibid.

In the short run, it is true that it is the athletes who benefit most from these initiatives, but in the long term, citizens will also feel the benefits of improvements in environmental conditions.

The IOC's role and part of Olympic Agenda 2020 is [...] to encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and require that the Olympic Games are held accordingly¹³.

This has resulted in many Olympic cities implementing environmentally friendlier public transport, new sustainable energy resources across the Olympic Park, new green parks, and improved water and air quality. There have also been major non-material environmental legacies relating to the Winter Olympic Games, which are mostly organized in nature and are expected to preserve it¹⁴.

Over the last 20 years, sustainability has been on the public agenda at the national, regional and municipal governmental level as well as in educational institutions, universities and schools. It is therefore important that in institutions of Higher Education in general, and Higher Institutes of Physical Education in particular, attention is paid by educators to the daily, and even hourly, impact of environmental factors on everyone.

To achieve this aim, it is proposed that educators in Higher Institutes of Physical Education initiate projects that will demonstrate to all students during the educational process how they can help to attain sustainable environmental goals which lead to the preservation of the environment, and thus build environmental legacies.

Ideas can be promoted relating to the use of solar energy at the institute and in the home, reducing the use of fuel, avoiding campfires or bonfires which result in further increasing concentrations of greenhouse gases in the atmosphere, educating students on the importance of building green parks, and demonstrating good practices to them by organizing outdoor field days in a green park nearby. In addition, students should be introduced to thermometers and taught how to use the air conditioner or the heater in the gym or class more effectively

13. Olympic Agenda 2020: <http://www.org.olympic/documents>

14. Olympic Legacy Brochure, March 2013, pp. 5–65, The International Olympic Committee, Didwedo S.a.r.l., Lausanne Switzerland.

in order to save energy.

On that basis it would be appropriate to discuss with students how a runner can preserve their physical wellbeing during a long run. As a homework project, the educator might request all students to prepare a project on a 10K run, focusing them on the management of environmental aspects with questions such as: “What is the optimal temperature to run?”, “Who is eligible to participate?”, “Where are we going to position the water stations during the run?”, etc.

Following this activity, it would be very effective if the students would themselves participate in the institute’s own 10K Run, implementing the theory they investigated in practice. All these initiatives will create environmental legacies for future students at the institute/college.

Olympic urban legacies

As mentioned in the opening of this paper, the Olympic Games provide an extraordinary opportunity for cities to display themselves on the world stage. For all the cities competing to host the Olympic Games, it is a unique opportunity to foster urban changes. By making the candidate city a more attractive place to live in and to visit, the Games can help cities achieve long-term goals to create a higher quality of life for their residents and increase the city’s appeal.

The urban changes are relevant to almost every department in city hall: transportation, sanitation, energy and electricity, water supply, waste management etc.

Preparing the new city strategy and planning the implementation of the new urban project is a significant challenge for planners, architects, engineers and the many other stakeholders who wish to participate in, and be members of, the team that will advance the city to its new horizon. To achieve this goal, the organizers must assemble a team that will cooperate and collaborate with one another to help achieve the key goal: hosting the Olympic Games.

As for the Higher Institutes of Physical Education, it might be interesting to choose one urban subject and exhort the students to work as a team to reach a sustainable urban legacy. For example, it would be an interesting project to preserve the “old” institute or school building: the educator could ask his/her students to paint the “old” institute/school building in a colourful way, while the teachers paint all the stairs yellow to help those with impaired vision.

Another challenging task in promoting urban sustainable legacy might be asking students to come to the institute daily using their bicycles instead of private or public transportation, in order to help fight and reduce transportation pollution. An additional project could be measuring the room temperature daily and adjusting it to an optimal level for winter and summer, thus saving energy and money. In this regard, it would be beneficial if the educators would motivate the institution's management to use solar energy only for heating purposes, and thus save energy and financial resources. If the academic campus is located near the shore, it would be appropriate to go with the students to the beach and collect waste, emphasizing the principle of "clean beach-clean campus-clean city", while finally the educator could ask the students to prepare four boxes to collect glass, cardboards, paper and organic waste separately, thus contributing to the ecology of the campus.

For research purposes, it would be interesting to study with the students how many plastic bags are sold on campus daily? While collecting the data for this study, the educators could educate and teach their students about marine pollution, explaining that those bags are the number one cause of early death in fish globally. The findings will enable the students to keep the institute free of plastic bags, while contributing to the quality of life within the campus and underwater.

Olympic economy legacies

One of the most significant economic impacts of staging the Olympic Games is the increased level of economic activity and production, or the increase in the GDP (Gross Domestic Product), that host cities have witnessed. Another way to analyze and look at the economic legacies is to investigate the enormous investment by the host city and country during the 6–7 years of pre-Games preparations. Transport to London invested GBP 6.5 billion in transport infrastructure. Ten new railway lines and 30 new bridges now connect London communities thanks to the Games.

It was also reported that at least 60 Games-related projects promoted greener travel, including a GBP 10 million investment in upgrading pedestrian and cycling routes across the city. Furthermore, independent analysts report that preparations for the Games were a major factor in the 1.2 % reduction in the unemployment rate in early 2012. There is much more to write concerning the

economic contribution to most Olympic host cities, but it should also be understood that failures were also reported following the Games in London and other Olympic host cities.

As an educator of students at an institute, you may consider asking them to bid to plan the annual field day in the most economic and efficient way. The students will also be asked to initiate an activity that will help raise funds for those of their fellow students who cannot afford to pay for the “baseball” activity at the local club. This will guarantee that the students will recall the Olympic Creed by opening the Institute’s Games up to every student on campus regardless of gender, religion, social strata or political orientation.

On a different level, as mentioned above in this study, educators might propose that students come to the institute by bicycle or using another non-fuel-based mode of transport. This will again symbolize the economic legacy of the Olympic Games, and will not only help reduce pollution around the institute, it will also be economical as the student cyclists will save the money they would have used to pay for petrol, as well as contributing to their health.

As we have outlined, the Olympic Games create many Olympic legacies which have outstandingly positive impacts on the host cities, country and inhabitants. But there are many additional positive outcomes to the Games which this paper has not explored, including the promotion of healthy living across the life span, learning to train and to compete, making new friends, and collaborating with people from different countries.

However, one should realize that the Games also have a relatively long list of negative outcomes, among them doping, corruption, match-fixing, cheating, athlete and child abuse, sexual harassment, sport injuries, manipulation and exploitation – to name only the most significant.

In this regard, it should be emphasized that protecting the clean athlete by fighting doping is a top priority for the IOC, as it appears in the Olympic Agenda 2020 strategic plan, which has established a zero-tolerance policy to combat cheating and hold anyone responsible for using or providing doping products accountable¹⁵.

In our Higher Institute of Physical Education, the educators should pay special attention to the negative symptoms of the Games and declare their unwa-

15. Olympic Agenda 2020: <http://www.org.olympic/documents>.

vering fight against doping and drug use among students, as well as against other antisocial behaviours. Educators also might consider awarding students who do not smoke and are found to have displayed integrity and ethical behaviour throughout their studies at the institute/university/college.

It is also important to indicate that scientific data has revealed an ongoing increase in the number of female athletes participating in the Olympic Games. As an educator in a Higher Institute of Physical Education, one of the studies you might initiate include surveys of: how many female students participate in sport activities at your institution; how many students from the lower socio-economic strata are members of your institution's teams in different sports; and whether all students at your institution have equal opportunities to engage in sporting activities.

Education is the best product in the market to ensure a better and more peaceful future and a cleaner sport world. "If an athlete views themselves as only an athlete rather than in multiple roles as an athlete, student, and friend, burnout is more likely to occur"¹⁶. Educators of future physical education teachers and coaches should emphasize this problematic issue, which explains the relatively high decrease in sport participation we have witnessed over the last decade, in spite of the great success of sequential editions of the Olympic Games. In addition, no one should underestimate the role of parents. Parents and families play a critical role in the ongoing development of Olympic-level athletes by providing transportation, paying for lessons and equipment, and providing emotional support by attending practice sessions and competitions¹⁷.

Be an entrepreneur and initiate new ideas and activities based on the Olympic spirit.

In Israel, for example, the sport administration in the Ministry of Culture and Sport six years ago initiated a project entitled "The Children's Olympics". The project is organized by the sport administration in collaboration with communities in Israel and is held at the Wingate Institute, Israel's National Sport Centre,

16. Daniel Gould and Sarah Carson, "Life skills development through sport: Current status and Future Directions", *Sport and exercise Psychology Reviews*;1, no. 1 (2008), 58-78.

17. Daniel Gould, Kristen Dayle Dieffenbach, and Aaron Moffer, *Psychological Talent and Their Development in Olympic Champions*", *Journal of applied Psychology* 14 (2002), 172-204.

every year on the first Friday in May when children are out of school. The Olympic Committee of Israel, the Paralympic Committee, the TOTO and the Special Olympics of Israel, all support the event. Some 5000 young athletes aged 7–16 who travel to the Wingate Institute with their coaches from over 80 communities across the country take part in a day of competitions in over 20 different sport disciplines.

Every participant is a winner and everyone gets a medal for participation. Following the opening ceremony, for which all the participants march into the stadium to symbolize the Olympic Games opening ceremony, the Games begin.

The competitions are opened in each sport by a top Israeli athlete following a short address in which they share their legacy with the young athletes. This is a unique opportunity for all the participants to experience the Olympic spirit in a small, limited but nonetheless meaningful manner. The aspiration is that it will lead to long-lasting sport participation.

In summarizing this presentation, it is imperative that mega-sport events such as the Olympic Games should be properly used by educators in Higher Institutes of Physical Education in order to enrich and leverage their research and teaching capacities; the Games present the real world where the most relevant sustainable issues are presented. In this sense, the Games are a unique platform to draw ideas and learn from the knowledge and experience gained by the IOC, the international federations, and host cities.

The development of the Olympic Games is a journey which many Higher Institutes of Physical Education can adopt and implement on a smaller scale almost everywhere.

Finally, this paper indicates that educators in Higher Institutions of Physical Education can use the Games as a catalyst for a better scientific understanding of every facet of human movement, for educating students in how to improve their quality of life and ensure good health, and for advocating the benefits associated with an active lifestyle.

It can teach students to cope with stressful situations similar to those we face in everyday life, and yet at the same time to adopt the values inherent in the Games: Sportsmanship, Excellence, Respect, and Fair play, Friendship, Teamwork, Dedication and Determination. All the areas that the International Olympic Committee addresses and this paper has presented to a limited degree, are an indispensable component of every organization specializing in sport, physical

activity and physical education. Good governance is a precondition for carrying out ideas and implementing them in practice. Educators in Higher Institutes of Physical Education will clearly promote quality physical education and active schools among their students better when they use the Olympic legacies – which is to say, when they demonstrate how active schools place physical activity and sport at the centre of their attention, supporting the establishment of healthier lifestyles, behaviour and learning.

THE NEED FOR NORMATIVE POWER TO INFLUENCE GOOD GOVERNANCE BY INTERNATIONAL SPORT ORGANIZATIONS

Prof. Christo DE CONING (RSA)

*Institute for Sport and Development (ISD),
South Africa and School for Public Leadership (SPL),
Stellenbosch University*

Introduction

I am most honoured to be participating as a lecturer in the International Olympic Academy's 12th International Session for Educators of Higher Institutes of Physical Education held in Ancient Olympia from 25 May to 1 June 2017. The main topic for the Session is "Governance in Sport and the Olympic Movement"; the special topic, "Olympism and Governance", is most relevant to the challenges facing the global governance of sport.

The focus of this lecture will be on cooperative governance and the need for normative power to guide international sport organizations. The discussion below briefly deals with our conceptual understanding of these terms, as well as discussing selected themes from this debate.

Conceptual approach

Governance is essentially about the relationship between the state and civil society. From a state perspective, governance is about the role of the state, the nature of the state and the nature of the relationship with civil society. From a civil society perspective, governance is about the role of civil society, the nature of civil society (how it is mobilized and organized), and the nature of its relationship with the state (see Cloete, Rabie and De Coning, 2014:300).

This means that sport governance at the international level is about the role of international sport organizations, their nature, and how they are structured as well as the nature of their relationships with the sport community. In turn, NGOs, sport federations and other civil society organizations have to focus on their role in sport, the nature their organizations require in order to achieve this, as well as their relationship with international sport organizations and other authorities (including state power).

Normative power is the power of ideas, idealism or a value-based approach to policies, actions and evaluation – in this instance, with respect to international sport organizations. An associated concept is that of soft power, which focuses on the value of history, culture and values as key priorities. This lecture is essentially about the role of international sport organizations and the challenges that a normative approach poses to the governance of sport.

Definition of concepts: A normative approach

Following his original and seminal article from 2002 on normative powers in international relationships, Ian Manners (2009) provides a most useful explanation and thematic approach to the concept of normative power in an article called “The Concept of Normative Power in World Politics”; we will use this explanation and approach as the main frame of reference for this discussion. Manners describes normative thinking as the power of ideas and ideation in world politics. He argues that normative approaches involve normative justification rather than the use of material incentives or physical force, and that such relations and policies should be normatively explicable and justifiable to others, as well as sustainable into the next generation. Two examples¹ of the power of ideas and ideation in the recent past have been the ideas of sustainable development and humanitarian intervention (Manners, 2009:2).

Normative power should primarily be legitimate in the principles² being pro-

-
1. Manners approaches normative power from an EU point of view. With respect to the examples cited above, he remarks that both cases came from within the UN system, were adopted into the EU treaty base, and then eventually promoted and practised in EU external relations (Manners, 2009:2).
 2. Manners notes in the same discussion that legitimacy of principles in world politics may come from previously established international conventions, treaties or agreements.

moted (Manners, 2009:2). The principles being promoted must be legitimate and their promotion should happen in a coherent and consistent way. Manners (2009:2) refers to the consistency of principles that comes from the extent to which differing principles and practices to promote them are uniform both within and without the promoting entity, and to which they are applied uniformly. The same author provides a most useful overview of such principles, namely the prime principle of sustainable peace (note the Olympic Truce), core principles of freedom, democracy, human rights, the rule of law, equality, social solidarity, sustainable development and good governance.

This discussion also invokes the debate on universal values and principles, including the Olympic values – namely, excellence, respect and friendship – as well as the educational themes – namely, joy of effort, fair play, practising respect, the pursuit of excellence and the balance between body, will and mind (OVEP, 2016). Important principles are also present in the seven fundamental principles of Olympism (e.g. Olympism as a philosophy of life) and the Olympic Truce (OVEP, 2016 and International Olympic Truce Centre, 2009).

Manners (2009:3) argues that normative power should be perceived as persuasive in the actions to promote such principles. Persuasion involves constructive engagement, the institutionalization of relations and the encouragement of multilateral and plurilateral dialogue between participants. Normative power should also be envisaged as socializing in the impact of the actions taken to promote such principles (Manners, 2009:3). Its impact is seen to involve socialization, partnership and ownership. Socialization as an impact includes engagement, debate and understanding (Manners, 2009:3). In the case of international sport organizations, their involvement³ in, for example, promoting physical education, as in the UNESCO QPE Project, or value education, as in the OVEP by the IOC, and the need to promote such programmes through engagement, debate and understanding are critical requirements for success, as physical education and value education may be applied very differently in different cultural settings. It therefore requires international sport organizations to respect diversity (Keim, 2014 and OVEP 2016).

3. With respect to using the EU as an example, Manners (2009:4) also points out that impact in promoting principles can be difficult to judge, noting clarity of principle, simplicity of action, consistency of promotion, holistic and joined-up thinking, partnership and timescale as important considerations when judging principles in terms of planned actions and impact.

Governance and normative approaches

Further to the definition of governance provided above, the body of knowledge in governance provides us with some useful guidelines as to what is important in governance and for sport organizations. These priority themes include:

1. Good governance⁴ implies collective responsibility, cooperation and good relationships

Unsworth (2010) noted that governance is less about the state and more focused on the process and interactions that tie the state to civil society. Civil society organizations are seen to play an important role as an intermediary between the government and the population through engagement and providing effective opposition (Interpeace, 2010). In the case of international sport organizations, such players are therefore responsible for the facilitation of cooperation as a collective responsibility and for developing good relationships in the process of the governance of sport (Alm, 2013:185). This may imply consultation and partnerships with civil society bodies beyond formal structures: e.g. for the IOC to decide to partner on development programmes with NGOs in countries, in addition to working with National Olympic Committees.

Good governance also promotes cooperation and coordination between institutions. Nko (2017:138) provides a sobering perspective on the role of international institutions when he observes that selective policies and programmes by international organizations result in an uncoordinated effort at the community level. This means that international sporting organizations should be careful to provide support that takes existing strategies, programmes and policies, as well as the local context, into account. The UNESCO Quality Physical Education (QPE) Project is an example in which excellent cooperative arrangements seem to have been put in place in the institutional structures of the Project to ensure that the local context is recognized in the application of generic guidelines for physical education⁵. Both the UNESCO QPE Project and the IOC's Olympic

4. The emphasis of this article falls on cooperative governance rather than corporate governance. For an analysis of structural issues relating to the quality of the self-governance of 35 Olympic sport governing bodies (SGBs), see Geeraert et.al. (2014).

5. The UNESCO Quality Physical Education (QPE) Project includes assistance to selected

Values Education Programme provide exciting examples and cases of the role that international sport organizations can play in applying normative approaches to physical education and universal value education.

Our research on policy mapping in Africa (Keim and De Coning 2014a and 2014b) showed that Physical Education (PE) and School Sport (SS) were much neglected in many countries, including South Africa, and that there were many lessons to be learned from the experience gleaned in various countries that could be shared to improve physical education, promote active lifestyles, and improve well-being.

2. Governance is about having vision and setting goal

At the World Bank Conference on the Evaluation of Development, the World Bank (1995), noted that:

What is needed to be effective is not simply command of resources, whether financial or legal, but also the intangibles of knowledge, vision, persuasiveness to ensure that theories of governance translate to practise.

Peters (2010:7) refers to the importance of goal selection, as well as goal reconciliation and coordination. International sporting organizations such as the UN, the IOC, and international sport federations have a responsibility to set clear objectives and goals in consultation with the sport community, as well as ensuring alignment with other important international goal setting – for example, the SDGs. This approach also requires international sport organizations to ensure the alignment and mutual understanding of their educational approaches and alignment with the policies and programmes on value education by the IOA, the IOC, and their respective NOCs and NOAs.

One of the principal objectives of cooperative governance is to engender a spirit of cooperation based on mutual trust and understanding. Tan and

governments in applying the QPE guidelines and revising country policies. As per UNESCO's website (www.unesco.org), UNESCO has developed a resource package in partnership with the European Commission, the International Bureau of Education (IBE), the International Council of Sport Science and Physical Education (ICSSPE), the International Olympic Committee (IOC), Nike, the United Nations Development Programme (UNDP), UNICEF and the World Health Organization (WHO).

Selvarani (2008) contested that the whole structures of cooperative governance are based on the concept of self-reliance and cooperation in which the actors in the system have the same rights, duties and responsibilities and agree to manage the system together. This approach challenges international sport organizations to facilitate human capital development in which trust, social cohesion, social collaboration and participation are promoted.

3. Governance is about good policy development and implementation

Fischer and Gottweis (2012) argue that governance has influenced policy analysis and planning and that there has been a shift from the dominant empirical, analytical approach to problem solving to one that includes the study of language and argumentation as essential dimensions of theory and analysis in policy-making and planning. Cloete and De Coning (2011:66) point out the fundamentality of good governance in terms of the ability of governance⁶ to achieve appropriate development policy objectives aimed to sustainably develop its society. Ngamlana and Mathoho (2012: 30) argue that good governance is occasioned by the efficient allocation and management of resources, directed by an accountable leadership and executed by a dedicated cadre of professionals in a way that responds to collective problems and is capable of improving the quality of human life.

Sport organizations therefore have a core responsibility towards sustainable development, towards good development management, and to promoting developmental approaches, especially with respect to the Southern hemisphere and developing countries. Programme content and geographical targeting of the policies and programmes of international sport organizations is often biased towards the Northern hemisphere (Keim and De Coning 2015a and 2016). Policy mapping⁷ of sport and related policies has become a key requirement in

6. Although the academic debate on different styles of governance based on ideological approaches, leadership and management style, the nature of political systems and public sector paradigms is recognised, a discussion of these aspects falls outside the scope of this study. For further information on governance and public sector reform, notably with respect to public administration, public management, public and development management as well as new public management, see Cloete, Rabie and De Coning, (2015).

7. Initiated by UNESCO, ICSSD at UWC conducted a sport policy mapping exercise with 11 selected African countries in 2012 (Keim and De Coning 2014). The Sport Policy Mapping Index included the status and standing of sport policy and legislation, strategy, planning

understanding how national sport policies may relate to the macro policies of international sport organizations (Keim and De Coning 2014).

4. Good governance is about development

Nko (2017), Huntington (2012) and Bendana (2005) argued that a good governance agenda needs to include the struggles of democratization, which includes participation, accountability and transparency, and that governance also has to tackle the unjust distribution of power and ensure basic services to the population. Bendana (2005:53) stated that if good governance does not therefore address the core causes that create instability, hunger and poverty, like the agenda for the MDGs (2008–2015), then the school of thought remains at best irrelevant. The Case for Sport research (De Coning, 2015), which focuses on the socio-economic benefits of sport and recreation, has shown that sport has a major impact on development in countries such as South Africa, and that international sport organizations should ensure that the effect of sport on development is maximized and that development is high on the agenda of the international sport community. The SDGs have placed a prominent emphasis on the role of sport and development and these guidelines provide a useful policy framework for the contribution of international sport organizations to sustainable development. (see IOC, 2015).

5. Governance facilitates partnership and ensures cooperation in implementation

Nko (2017) argues that weak institutional capacity has been a weakness in ensuring good governance, and that the potential to increase participation and citizen involvement may enhance the capacity of institutions of politics and governance in problem-solving and addressing these weaknesses (Nko, 2017; Vienna School of Governance, 2013). Yu and Guo (2012) emphasize decision-making,

and implementation; monitoring and evaluation arrangements; compliance with international protocols; linkages to national development plans, institutional arrangements, sport and gender; Physical Education; traditional sport and games; gender and disability; interfaces between sport and health; and sport and development initiatives. Of late, the researchers have included the status and standing of the Olympic Movement at the country level in the Policy Mapping Index Methodology.

resource mobilization, implementation and adjudication. The normative challenge for sport organizations in this respect is to foster direct relationships and partnerships with civil society in order to reach communities. International organizations need to reach far more people than is presently the case and than formal structures such as NOCs allow. The challenge for international organizations is to show meaningful impacts by upscaling their programmes to significantly reach masses of people through intermediaries such as NGOs, CBOs and the private sector.

6. Governance is about accountability, transparency and evaluating results

Peters (2010) argues that feedback and accountability are important requirements of successful governance and that:

[...] individuals and institutions involved in governance need to learn from their actions. This is important both for improving the quality of the decisions being made and for democratic accountability. Therefore, some well-developed methods of feedback must be built into the governance arrangements.

Nko (2017:135) argues that:

Transparency as a function of good governance is built on the easy and free flow of information, which is accessible to those who consume it, and that enough information is available to understand the message and monitor the actions [...] for accountability, decision-makers in government, the private sector, and civil society organizations are accountable to the public as well as institutional stakeholders.

Cloete, Rabie and De Coning (2014: 300) emphasized evaluation as an important component of governance and that performance management and evaluations should be conducted by formal authorities as well as other players, such as NGOs, to assess impact and to learn from their experiences. From a civil society point of view, CBOs and NGOs not only play an important role as “watchdogs” of society, but are also concerned with all aspects of how M&E is

done. Increasingly, NGOs also play a role as specialist evaluators conducting professional research and M&E. NGOs are increasingly improving their technical capacity to produce valuable monitoring and evaluation results. EvalPartners (2012:1) noted that:

Civil society organizations in general, and voluntary organizations must play a key role in influencing and enhancing the demand for evaluation and the use of evaluation results; in developing the capacity of national and local authorities, as well as communities, NGOs, academia and the private sector, to endorse and support evaluations of their own policies and programmes.

The role of international sport organizations and other key players is to promote accountable governance, including support for monitoring and evaluation, making evaluation results available, and promoting critical evaluations of joint efforts.

7. Governance promotes development and gender equity

Nko (2017:135) argues that good governance promotes equity between men and women, including equal opportunities to improve or maintain their well-being. He links this with participation, in which all men and women should have a voice in decision-making, either directly or indirectly through legitimate intermediate institutions that represent their interests. The challenge for international sport organizations is to address gender equity both in terms of their own governance and management structures and through the substance of their policies and programmes. Although some success is evident at international levels, huge challenges remain for NOCs, sport federations and other formal and civil society structures and organizations.

8. Governance is ultimately about value systems

As governance is essentially about the nature of the relationship between formal organizations and civil society, the value systems that underlie these relationships ultimately determine the intent of policies and actions. Governance is ultimately value-based and international sport organizations have a huge responsi-

bility to promote the institutionalization of values in sport practices and beyond. Dobson (2002:64) observed that:

[...] organizations only become institutions when they are infused with values. Common values and a system of shared meaning between members of an organization constitute, in part, an organization's culture [...] institutionalization and organizational culture both operate to produce common understandings among members about what is appropriate and fundamentally meaningfully behaviour.

The effort by international sport organizations to adopt a normative approach in the governance of sport is therefore an attempt to ensure that the policies and programmes of these organizations are derived from, and supported by, civil society and that the sporting community and society at large are ultimately the beneficiaries of such efforts on the part of international sport organizations.

Both with regards to sport itself and to the governance of sport, international sport organizations carry huge responsibilities in terms of ethics⁸ in sport. Other than the rightful focus on anti-doping policies and practices, huge challenges remain if we are to ensure that human-rights-based issues are respected, that different values are acknowledged, and that equal opportunities exists for all.

In a recent publication entitled "Perspectives from the South: Sport and Development as a priority on the international policy agenda", Keim and De Coning made international sport organizations aware that multiple inequalities exist in approaches, policies and programme implementations between countries and societies in, respectively, the Northern and Southern hemispheres. This is of especially concern to the majority of young people in developing countries. The authors (Keim and De Coning (2016) noted that:

The real impact of sport on development worldwide is still an issue of contention and its positive and negative impact, its criteria for success, including monitoring and evaluation, and its limits and challenges in terms of North-South and application and collaboration still raises serious questions.

8. In the West, the founding fathers of virtue ethics are Plato and Aristotle; in the East, such philosophies can be traced back to Mencius and Confucius. Stanford Encyclopaedia of Philosophy.

Conclusions

It is concluded that normative power provides a most useful guide to international sport organizations in their quest for good governance and the promotion of sport. Normative practices and principles such as sustainable peace, the core principles of freedom, democracy, human rights, the rule of law, the objectives and tasks of equality, social solidarity, sustainable development and good governance as well as the importance of universal and Olympic values and value education therefore continue to provide the foundations on which cooperative governance and the ideals of humankind are built.

References

- Alm, J. 2013. *Action for Good Governance in International Sports Organisations*. Play the Game / Danish Institute for Sport Studies. Copenhagen.
- Barkl, A. 2013. A Theory comparison and empirical examination of soft power China and normative power Europe in North Africa and East Asia. Master's thesis, Central European University. Budapest.
- Bendana, A. 2005. From Peacebuilding to State building: One step forward and two steps back? *Development*, 48(3): pp. 5–15.
- Cloete, F. and de Coning, C. 2011. *Improving Public Policy: Theory, Practice and Results*. 3rd Edition. Van Schaik Publishers. Pretoria.
- Cloete, F., Rabie and de Coning, C. 2014. *Evaluation management in South Africa and Africa*. 1st Edition. African Sun Media, Stellenbosch.
- De Coning, C. 2015. The Case for Sport: Socio-Economic benefits of Sport and Recreation, DCAS and ICESSD. Cape Town.
- Dobson, W. 2002. Institutionalisation of policy management capacity in the Department of Trade and Industry. Master's Thesis, P&DM, Wits University. Johannesburg.
- EvalPartners. 2012. Chiang Mai Declaration: Civil Society Working in partnership for better evaluation. Evalpartners. 5 November 2012.
- Fischer, F. and Gottweis, H. 2012. *The argumentative turn revisited: Public policy as communicative practise*. Duke University Press. Durham, North Carolina.
- Geeraert, A, Alm, J and Groll, M. 2014. Good governance in international sport organisations: An analysis of the 35 Olympic sport governing bodies. *International Journal of Sport Policy and Politics*. Vol 6 No 3. Pp. 281–306.
- Huntington, S.P. 2012. The Third Wave: Democratization in the late Twentieth Century. Volume 4. Rothbaum Lecture series. University of Oklahoma. Oklahoma.

- Interpeace. 2010. Voices of civil society organisations on peacebuilding and state building. International Dialogue on Peacebuilding. Interpeace. Geneva.
- IOC. 2015. *The Contribution of Sport to the Sustainable Development Goals and the post-2015 Development Agenda by the IOC*. The Position of the International Olympic Committee, on behalf of the Olympic and Sport Movement. Office of the permanent observer for the International Olympic Committee to the United Nations. February 2015.
- Keim, M. 2014. Respect for Diversity, in *Olympic values: Respect for diversity*. 54th International Session for Young Participants. IOA. Ancient Olympia.
- Keim, M. and De Coning, C. 2016. Perspectives from the South: Sport and development as a priority on the international agenda. In *Ethics and Governance in Sport: The future of sport imagined*. Edited by Yves Vanden Auweele, Elaine Cook and Jim Parry. Routledge. New York.
- Keim, M. and De Coning, C. 2015a: "Voices from the South; Sport and Development Programmes as an International Priority", International Sociology of Sport Association conference in Paris 8-12 June 2015. Published as part of the Conference Proceedings of ISSA: Page 97 of ISSA World Congress, Proceedings June 2015.
- Keim, M. and De Coning, C. 2015b: The AFIDE 2015 International Sport for all Congress, Havana, Cuba. "The importance of mass school sport and Physical Education at South African schools", 23 and 27 November 2015.
- Keim M. and De Coning C. 2014a. Sport and Development Policies in Selected African Countries. In: *Africa Association, of Physical Education, Recreation and Dance (AFAHPER)*. Supplement 1:2 (October) 2014, pp. 296–315.
- Keim M. and De Coning C. 2014b. Sport and Development Policy in Africa. Results of a collaborative study of selected countries. ICESD. UWC. Cape Town.
- Manners, I. 2009. The Concept of Normative Power in World Politics. DIIS Brief. Danish Institute for International Studies. Copenhagen.
- Manners, I. 2002. Normative Power Europe: A contradiction in terms? In *Journal of Common Market Studies*. Volume 40, Number 2. Pp. 235–258.
- Nko, E.R. 2017. The effectiveness of development aid in Lesotho for good governance and political transformation. Ph.D. thesis. University of the Free State. Bloemfontein.
- Ngamlana, N. and Mathoho, M. 2013. Good Governance Surveys: A Reflection of Seven Years of Implementation. http://www.afesis.org.za/images/learning_documents/Afesis%20GGS%20lessons%20learnt%20booklet.pdf (accessed 20 April 2016).
- International Olympic Truce Centre. 2009. *Olympic Truce. Sport as a platform for peace*. Edited by Georgiadis, K. and Syrigos, A. Olympic Truce Centre. Athens.
- OVEP. 2016. The Fundamentals of Olympic Values Education. 2nd Edition. Department of Public Affairs and Social Development through Sport. International Olympic Committee. Lausanne. Switzerland.

- Peters, G. 2010. Governance as political theory. Jerusalem Papers in regulation and governance. The Hebrew University. Jerusalem.
- Tan, C.C., and Selvarani, P. 2008. Coping with Cooperatives. In Munched Bin Harun, M. Z., and Bin Mahmood, R. (2012). The relationship between group Cohesiveness and Performance: An empirical study of the cooperative movement in Malaysia. *International Journal of Cooperative Studies*, 1(1), 15–20
- Unsworth, S. 2010. An upside-down view of governance. Centre for the future state. Institute of Development studies. Brighton.
- Vienna School of Governance. 2013. Theories and concepts of Governance. University of Vienna. Vienna.
- World Bank. 1995. Evaluation and Development. Proceedings of the 1994 World Bank Conference on the Evaluation of Development. World Bank. Washington D.C.
- Yu, J. and Guo, S. 2012. Civil society and governance in China. Palgrave Macmillan.

GOVERNANCE OF OLYMPIC LEGACY

Prof. Vassil GIRGINOV (GBR)

Brunel University London

Introduction

The notion of legacy has become a central concern for the Olympic Movement. Agenda 2020 afforded legacy a key role in furthering Olympism:

With a new philosophy in the bidding procedure we are encouraging potential candidate cities to present to us a holistic concept of respect for the environment, feasibility and of development, to leave a lasting legacy (IOC, 2014, p. 3).

Olympic legacy, therefore, has come to represent the essence of Olympism and its role in modern society. This paper addresses the governance of Olympic legacy using the case of the 2012 London Olympic and Paralympic Games. The 2009 Olympic Congress in Copenhagen recognized governance as a central issue for the Olympic Movement and codified it in a document entitled “Basic Universal Principles of Good Governance of the Olympic and Sports Movement” (IOC, 2008). These universal principles of governance also apply to the bidding and organizational processes of the Olympic Games as well as to the planning of the imprint they leave in host cities and countries.

Olympic legacies have been variously conceptualized (Girginov & Hills, 2009, Holden et al, 2009, MacAloon, 2008, MacRury, 2008, Preuss, 2015, Roche, 2009). Most commentators agree that apart from the positive energy, creativity and long-term infrastructural improvements which the Olympics can bring to the host city and country, the Games serve as a source of negative develop-

ment as well. Following public referenda, a number of world cities including Boston, Vienna, Munich, Oslo, Rome and Budapest have recently withdrawn their bids from the race to host the Olympics. The decisions taken by those cities raise the legitimate question “Why have cities become sceptical about the purported benefits that the Games could bring about?” It is this tension between what is being done in the name of legacy, for whom, at what cost and to what effect that makes Olympic legacy a governance issue, a central element of democratic polity.

The UK government undertook the ambitious task of ensuring a UK-wide legacy for the 2012 Games formulated into six specific promises and a comprehensive delivery strategy (DCMS, 2008). When London won the right to host the 2012 Games, the UK government published a legacy strategy and, answering the question “What we mean by legacy?”, stated:

The ‘legacy’ of the London 2012 Games refers to the imprint they leave. It is therefore not just what happens after the Games, but what we do before and during them to inspire individuals and organizations to strive for their best, to try new activities, forge new links or develop new skills (DCMS, 2008: 8).

The delivery of any social, economic or sporting legacy entails designing systems of governance to guide and steer collective actions towards a consensus among the various parties concerned. The construction of Olympic legacy therefore provides a new policy space where old and new actors interact and negotiate the meaning of legacy and how particular visions of it are to be achieved. The involvement of the UK government in shaping the legacy of the 2012 London Games provides an illuminating example of the governmentalization of new spheres of state activity.

Understanding governance as an exchange, institution and instrument

Governance has three core meanings, which include a certain type of exchange between the state and society (i.e. political theory or politics), a process of steering concerned with enhancing government’s capacity to act by forging strategic partnerships with various actors (i.e. polity), and an empirical phenomenon dealing with the deployment of specific policy instruments (i.e. policy, Jordan,

2008; Peters & Pierre, 1998; Rhodes, 2007; Treib, Bähr& Falkner, 2007). Governance is therefore about achieving common goals through partnerships and steering collective actions towards consensus among the parties involved. Its mechanisms provide the framework within which various actors operate in order to achieve agreement over a common vision as they develop solutions to emerging problems. Governance differs from government, which is about control and command.

The governance of Olympic legacy can be discerned at several levels, each of which provides a different focus in terms of steering. At the local level, the main concerns relate to developing the organizational, economic and political capacities of sport organizations so they can effectively deliver services to their members; at the national level, the emphasis is on creating systems of rule setting and enforcement to allow for equal participation in sport and a fair distribution of resources; while at the global level, the priority becomes developing strategies and regimes for the long-term survival of the Olympic Movement.

Exchanges, institutions and policy instruments in the governance of London 2012 legacy

Bidding for and organizing the 2012 London Games provides an illuminating example of the interplay between the key characteristics of governance, including the processes of creating shared meaning and visions, mobilizing public support, engaging in participatory decision-making, and obtaining a mandate for action. These processes involved several years of deliberations and negotiations and forged various coalitions and a contested steering of a multitude of diverse actors at the local, national and international levels. The legacy of the London Games also exemplifies the interplay between governance as polity (i.e. a constellation of actors), politics (i.e. exchange) and an empirical phenomenon (i.e. policy instruments).

The politics, or the exchange between the state and civil society, did not begin in 2003 when the London Olympic bid was first announced. There is a very long history of political disinterest in hosting the Games at national level, which allowed for regional agendas to be promoted instead. The unsuccessful bids of Birmingham 1992 and Manchester 1996 and 2000, all of which received only lukewarm support from the government, illustrate this point. The original London bid was a mixture of national and local concerns, while its international aspirations were added at a much later stage in order to increase its appeal to

the IOC. Formulating the advantages of hosting the Games nationally rested on a well-rehearsed argument that a successful bid would significantly boost the development of sport around the country and bring a range of tangible and intangible economic and social benefits to the UK. Determining the main local beneficiaries would, however, prove much harder (Evans, 2012).

By its very nature, the Olympic bid represents a promise made by the city of London and the UK government to both the international community and the people of Britain. In exchange, the central and local governments have requested a mandate to organize the Games and spend significant amounts of public money. The bid was based on a process of consultations with various constituencies, including the five London boroughs that would be hosting the Games, the business and sport communities and other stakeholders. The “Back the Bid” campaign received some 1.2 million signatures from Londoners (Newman, 2007), while a further 68% of the UK population were in favour of it (Dave, 2005). However, the support from various stakeholders was not unconditional: Sport England, the agency charged with promoting participation, backed the bid on the understanding that no investment would be diverted from grass root sport and that it would not be reliant on Sport England lottery funding. Both conditions were broken, and in 2007 the former Chair of Sport England, Derek Mapp, was asked to resign by the Secretary of State over his criticism of the Labour government for diverting Lottery money to support London 2012.

Furthermore, the consultation process, as Fussey, Coaffee, Armstrong and Hobbs (2011) demonstrate, was not always steered according to the fundamental principles of governance. In particular, it was marred by the lack of clarity about aims, sources of funding, legacy, and the role of local communities. The Olympic Minister and the Department of Culture, Media and Sport (DCMS) have been criticized for violating a fundamental tenet of governance concerning the transparency of Games funding. The House of Commons Select Committee expressed concerns that:

So far the process followed by the Government has produced in public no more than 12-page summary of a 250-page document containing only impenetrable, estimated, aggregated costs [...]. However, this was of limited use for the purposes of accountability and none whatsoever with regard to public debate. (House of Commons, 2003, p. 11).

The funding model of the Games was another crucial governance issue, since the resources promised by the government could have been secured in a number of different ways. Eventually, in 2007, a public sector funding package for the Games totalling £9,298 billion was decided on, which represents a 400% plus increase over the original estimate of £2,254 billion included in the bid document (DCMS, 2011, NAO, 2007). As an exchange between the state and society, the Games funding model presents a number of issues which have not been satisfactorily addressed. For example, London citizens have not been consulted as to whether they would support a council tax hike of £20 or £40 per annum per household (depending on the cost of the property, not their income). This tax has been particularly unfair to low income families and those who rent properties.

The Olympic Games legacy visions and strategic objectives were inclusive, as they promised to meet the needs of all stakeholders, from athletes to local residents (LOCOG, 2009). However, views about what constitutes a successful delivery of these objectives differed markedly. For example, the coalition government of 2010 quietly abandoned the main legacy deliverable – one million more people playing more sport by 2012 – set by the previous Labour government. For the London Assembly (2010, p. 4), the Games would *only* be successful if they brought about a “transformation in the life chances of London’s most deprived communities”. As the former Mayor of London, Ken Livingstone, eloquently put it: “I didn’t bid for the Olympics because I wanted three weeks of sport. I bid, because it’s the only way to get the billions of pounds off of the government to develop the East End” (Livingstone, 2008). What these views illustrate is that governance entails different time horizons and mechanisms of coordination, along with the constant modification of goals. While the Games were expected to significantly boost sport participation within 3-4 years, improving the life chances of the people of East London was going to take 20-30 years (HBSU, 2010). The rift between the central government and the five Olympic boroughs over the legacy of the Games has been well-documented (Girginov, 2011).

The polity of the Games governance reveals a complex tapestry of institutions numbering over 90 in London alone, as well as several layers of coordination. What is more, LOCOG issued some 75,000 contracts, thus further complicating the governance landscape. Table 1 shows the main institutional actors and their

interests. Multiple stakeholders such as the IOC, the International Federations whose sports are included in the Olympic programme, the National Olympic Committees, clubs, athletes, sponsors and local stakeholders are interconnected not only structurally through committees and boards, but by proxy through their interests as these are laid out in different legal and organizational documents.

Locally, the institutional constellation of actors involved in governance is equally complex and entangled. Catney, Henneberry and Dixon (2006, p. 1) have mapped the institutional congestion over the regeneration of the Brownfield Olympic sites, and compared it with a maze of policy structures (26 in total) and regimes that “may undermine the effective delivery of Brownfield regeneration”. The situation is further compounded by the five Olympic boroughs’ governance framework in the form of a long-term strategy for the regeneration of East London (HBSU, 2009).

Public participation, as a central tenet of governance, has been problematic for London 2012, as Fussey et al (2011), Hayes and Horne (2011) and Raco and Tunney (2010) have demonstrated in the case of the local communities and small businesses of East London. The legacy promise of the Games set out in the UK government’s *Our Promise for 2012* (DCMS, 2007) presented a separate set of governance issues. While the delivery of the Games was mainly concerned with ensuring good governance practices including transparency and accountability, the legacy challenged Olympic developers’ ability to shape the future of society in general and the lives of young people in particular. What is worth noting here is the fact that the UK government’s legacy visions as these were articulated in three separate policy documents (DCMS, 2007, 2008, 2009) made only a passing reference to governance, while the current coalition government’s 14-page legacy plan, which replaced them, mentions “governance” only once in relation to modernizing the work of sport governing bodies.

GOVERNANCE OF OLYMPIC LEGACY

Actor	Strategic interests
International	
IOC	Promoting Olympic values and generating revenue
IFs	Establishing state-of-the-art sport venues
TOP Sponsors	Brand promotion
Broadcasters	Providing spectacle, entertainment; national agendas
National	
ODA	Delivering facilities and infrastructure
LOCOG	Staging the event successfully
BOA	Promoting elite sport
LDA	Enhancing skills, employment, regeneration, legacy
GLA	Ensuring good policy and governance for London
HMG	Ensuring national policy requirements
NHS	Promoting health issues and providing services
5 Host Boroughs	Ensuring social and economic regeneration
Local	
NOC	Promoting national elite sport systems
Sport clubs	Promoting own athletes and sport
Athletes	Promoting equitable and ethical participation

Table 1. Key actors in the governance of the 2012 London Olympic and Paralympic Games and their interests

Considered as politics, the London Games saw the deployment of four main modes of governance – coercive, voluntary, targeting and framework regulation – plus a wide range of policy instruments. The chief example of an explicit and highly prescriptive (coercive) mode of governance was the passing of the London Olympic Games and Paralympic Games Act (2006), which was designed to control the work of the ODA, Regional Development Agencies and the use of Olympic insignia. While the need for the Act has never been questioned, the speed with which it was passed through Parliament in order to honour the gov-

ernment's commitments to the IOC was unprecedented. This raises a number of issues concerning the public participation process and the main beneficiaries of the Act.

Most policy instruments deployed in steering the Olympic programme have been voluntary in nature. Examples include strategy development at regional, local and institutional levels and specific public engagement programmes such as GetSet and the Inspire mark promoted by LOCOG. What unites these programmes from a governance point of view is their declared aspiration to develop others. In that, they have become powerful instruments of cultural governance (Fairclough, 2000) concerned with shaping meaning and promoting specific discourses about how organizations should operate and individuals act.

In conclusion, the 2012 London Olympic and Paralympic Games represent a normative developmental project concerned with hosting an inspirational, safe and inclusive event that leaves a sustainable legacy for London and the UK. Delivering this vision requires achieving consensus among diverse international, national and local actors, steering collective efforts and mobilizing significant public and private resources. The UK government and LOCOG have made consistent efforts to put in place governance frameworks and to ensure that the principles of sustainability are followed by all partners. In this regard, new standards of transparency and accountability have been set in the work of public authorities and OCOGs. However, the analysis also demonstrated some of the inherited limitations of governance as well as the fact that key Games governance challenges persist and have yet to be satisfactorily addressed.

References

- Catney, P., Henneberry, J., and Dixon, T. (2006). Navigating the Brownfield Maze: Making Sense of Brownfield Regeneration Policy and Governance. *Paper presented at the SUBR: IM Conference* on 29 March 2006.
- DCSM (Department of Culture, Media & Sport). (2011). Government Olympic Executive London 2012 Olympic and Paralympic Games. *Annual Report*. February. DCMS: London.
- DCMS (2010a). London 2012 Olympic and Paralympic Games Annual Report, February 2010. London: DCMS.
- DCMS. (2010b) Plans for the legacy from the 2012 Olympic & Paralympic Games London: DCMS.

- DCMS. (2009). London 2012: A legacy for disabled people: Setting new standards, changing perceptions. London: SCMS.
- DCMS. (2008). Before, during and after: making the most of the London 2012 Games. London: DCMS.
- DCMS. (2007). Our promise for 2012: How the UK will benefit from the Olympic and Paralympic Games. London: DCMS.
- Fairclough, N. (2000) *New Labour, New Language?* London: Routledge.
- Fussey, P., Coaffee, J., Armstrong, G., and Hobbs, D. (2011). Securing and Sustaining the Olympic City: Reconfiguring London for 2012 and Beyond. Ashgate: Farnham.
- Girginov, V. (2011). Governance of London 2012 Olympic Sport Legacy, *International Review for the Sociology of Sport*, 1-16.
- Girginov, V. (2010). Studying Olympism, in V. Girginov (ed.). *The Olympics: A Critical Reader*. Routledge: London, 9-23.
- Girginov, V. & Hills, L. (2009). The Political Process of Constructing Sustainable London Olympics Sports Development Legacy, *International Journal of Sport Policy*, 1 (2), 161-181.
- Girginov, V. and Hills, L. (2008). A Sustainable Sports Legacy: Creating a Link between the London Olympics and Sports Participation, *The International Journal of the History of Sport*, 25 (14), 2091-2117.
- GLA. (2010). The Mayor's Economic Development Strategy for London. GLA: London
- Grix, J., & Phillpots, L. (2011) Revisiting the 'Governance Narrative'. 'Asymmetrical Network Governance' and the Deviant Case of the Sports Policy Sector, *Public Policy and Administration*, 26 (1): 3-19.
- Hayes, G., and Home, J. (2011). Sustainable development, shock and awe? London 2012 and civil society. *Sociology*, 45 (5), 749-769.
- HBSU. (2009) Olympic and Paralympic Legacy: Strategic Regeneration Framework, London: HBSU.
- House of Commons Culture, Media and Sport Committee. (2003). *A London Olympic Bid for 2012*. Third Report of Session 2002-3, The Stationary Office: London.
- IOC (2009). XIII Olympic Congress. Follow-up. IOC: Lausanne.
- IOC. (2008). Basic Universal Principles of Good Governance of the Olympic and Sports Movement. IOC: Lausanne.
- IOC. (2007) *Olympic Charter*. Lausanne: IOC.
- Johnson, F., Fraser, J., Ganesh, G., and Skowron, L. (2008). *London Olympic Games and Paralympic Games—Children and Young People's Perceptions and Involvement*. Research Report DCSF-RR010, DCSF: London.
- Jordan, A. (2008) The governance of sustainable development: taking stock and looking forwards, *Environment and Planning C: Government and Policy*, 26: 17-33.
- Keogh, L. (2009). London 2012 Olympic legacies: Conceptualising legacy, the role of

- Communities and Local Government and the regeneration of East London. London: Department of Communities.
- Livingstone, K. (2008). My 2012 bid was to snare billions of pounds for London. *Evening Standard*. Retrieved from <http://www.thisislondon.co.uk/standard-mayor/article-23480071-livingstone-my-2012-bid-was-to-snare-billions-of-pounds-for-london.do>, 20 January 2012.
- London Assembly. (Economic Development, Culture, Sport and Tourism Committee). (2010) *Legacy Limited? A review of the Olympic Park Legacy Company's role*. London: Greater London Authority.
- LOCOG. (2011). 1 Year to go: Annual Report 2010-2011. LOCOG: London.
- NAO. (2007). Preparations for the London 2012 Olympic and Paralympic Games–Risk assessment and management. NAO: London.
- Newman, P. (2007) “Back the Bid”: The 2012 Summer Olympics and the Governance of London, *Journal of Urban Affairs*, 29 (3): 255-267.
- Parent, M., Rouillard, C., & Leopkey, B., (2011). Issues and Strategies Pertaining to the Canadian Governments’ Coordination Efforts in Relation to the 2010 Olympic Games. *European Sport Management Quarterly*, 11 (4), 337-369.
- Peters, G. and Pierre, J. (1998) Governance without Government? Rethinking Public Administration, *Journal of Administration Research and Theory*, 8 (2): 223-243.
- Poynter, G. and MacRury, I. (eds). (2009) *Olympic Cities: 2012 and the Remaking of London*, Farnham: Ashgate.
- Raco, M., and Tunne, E. (2010). Visibilities and Invisibilities in Urban Development: Small Business Communities and the London Olympics 2012. *Urban Studies*, 20 (10), 1-23.
- Rhodes. A. (2007) Understanding Governance: Ten Years On, *Organization Studies*, 28 (08): 1243-1264
- Roche, M. (2009) Putting the London 2012 Olympics into perspective: the challenge of understanding mega-events, *21st Century Society*, 3 (3): 285-291.
- Sport England. (2010). *Places People Play*. Sport England: London.
- Trieb, O., Bähr, H. and Falkner, G. (2007) Modes of governance: towards a conceptual clarification. *Journal of European Public Policy*, 14 (1): 1-20.

GOVERNANCE IN SPORT AND THE OLYMPIC MOVEMENT: THE FUTURE OF MEGA SPORT EVENTS¹

Prof. Marijke TAKS (CAN)

School of Human Kinetics, University of Ottawa

Ample research on the impact of events has focused on mega sport events (MSE) such as the Olympic Games (OG) and the Football World Cup, and the outcomes are not always positive. The OG and the World Cup are the largest sporting events with a tremendous global reach, and they have a remarkably high positive image and a passionate audience. The Olympic rings are one of the strongest global brands (Barney, Wenn & Martyn, 2004), and corporate partners are granted exclusive rights to this symbol. As such, the OG offer a dazzling global platform for transnational corporations to expose their brands, create awareness, inform the world, and stimulate consumption, all with the assistance of the efforts of elite athletes. These athletes are frequently positioned as “role models”, inspiring others to participate in sport and thereby promoting a so-called “trickle down” effect – a claim which is poorly substantiated (Weed et al., 2015). The “feel-good factor” that this type of event generates is temporary (Kavetsos & Szymanski, 2010), but the lasting effects for host communities can be negative both socially (Horne & Manzenreiter, 2006) and economically (Kesenne, 2012). Thus, while MSE have tremendous global exposure and global power, their sustainable impact is being questioned. This is evidenced by multiple cities deciding not to bid (e.g. Boston and Toronto for the 2024 OG), withdrawing their bid to host mega sport events (e.g. Budapest, for the 2024 OG), or deciding not to host events even when they have been award-

1. This paper is a compilation of two papers written by the author, namely Taks (2013) and Agha and Taks (2015).

ed them (e.g. Durban for the 2022 Commonwealth Games in South Africa). Without question, it is the size of the MSE that jeopardizes their substantial and sustainable positive outcomes. Currently, there is a trend to favour the hosting of non-mega sport events (NMSE), as they are assumed to be more relevant to creating durable benefits for host communities as opposed to MSE (e.g., Taks, 2013). At the aggregate level, NMSE may even provide more lasting global benefits, given that many more NMSE are being organized worldwide.

Given the precarious position of MSE, the key questions in this contribution are: “What is the future of mega-sport events?”, and “What can be done so that MSE create more durable outcomes for host communities?”. In what follows, I will mainly focus on economic impact, but also briefly elaborate on tourism, social and sport participation impacts, outcomes and legacies of MSE². Given that NMSE are assumed to generate more positive and sustainable outcomes for people living in the host communities, we will reflect on NMSE to provide insights into what can be done to strengthen positive outcomes of MSE, and thus sustain their future.

Conceptual framework

Typology of sport events

There are no universal definitions or typologies of events. Generally, MSE are defined as events that generate “very high levels of tourism, media coverage, prestige or economic impact for their host community” (Getz, 2012, 45), although their impact and meaning reaches far beyond the event and the host city. A NMSE is also a “major” event, but it is generally smaller in size, scale, scope and reach than its mega counterpart. Therefore, NMSE are defined here as a smaller version of MSE, being significant, one-off sport events, of short duration and out of the ordinary. Examples of NMSE are the Pan American Junior Athletic Championships, the European Junior Boxing Championships, or the World Badminton Championships (Gratton & Taylor, 2000).

2. We acknowledge the importance of environmental impact (e.g. Chappelet, 2008), but will not address it in this contribution.

Impacts, outcomes, legacies and sustainability

MSE are temporal and trigger short- or long-term impacts (positive or negative) which lead to outcomes (positive or negative). When these outcomes are sustained, they become legacies. Preuss (2007, 86) defines legacy as “all planned and unplanned positive and negative, intangible and tangible structures created by and for a sport event that remains for a longer time than the event itself”. “Tangible” legacies are, for example, the economy and infrastructure; “intangible” legacies are, for example, the transfer of knowledge, image, and reputation. Sport governing bodies responsible for staging mega events have recognized the importance of long-term legacy planning, in the hope of changing the lives of host residents for the better.

In the last two decades, there has been a call to shift the focus from mere “impacts” to producing “sustainable outcomes” (e.g. Chalip, 2006). Sustainable development refers to the needs of the present, without compromising the needs and wants of future generations, which is to say outcomes that are: (a) created through the event; and (b) maintained for a longer period of time after the event in the host communities.

The economic perspective

The overestimation of the benefits and underestimation of the costs of hosting MSE, particularly during the bidding phase, has been well-documented in the literature. The IOC and FIFA (Fédération Internationale de Football Association) have both followed a strategy of commercializing their assets, using media rights and sponsoring partnerships to generate significant revenues for the organization (Foley, McGillivray & McPherson, 2012), while leaving the host communities with significant debts. Driven by a neo-liberal ideology, bidding for MSE is often part of a city’s pro-growth strategy based on the notion that such events drive investments (public and private), jobs and tourism (e.g. Misener & Mason, 2006). MSE typically create a temporary “shock” in the economy, since the demand for a range of products, services and facilities rises dramatically for a very short period of time. Economic Impact Analyses (EIA) try to capture the extent of this increased demand, but fail to mention the opportunity cost (e.g. diverting investments from other projects, crowding out regular tourists,

etc.). This is the reason why standard EIA overestimate the so-called “economic benefits”, since they only account for the positive impacts while ignoring the negative ones (Kesenne, 2012). Several sport economists have therefore proposed alternative methods of capturing the economic impact of events, such as Cost-Benefit Analyses or Computable General Equilibrium models. These methods reveal more realistic (and often “negative”) outcomes (e.g. Taks, Kesenne, Chalip, Green, & Martyn, 2011).

Agha and Taks (2015) assessed economic impact using a cost benefit approach including five benefit and five cost drivers (see Figure 1).

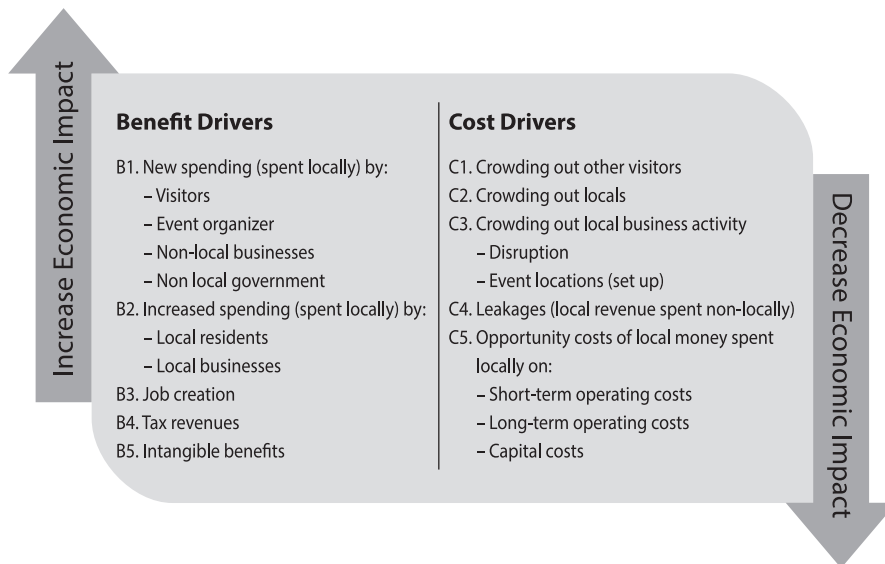


Figure 1. Economic Impact Drivers (Source: Agha & Taks, 2015, p. 203)

Given that economic impact is a function of both an event and the city where it occurs, Agha and Taks (2015) propose redefining event size and city size as continuums of resources: namely, the resources needed to stage the event – the Event Resource Demand (ERD), and the resources available in the host city to stage the event – the Event Resource Supply (ERS). Events require investments of human, financial and physical resources from the communities that stage them. Human resources include the employees and volunteers required to stage the event.

Financial resources include private and government investments. Physical

resources comprise aspects such as venues, accommodation, private and public transportation, and food services. Generally, large events tend to attract more visitors, higher levels of business and government support because of their high profile and often global reach, and thus require more resources (e.g. Horne & Manzenreiter, 2006; Preuss, 2007). In contrast, smaller events generally attract fewer visitors, lower levels of business and government support, and thus require fewer resources (e.g. Gibson, Kaplanidou, & Kang, 2012). We recognize that events have all of these characteristics, but we emphasize the importance of the resource requirements. Thus, instead of using existing categorical typologies of events, we define large events as those with high ERD and small events as those with low ERD and acknowledge that there are an infinite number of events that fall along the ERD continuum. Thus, instead of using the previous event typologies or event outcomes, we refer to a “large event” as an event with a high ERD. Similarly, the term “small event” refers to one with a low ERD. Clearly, a MSE like the OG is an event with a very high ERD. We use the term Resource Deficiency to illustrate that only an equilibrium between ERD and ERS will lead to an optimal economic impact. In the case of MSE, ERD is generally much larger than the ERS, thereby generating a high Resource Deficiency and thus leading to a negative economic benefit.

Using the concept of “resource deficiency”, and bringing local economic conditions into the analysis, it was demonstrated that: (1) no city has the resources required to host a mega-event and will therefore never achieve the optimal economic impact; (2) smaller events have a higher potential for maximum optimal economic impact compared to larger events; and (3) smaller events have positive impacts in many more cities than larger events. Thus, in order to generate optimal economic outcomes, MSE must find a better equilibrium between ERD and ERS. This may have strong implications for the organization of future OG.

It is important to note that different stakeholders experience different benefits (or costs) from hosting MSE. For example, to this day, Australia claims that its industry is still benefitting from hosting the OG in 2000 (Toohey, 2008). The global audience of MSE brings in large income through TV broadcasting, sponsorships, and other types of revenues (merchandising, tickets, etc.). It is the so-called “Ménage a Trois” (Thibault, 2009) – the Sport-Media-Business alliance, also called the global sport media complex – that reap the major benefits of

MSE, leaving tax payers with significant debt (Kesenne, 2012). Thus, based on these facts, future MSE should find a better equilibrium between ERC and ERS, while taking into account the media and their business partners.

Tourism perspective

In addition to stimulating economic development, cities hosting events are particularly keen to brand their city as a tourism destination. Two types of tourism should be distinguished: flow-on (i.e. at the time of the events) and future (i.e. sustainable) tourism (see, for instance, Taks et al., 2009). Both MSE and NMSE events attract visitors at the time of the event, thereby creating opportunities for flow-on tourism. However, the drastic difference in the number of visitors may have reverse effects on flow-on tourism. For MSE, the enormous influx of tourists may crowd out regular tourists (Preuss, 2005), thereby negatively impacting on the number of tourists engaging in classic tourism activities (e.g. visiting museums, sight-seeing tours). This was, for instance, the case at the London 2012 Summer Olympics. Alternatively, large crowds and long waiting lines may hinder participation in certain tourism activities. Because MSE attract global media attention, they are expected to brand their city as an “international” tourist destination with the intention of generating future tourism (e.g. Ritchie, 1984). Except for the summer OG in Barcelona, which saw the number of tourists grow post-OG, there is no evidence that MSE have created sustainable tourism outcomes (Solberg & Preuss, 2007). Follow-up studies to actually quantify these outcomes are usually missing, because outcomes are extremely difficult to measure, since multiple externalities can affect tourism behaviour. Australia, for example, had great expectations of boosting future tourism through the hosting of the OG, but this strategy was counteracted by both the September 11 attacks in 2001 and SARS in 2003 (Toohey, 2008), making it impossible to attribute any tourism gains or losses to the OG. In summary, the tourism industry can potentially benefit from hosting events. However, the likelihood that MSE create sustained future tourism is not substantiated. Whether the hospitality industry in the organizing city is at full capacity or not will determine whether there is room for growth, or whether the event crowds out regular tourists. Thus, in order to host future MSE, events must consider their current and future tourism expectations, taking into account their current and future capacity levels.

Social impact perspective

The social impact of events refers to “changes in the collective and individual value systems, behaviour patterns, community structures, lifestyle and quality of life” (adapted from Hall as cited in Balduck, Maes, & Buelens, 2011, 94). However, accurate social impact assessments of events are absent. The well-intentioned rhetoric indicates that social outcomes are generally hoped for and desired, rather than planned for (Chalip, 2006). Much of the evidence on the capacity of sport events to enhance social unity relates to MSE and emphasizes feelings of euphoria, enhanced national pride, and unity. However, much of this evidence is anecdotal (e.g. Smith, 2009) and accurately measuring the social impacts of events is extremely complex. Taks (2013) contrasted and compared social impacts and outcomes of MSE and NMSE using four different perspectives: power relations, urban regeneration, socialization, and human capital. Overall, NMSE appeared to provide more positive social impact and outcome opportunities for local residents than MSE. This is based on the premise that NMSE create tighter social networks and connectedness between the local population and the event. For instance, by its nature, MSE planning does not start at the community level. The community reacts to plans presented to them (top-down strategy) rather than being involved in creating them and taking part in each step of the process (bottom-up strategy). If MSE were to adopt a more bottom-up strategy, it would instil a stronger sense of ownership (Hiller, 2000) and a solid foundation for carrying positive outcomes. Starting to understand how social impacts vary according to the size of event and the type of community that hosts them is a first step towards a better understanding of what events actually mean for the residents who are directly affected by them.

The concept of social capital may help explain why NMSE can have a more positive social impact on the quality of life of the host community. Community networks, relationships of trust and reciprocity and social inclusion are central to social capital (Onyx & Bullen, 2000). NMSE seem to have a higher potential for creating or reinforcing both horizontal social capital (i.e. horizontal ties among members of the community, stimulating civic participation and high levels of social trust) and ownership. In contrast, MSE reinforce vertical social capital (i.e. vertical ties between community members and elites), which represents a form of inequality between citizens. According to Misener and Mason (2006), events can

offer meaningful sources of social capital if: (a) community values are central to all decision-making processes; (b) various stakeholders, particularly community interest groups, are involved in strategic activities related to events; (c) collaborative actions empower local communities to become agents of change; and (d) open communication and mutual learning are maintained throughout strategic event-related activities to minimize power brokering. All four conditions have a better chance of success with NMSE, because of the tighter social networks and the greater likelihood that the local population is connected to the event (Taks, 2013). While bids for MSE are required to demonstrate some kind of meaningful social outcomes, their relative value in terms of social capital remains uncertain, and they clearly employ a top-down strategy, “enforcing” changes in communities which include the displacement of less powerful groups, forced evictions, and the loss of affordable housing (see, for instance, Smith, 2012).

Externally focused and commercially oriented, MSE events primarily seek to gain a better market position in our global world. Their primary concern is not the people in the host community. However, MSE can contribute to creating “connectedness” at the local level. Activities such as Olympic Torch relays, for example, boost pride and identity (Chalip, 2006); but it should be noted that these events are, once again, much smaller in scale than the actual MSE. Examples of sustainable, tangible social outcomes of MSE include Olympic parks, where people can gather and socialize for many years after the OG (e.g. Atlanta, 1996 OG; Kaplanidou, 2012).

Events allow local communities to create meaningful partnerships which have the potential to remain in existence long after the event is over. However, long-term sustainability requires the meaningful involvement of citizens at every stage. Again, success seems more plausible in the context of smaller events, due to their bottom-up strategy. What is important here is that the structures created for a one-off event do not evaporate once the event is over; lines of communication and collaboration must be sustained and perhaps even strengthened after the event. In order for sport events to fulfil a local community’s needs, these needs will first have to be identified. Subsequently, specific tactics and strategies can be put into place to create desired outcomes. MSE can learn from NMSE by creating more coherent and tighter networks within local communities.

Sport participation and development

Since “sport” is the core of sport events, stimulating sport participation is a plausible outcome. Claims found in bid documents that sport events will foster sport participation are based on the notion of the so called “trickle-down”, “demonstration” or “inspiration” effects, which suggest that the successes of elite level athletes will inspire others to become more active and get involved, resulting in increased levels of sport participation and physical activity.

Evidence supporting this “trickle-down effect” is mixed (Weed et al., 2015).

The OG attracts unparalleled interest from people around the world, but also from people within the host country with no interest in sport or the Olympics. The OG can thus be considered a powerful tool for creating awareness, especially for its core product: “sport”. However, a substantial sport-related impact is an increase in passive involvement such as live and television spectating (Toohey, 2008). Furthermore, it seems that (a) those people who already do a little sport can be inspired to do a little more; (b) those people who have played sport before can be inspired to play again; and (c) some people might give up one sport to try another (Weed et al., 2015). Thus, large-scale events seemingly do have the capacity to enhance sport participation, though the effects are limited at best and more likely to retain existing participants than recruit new ones into sport.

Opportunities for personal growth and skills development related to sport participation and the development of local residents (e.g. through volunteering, officiating, organizing) are expected to be higher in the context of NMSE, since the chances that locals will take part in the planning and management of NMSE is far greater than it is for MSE (Taks et al., 2014; Misener, et al., 2015). MSE, on the other hand, recruit their experts from far-flung regions, thereby limiting opportunities for local people to perform meaningful roles; residents are more likely to be assigned to lower-end volunteering tasks that do not necessarily contribute to the development of the sport.

MSE systematically require either the upgrading of existing sport facilities or the construction of new ones. Sport facilities for MSE are high-end facilities which seldom meet the sport participation needs of local residents. “White elephants” are problematic outcomes of MSE. They cost a lot of money to build, but remain unused post-event because they do not meet the needs and wants of the local community, and/or carry extravagant maintenance costs and end

up being closed (e.g. 2004 OG in Athens). Residents' needs are central in the case of building or upgrading sport facilities for NMSE, and MSE could learn from this practice.

The potential for creating partnerships between business and local sport organizations to enhance the sport experience for local people is, again, more likely in the context of a NMSE, thanks to the tighter social connectedness. Business partnerships with MSE events are forged at the global level, circumventing the local level unless other local initiatives are taken in parallel (Chalip 2006). Overall, there is little evidence for sport participation outcomes from hosting events, and leveraging is essential (Taks et al., 2014).

Conclusion

This paper has presented examples of event outcomes, whether they were positive or negative, sustainable or not. It must be acknowledged that most examples in this contribution are taken from MSE, and that outcomes of NMSE are mainly theorized or assumed. The reason is that little research attention has as yet been paid to NMSE, meaning that we lack empirical evidence to substantiate these claims. Nevertheless, this contribution calls for a shift in thinking: notions of the power of NMSE for host communities should be built upon (see, for instance, Taks et al., 2015) as this can help MSE to find ways to creating more desirable outcomes and durable benefits for host communities, particularly from an economic and social perspective.

References

- Agha, N., & Taks, M. (2015). A theoretical comparison of the economic impact of large and small events. *International Journal of Sport Finance*, 10(3), 199–216.
- Baldock, A., Maes, M., & Buelens, M. (2011). The social impact of the tour de France: Comparisons of residents' pre- and post-event perceptions. *European Sport Management Quarterly*, 11(2), 91–113.
- Barney, R.K., Wenn, S.R., & Martyn, S. (2004). *Selling the five rings*. Salt Lake City (UT): The University of Utah Press.
- Chalip, L. (2006). Towards social leverage of sport events. *Journal of Sport Tourism*, 11(2), 109–127.
- Chappelet, J.I. (2008). Olympic environmental concerns as a legacy of the Winter

- Games. *The International Journal of the History of Sport*, 25(14), 1884-1902.
- Foley, M., McGillivray, D., & McPherson, G. (2012). *Event policy: From theory to strategy*. London: Routledge.
- Getz, D. (2012). *Event studies: Theory, research and policy for planned events*. London: Routledge.
- Gibson, H. J., Kaplanidou, K., & Kang, S. J. (2012). Small-scale event sport tourism: A case study in sustainable tourism. *Sport Management Review*, 15(2), 160-170.
- Gratton, C., & P. Taylor (2000). Economics of sport and recreation. London: Spon.
- Hiller, H. H. (2000). Mega-events, urban boosterism and growth strategies: An analysis of the objectives and legitimations of the Cape Town 2004 Olympic bid. *International Journal of Urban and Regional Research*, 24(2), 439-458.
- Horne, J., & Manzenreiter W. (2006). *Sports mega-events: Social scientific analyses of a global phenomenon*. Oxford (UK): Blackwell Publishing.
- Kaplanidou, K. (2012). The importance of legacy outcomes for Olympic Games four summer host cities residents' quality of life: 1996-2008. *European Sport Management Quarterly*, 12(4), 397-433.
- Kavetsos, G. & Szymanski, S. (2010). National well-being and international sports events. *Journal of Economic Psychology*, 31(2), 158-171.
- Kesenne, S. (2012). The economic impact, costs and benefits of the FIFA World Cup and the Olympic Games: Who wins, who loses? In W. Maennig & A. Zimbalist (Eds), *International handbook on the economics of mega sporting events* (pp. 270-278). Cheltenham (UK): E. Elgar.
- Misener, L., & Mason, D. S. (2006). Creating community networks: Can sporting events offer meaningful sources of social capital? *Managing Leisure*, 11(1), 39-56.
- Misener, L., Taks, M., Chalip, L., & Green, C. (2015). The elusive 'trickle down effect' of sport events: Assumptions and missed opportunities. *Managing Leisure*.20 (2), 135-156.
- Onyx, J. & Bullen, P. (2000). Measuring social capital in five communities. *The Journal of Applied Behavioural Science*, 36(1), 23-41.
- Preuss, H. (2005). The economic impact of visitors at major multi-sport events. *European Sport Management Quarterly*, 5(3), 281-301.
- Preuss, H. (2007). FIFA World Cup 2006 and its legacy on tourism. In R. Conrady, & M. Buck (Eds.). *Trends and issues in global tourism* (pp. 83-102). Berlin/Heidelberg: Springer.
- Ritchie, B.J.R. (1984). Assessing the impact of hallmark events: Conceptual and research issues. *Journal of Travel Research*, 23(1), 2-11.
- Smith, A. (2009). Theorising the relationship between major sport events and social sustainability. *Journal of Sport Tourism*, 14(2/3), 109-120.
- Smith, A. (2012). *Events and urban regeneration: The strategic use of events to revital-*

- ize cities. Oxon (UK): Routledge.
- Solberg, H., & Preuss, H. (2007). Major sport events and long-term tourism impacts. *Journal of Sport Management*, 21(2), 213-234.
- Taks, M. (2013). Social sustainability of non-mega sport events in a global world. *European Journal for Sport and Society*, 10(2), 121-141.
- Taks, M., Chalip, L., & Green, B.C. (2015). Impacts and strategic outcomes from non-mega sport events for local communities (introduction to the special issue). *European Sport Management Quarterly*, 15(1), 1-6.
- Taks, M., Chalip, L., Green, B.C., Kesenne, S., & Martyn, S. (2009). Factors affecting repeat visitation and flow-on tourism as sources of event strategy sustainability. *Journal of Sport and Tourism*, 14(2/3), 121-142.
- Taks, M., Kesenne, S., Chalip, L., Green, B.C., & Martyn, S. (2011). Economic impact study versus cost-benefit analysis: an empirical example of a medium sized international sporting event. *International Journal of Sport Finances*, 6(3), 187-203.
- Taks, M., Green, B.C., Misener, L., & Chalip, L. (2014). Evaluating sport development outcomes: The case of a medium sized international sport event. *European Sport Management Quarterly*, 14(3); 213-237.
- Thibault, L. (2009). Globalization of sport: An inconvenient truth. *Journal of Sport Management*, 23, 1-20.
- Toohey, K. (2008). The Sydney Olympics: Striving for legacies – Overcoming short-term disappointments and long-term deficiencies. *The International Journal of the History of Sport* 25(14), 1953-1971.
- Weed, M., Coren, E., Fiore, J., Wellard, I., Chatziefstathiou, D., Mansfield, L., & Dowse, S. (2015). The Olympic Games and raising sport participation: A systematic review of evidence and an interrogation of policy for a demonstration effect. *European Sport Management Quarterly*, 15(2), 195-226.

THE RIO 2016 OLYMPIC GAMES: THE MANAGEMENT OF THE GAMES AND THEIR SOCIAL IMPACT ON THE BRAZILIAN MEDIA¹

Prof. Dr Roberto MALUF DE MESQUITA (BRA)

*La Salle University: UNILASALLE – Physical Education Programme,
Canoas/RS – Brazil*

Prof. Dr Jonas Lirio GURGEL (BRA)

*Federal Fluminense University: UFF – Physical Education
Institute, Niteroi/RJ – Brazil*

Introduction

It seems to be unanimously accepted that the challenge of writing about the complexity of an edition of the Olympic Games cannot be considered a simple proposal with converging opinions. The 2016 Olympic Games are no exception to this "rule".

This paper's object of study are the principal publications of the Media in Brazil and abroad. We propose an independent analysis of the facts from the period leading up to the Rio 2016 Olympic Games through until the first half of 2017.

The contagious euphoria registered immediately after the announcement of the victory of the candidacy of Rio de Janeiro 2016 seemed endless. Mainly because the cities of Chicago, Tokyo and Madrid could be considered to have required less improvements to serve as an Olympic city in terms of transportation, security, sports management, and other less important factors. Moreover, to increase anxiety, after the end of the first round of voting, Madrid had had the most votes, as the table below shows:

1. The lecture was presented by Prof. Dr Roberto Maluf De Mesquita.

2016 host city election ballots results.

City	NOC	Round 1	Round 2	Round 3
Rio de Janeiro	Brazil (COB)	26	46	66
Madrid	Spain (COE)	28	29	32
Tokyo	Japan (JOC)	22	20	-
Chicago	United States (USOC)	18	-	-

Source: Adapted from the International Olympic Committee (2010).

Since the announcement of the President of the International Olympic Committee, directly from Copenhagen in 2009, the impact on the Brazilian media was instantaneous. Numerous advantages of hosting this edition of the Olympic Games circulated regularly, focusing on:

- The perception of boastfulness by a particular sector of the population
- The attracting of international investment thanks to the promotion of the country
- The generation of thousands of jobs thanks to the construction of the Olympic venues
- The prospect of a significant increase in the collection of financial resources with the growth in the number of tourists.
- The commitment to improving transport and security in the city
- The opportunity to advertise and invest in lesser-known sports in Brazil
- The population being inspired to take up sport
- The appreciation of less recognized athletes
- Increasing investment in sports-related areas (Olympic education, the study of foreign languages, and other areas related to education)

Next, we will present four topics that we believe represent the greatest impact on the media of Brazil: the run-up to the Rio 2016 Olympic Games, athletes, governance in the Brazilian Sport and the legacy of the Olympic venues.

The run-up to the Rio 2016 Olympic Games

The first topic which is relevant to the management of the Rio 2016 Olympic Games is the declaration by the acting Governor of Rio de Janeiro State (the

Vice Governor at the time) of a state of public calamity less than two months before the Olympic Games began². As a consequence of this situation, the federal government had to pay to finish the subway line 4 extension connecting Ipanema to Barra da Tijuca, which ultimately opened four days before the mega event³.

The state of public calamity was proclaimed, among others explanations by the Governor of Rio de Janeiro State, because of a reduction in income tax revenue stemming primarily from ICMS (taxes on the consumption of goods and services) and oil royalties⁴.

Even worse, the former Governor of Rio de Janeiro State between 2007 and his resignation at the end of his second term in 2014, reinforced the security system in the penitentiary unit where he has been imprisoned in Rio de Janeiro since 2016⁵.

The Federal Court of Accounts of Brazil has found irregularities in at least 61% of the public funds destined for Brazilian Olympic sports over the last three years at all levels. The Federal Court of Accounts of Brazil warns of the promiscuous relationship between travel agencies and the Brazilian Olympic Committee, Brazilian Paralympic Committee and sports federations⁶. Recently, such dealings led to the arrest of the President of the Brazilian Federation of Aquatic Sports.

The above scenario contributed to a negative view in the international Press of the host city's governance capacity, which resulted in a series of criticisms and the consequent discrediting of the competence of the Rio 2016 Organizing Committee. The report published by *The Guardian* supports this claim:

The plea for funds is an embarrassment for the host of South America's first Games and adds to a long list of woes that includes the impeachment of the

2. http://www.age.fazenda.rj.gov.br/age/faces/oracle/webcenter/portalapp/pages/navigation-renderer.jspx?_afLoop=1275351710961391&datasource=UCMServer%23dDocName%3AWCC310494&_adf.ctrl-state=12gkml6xyh_59

3. <https://noticias.uol.com.br/cotidiano/ultimas-noticias/2016/09/14/falencia-ou-intervencao-federal-o-que-vem-apos-a-calamidade-no-rio.htm>

4. <http://g1.globo.com/rio-de-janeiro/noticia/2016/06/governo-do-rj-decreta-estado-de-calamidade-publica-devido-crise.html>

5. <http://g1.globo.com/rio-de-janeiro/noticia/2016/11/cabral-inaugurou-melhorias-de-seguranca-na-presidio-onde-esta-presos.html>

6. <http://cev.org.br/comunidade/estudos-olimpicos/debate/legado-tcu-ve-irregularidades-graves-em-61-da-verba-publica-para-esporte-olimpico>

*president, the deepest recession in decades, the biggest corruption scandal in memory, the Zika epidemic and a wave of strikes and occupations of government buildings*⁷.

Athletes

The main actors deserve a section of their own. According to Rubio⁸, athletes are the biggest legacy of the Olympic Games. The central idea of this topic is to analyze the situation of the athletes before and after the Rio 2016 Olympic Games. First of all, we will mention the six ways in which the federal government supports high-performance athletes:

1. Military athletes: This programme was created in 2008 with the goal of supporting athletes to compete in the 2011 Military World Championship, which was held in Brazil, and to support the athletes at the 2012 Olympic Games. At the Rio 2016 Olympic Games, 145 of the 465 Brazilian athletes were temporary or permanent military athletes from the navy, army or air force⁹. In the case of this programme, the 2016 budget will be maintained in 2017. It should be noted that 13 of the 19 medals won by Brazil at the Rio 2016 Olympic Games were won by military athletes on monthly salaries which support high-performance athletes for up to eight years. Almost none of the athletes participating in this programme were military professionals. The athletes were selected because they presented sports results with medal-winning potential.

2. Athlete Grant: This programme was created in 2005 and provides individual sponsorships. After 2012, athletes were allowed to have other sponsorships, both public or private. Then, in 2012, the Podium Athlete Grant was created, with awards of between R\$ 5,000 and R\$ 15,000¹⁰.

3. Agnelo/Piva Law: This was presented as a bill by two ex-deputies (Agnelo and Piva) and came into force in 2001. Until 2015, 2% of the gross income of

7. <https://www.theguardian.com/world/2016/jun/17/rio-de-janeiro-financial-emergency-olympic-games-2016>

8. Rubio, K. (2015). *Atletas Olímpicos Brasileiros*. 1. ed. São Paulo: SESI-SP Editora, v. 1. 648p.

9. <http://www.defesa.gov.br/noticias/22886-rio-2016-comite-olimpico-confirma-145-atletas-militares-no-time-brasil>

10. www.brasil2016.gov.br/en/incentives/bolsa-atleta

all the federal lotteries in Brazil were transferred to the Brazilian Olympic Committee (85%) and the Brazilian Paralympic Committee (15%)¹¹. After January 2014, the federal government increased the gross contribution to 2.5% and changed the distribution collected by this Bill thus: henceforth, 1.5% would go to the Brazilian Olympic Committee, 0.5% to the Brazilian Paralympic Committee, and 0.5% to the Brazilian Clubs Federation¹².

4. Sponsorship by Public Companies: In recent years, the largest Brazilian state-owned company, Petrobras, the Post Office, and all federal along with some state-owned banks were or are sponsors of Brazilian high-performance sport.

5. Ministry of Sports Agreements: Agreements are frequently made between the Ministry of Sport and the Brazilian Olympic Committee, Brazilian Paralympic Committee, Sports Federations, clubs, and other sports entities.

6. Sports Incentive Law: This Law was created in 2006 and allows companies and individuals to invest part of what they would pay in income tax in sports projects approved by the Ministry of Sports. Companies can invest up to 1% of that amount and individuals up to 6% of their due tax¹³.

7. Although private sponsorship is possible, high-performance Brazilian sport is currently entirely dependent on public financial support. The current situation of Brazil's high-performance athletes is directly related to governance in Brazilian Sport, which is the next topic.

Governance in Brazilian Sport

It is possible to consider a decrease in financial investment in high-performance sport in a country that has just hosted an edition of the Olympic Games as normal. However, the evidence points to a significant reduction after the Rio 2016 Olympic Games. A recent newspaper report stated that only three of the 16 Olympic medallists had not experienced losses in support and sponsorship¹⁴.

In addition to the drastic reduction in governmental financial investment to

11. www.brasil2016.gov.br/en/incentives/lei-agnelo-piva

12. <http://cbc-clubes.com.br/site/leipele/>

13. www.brasil2016.gov.br/en/incentives/lei-de-incentivo-ao-esporte

14. <http://zh.clicrbs.com.br/rs/esportes/olimpiada/noticia/2017/02/passada-a-euforia-da-rio-2016-atletas-de-ponta-tem-dificuldade-para-financiar-seus-treinos-9717319.html>

high-performance sports after the Rio 2016 Olympic Games, there was no significant investment in educational programmes for young athletes during the period of preparation for the Rio 2016 Olympic Games. The majority of the policies implemented served only high-performance athletes. As a consequence, things are now very tough indeed in Brazilian sport. The situation started after the Rio 2016 Olympic Games, and it seems that it will last a long time.

Mismanagement and corruption has been reported over the years in Brazil's Sports Federations. Moreover, the situation does not seem to have changed much since the Rio 2016 Olympic Games. Thus:

- A new president of the Brazilian Basketball Federation was elected in March 2017 after the International Basketball Federation (FIBA) announced its Executive Committee's decision to suspend the Brazilian Basketball Federation (<http://www.fiba.com/news/fiba-suspends-brazilian-federation>). In addition to the punishment still in force (April 2017), the Brazilian Basketball Federation is broke, despite all the benefits provided by public financial support and private sponsors. FIBA confirms its financial difficulties, which it cites as one of the reasons for its failures to comply with the applicable statutory framework which led to the suspension. These included outstanding payments to the FIBA for an extended period of time, despite the granting of multiple grace periods¹⁵.
- After the Rio 2016 Olympic Games, a President of a Brazilian Sports Federation¹⁶ withdrew and is currently in prison. The legal battle seems far from over, however. The president in question led the Brazilian Swimming Federation from 1988 to 2017.
- Many other Presidents have remained in power within the Brazilian National Federations for extended period of time. For instance: in handball the President who served between 1989 and 2017 was re-elected for an additional four-year term, although as of April 2017, the Supreme Court of Sport Justice¹⁷ had continued to block his return; in Track and Field, the

15. <http://www.fiba.com/news/fiba-suspends-brazilian-federation>

16. <http://istoe.com.br/justica-determina-afastamento-de-coaracy-da-presidencia-da-cbda/>

17. <http://istoe.com.br/handebol-reelege-presidente-mas-resultado-de-eleicao-nao-sera-homologado/>

same president served from 1987 to 2013¹⁸; in Volleyball, the President resigned from the presidency of the Brazilian Volleyball Federation (which he had headed since 1997) in 2013 after allegations of corruption. He is currently President of the International Volleyball Federation¹⁹.

- Law 12.868/2013 changed the way the Brazilian Sports Federations is administered: it made it possible for them to receive financial support from the federal government, restricted Presidents to a four-year term with only one possibility of re-election, and made many other changes designed to increase transparency in the management of sport²⁰. Since this Law came into force in 2013, however, the fact that former terms will not be taken into account allowed the President of the Brazilian Olympic Committee (BOC) to be elected for the 6th time in 2016. The power behind the BOC since 1995, he will now be heading the BOC in the quadrennial 2017–2020²¹. The last election was contested, and a Brazilian Federation President created a website entitle: MudaCOB (Change BOC²²), on which he airs his disapproval of the BOC administration.
- A few days after the closing ceremony of the Rio 2016 Olympic Games, the President of the Brazilian Taekwondo Federation was removed from office by the Public Prosecutor's Office on suspicion of bidding fraud, misappropriation of funds and corruption²³.
- The Brazilian Canoeing Federation was founded in 1989 and the President has been in power ever since²⁴. In 2017, he was re-elected for a four-year term²⁵.

18. <http://www1.folha.uol.com.br/esporte/1246896-apos-26-anos-gesta-sai-do-comando-da-confederacao-de-atletismo.shtml>

19. <http://wp.clicrbs.com.br/brasilolimpico/2014/03/15/apos-denuncias-de-corrupcao-ary-graca-renuncia-presidencia-da-cbv/?topo=52,1,1,,171,e171>

20. <https://jus.com.br/artigos/26803/a-nova-gestao-no-desporto-no-brasil>

21. <http://agenciabrasil.ebc.com.br/geral/noticia/2016-10/nuzman-e-reeleito-presidente-do-comite-olimpico-brasileiro-pela-sexta-vez>

22. <http://www.mudacob.com.br/>

23. http://espn.uol.com.br/noticia/630893_justica-derruba-presidente-e-interventor-assumira-a-confederacao-brasileira-de-taekwondo

24. <http://www.canoagem.org.br/pagina/index/nome/historia/id/16>

25. <http://www.canoagem.org.br/pagina/index/nome/diretoria/id/13>

The maintenance of power structures contributes to the lack of policies aimed at the development of Brazilian sport. This favours the particular interests of hegemonic groups, to the detriment of an administration focused on the development of sport. The federal government also contributes to the permanence of this scenario, since it has not yet submitted a proposal for a national policy that considers sport in terms of education, performance and participation.

The legacy of the Olympic venues

The large number of facilities listed in the Public Policy Plan–Legacy²⁶ highlights the difficulty of conducting an in-depth analysis of this topic. In this case, our proposal is based on the principal publications of the media in Brazil and abroad.

One of the symbols of world sport, the stage for two World Cup finals and Pelé's thousandth goal as well as the Ceremonies and Opening and Closing of the Rio 2016 Olympic Games, Maracanã stadium was out of action until March 2017²⁷. During this period, the stadium management was negligent: the stadium's electricity was cut, due to a debt of more than R\$ 3 million²⁸, no maintenance was performed on the pitch, approximately 7,000 seats were vandalized, windows were broken and television screens were stolen. It is noteworthy that the stadium was renovated for the 2014 World Cup at a cost of US\$ 500 million, and was also worked on for the Rio 2016 Olympic Games²⁹. The company that took over the management of the stadium, and inherited part of the debt left by the Rio 2016 Organizing Committee, is involved in one of the biggest corruption scandals in Brazilian history³⁰. Although it was reopened in March 2017, the losses resulting from Maracanã's mismanagement were enormous.

The Arena of the Future, where the handball and goalball competitions took place, was built to be dismantled after the Olympic Games with four public

26. <http://www.brasil2016.gov.br/pt-br/legado/plano-de-politicas-publicas>

27. <http://rodrigomattos.blogosfera.uol.com.br/2017/03/08/maracana-sera-reaberto-com-seu-futuro-cada-vez-mais-nebuloso/>

28. <http://g1.globo.com/rio-de-janeiro/noticia/luz-do-estadio-do-maracana-e-cortada-por-divida-de-r-3-milhoes.ghtml>

29. <http://edition.cnn.com/2017/02/01/football/maracana-stadium-rio-2016-olympics/>

30. <http://ca.reuters.com/article/businessNews/idCAKBN17H0MW-OCABS>

schools created in its place³¹. The arena was valued at R\$ 133.4 million³². The Carioca Arena 3, where the taekwondo and fencing competitions took place during the Olympic Games, and judo during the Paralympic Games³³, was also considered a provisional structure, which would become a school focusing on sport. Also constructed as a provisional arena, the Velodrome cost R\$ 137.7 million; its fate remains uncertain³⁴. It should be mentioned that another Velodrome built for the 2007 Pan-American Games, and initially earmarked for use in the Rio 2016 Olympic Games, was not ultimately used and a new velodrome was built instead in the Olympic Park. We should also mention that work on adapting the legacy have yet to begin³⁵.

A total of R\$ 8.4 billion was spent on building Metro Line 4 linking the districts of Leblon and Barra da Tijuca, a route of approximately 16km. This was approximately 21 times more than the initial budget³⁶. At the end of 2016, the State Audit Court pointed out a series of irregularities, revealing that the work had been over-invoiced by at least R\$ 2.3 billion. In 2017, the president and four counsellors of the Court of Audit of the State of Rio de Janeiro were temporarily arrested and removed due to their involvement in a supposed corruption scheme, into which up to 20% of public contracts had been diverted. This raises suspicions regarding the receipt of illegal payments by a majority of the members of the Court of Auditors of the State of Rio de Janeiro in exchange for court analyses of accounts and contracts which would have included previously proven accounts, including those relating to the public works undertaken for Rio 2016³⁷. Added to this scenario, metro Line 4 has been underutilized, with an average turnover 46% lower than expected. This is mainly due to the high

31. <https://esportes.terra.com.br/jogos-olimpicos/2016/parque-olimpico-abandonado-compromete-legado-da-rio-2016,78f0a36618d120bbd1197cae47>

32. http://www.portaldatransparencia.gov.br/rio2016/_arquivos/matriz-de-responsabilidades-versao-4-janeiro-2016.pdf

33. <http://www.brasil2016.gov.br/pt-br/olimpiadas/instalacoes/barra>

34. <https://esportes.terra.com.br/jogos-olimpicos/2016/parque-olimpico-abandonado-compromete-legado-da-rio-2016,78f0a36618d120bbd1197cae47>

35. <http://www.brasil2016.gov.br/pt-br/legado/plano-de-politicas-publicas>

36. <http://g1.globo.com/rio-de-janeiro/noticia/tce-aponta-superfaturamento-em-obra-da-linha-4-do-metro-do-rio.ghml>

37. <http://g1.globo.com/rio-de-janeiro/noticia/alvos-de-operacao-contrafraude-no-tribunal-de-contas-do-rj-sao-presos.ghml>

cost of the tickets, coupled with a lack of integration between different modes of transport and the non-completion of work (Gavea station remains unfinished). The current scenario suggests inadequate planning of the original project and a lack of integration between the mobility projects of the Municipal and State governments. Despite recent strategies making it temporarily free to use the service, Metro Line 4 still has the lowest passenger flow, which limits the contribution of this Olympic legacy to urban mobility in the city of Rio de Janeiro³⁸.

The Transoeste Bus Rapid Transport (BRT) and Transolimpica roads are considered two of the main urban mobility legacies of the Rio 2016 Olympic Games. The construction of the Transolimpica was carried out at the cost of removing a large number of low-income families³⁹. The Transolimpica (which links the districts of Deodoro and Recreio dos Bandeirantes) allows the circulation of other vehicles. However, it is the most expensive toll road within the municipality of Rio de Janeiro. Soon after its inauguration, it was already manifesting structural problems, with concrete slabs coming loose at the base of the viaduct, which put its use at risk and necessitating its temporary withdrawal from service for renovation. This happened a few days after the appearance of holes in the asphalt of the recently opened Elevado do Joa road, another legacy of urban mobility which connects the west zone to the south zone of the city⁴⁰. Regarding Transoeste (which links Barra da Tijuca to Santa Cruz, with a branch going to Campo Grande), in April 2017, the Rio de Janeiro city transport secretary reported that the BRT articulated buses were breaking in half due to overcrowding and poor paving; new paving work was required along the whole length of the road⁴¹.

Given the above, we can conclude that the fragility of the legacy and its compromised quality are directly related to poor management and lack of integration between private initiative, the Rio 2016 Organizing Committee, and the three governmental jurisdictions at the municipal, state and federal levels. The

38. <http://oglobo.globo.com/rio/media-de-passageiros-da-linha-4-do-metro-46-abaixo-da-esperada-21214768>

39. <http://www.reuters.com/article/us-olympics-rio-favela-dissent-idUSKCN1000HZ>

40. <http://g1.globo.com/rio-de-janeiro/noticia/2016/08/brt-transolimpica-e-trecho-do-brt-transoeste-e-aberto-para-populacao.html>

41. <http://oglobo.globo.com/rio/bairros/os-onibus-do-brt-estao-partindo-ao-meio-diz-secretario-de-transportes-21170734>

cost of the Olympic Games should take into account the maintenance of its legacy, as well as any work that will be required to adapt structures for their subsequent use. A social emphasis serving the city's poorer and more deprived areas should have been prioritized. The option to build most of the sports facilities in higher-income areas such as the neighbourhood of Barra da Tijuca, added to the project costs of the Olympic Village, which is currently being converted into a luxury condominium⁴². This reinforces a framework of gentrification and social inequality, limiting the potential legacy for the city of Rio de Janeiro⁴³. Apparently, the lack of planning in the different governmental jurisdictions, added to corruption and a scenario of international crisis, continue to contribute (as of April 2017) to the failure to achieve a positive legacy for the Rio 2016 Olympic Games.

Final Considerations

Accustomed to being interviewed by the press, athletes regularly make suggestions and declare their interest in participating in administrative decisions relating to their respective sports. However, on numerous occasions, these protagonists do not get anywhere near the decision-making. In the Olympic torch relay that preceded the Rio Games, many sports officials opted to choose family members or political favourites to carry the torch. One teacher was so concerned about athletes and former Olympic athletes that they launching the campaign titled "Every Olympic athlete must bear the torch". The above example illustrates the extreme nature of the situation that has resulted from the poor management of Brazilian sport.

When managing high-performance sports, there are models which, if adapted, can serve as an example for different realities. The results of the United Kingdom team in 2016 were noteworthy. Following the Olympic experience in 2012, Brazil achieved a better performance in Rio de Janeiro than it had in London. The following two questions encapsulate the nature of Brazilian success at

42. <http://www1.folha.uol.com.br/esporte/olimpiada-no-rio/2016/08/1797620-proprietarios-da-vila-olimpica-lamentam-problemas-mas-estao-confiantes-na-vitoria-do-empreendimento.shtml>

43. <https://olimpiadas.uol.com.br/noticias/redacao/2016/07/21/o-legado-das-remocoes-no-rio-violencia-dividas-e-povo-na-mao-de-milicias.htm>

the Olympics: would an Olympic champion from elsewhere understand that the training equipment used by Arthur Zanetti, a Brazilian gold medallist in 2012, was built by his father? Moreover, that after winning the silver medal in 2016, only one of Zanetti's five sponsors is still in partnership with the athlete today?

The numerous benefits that the organization of an edition of the Olympic Games can generate for the host country are undeniable. Given the considerations presented in this text, the conclusions show that the ideal model for a national sports policy in Brazil is not something on which everyone can agree; however, it does seem to be common sense that the current model is a disaster. These are private entities managing Brazilian sport, sponsored by public funds. The Ministry of Sports alone can make it possible to implement significant changes in the administration of Brazilian sport. We believe that the drafting of a National Sports Policy should be presented as a matter of urgency, and that sports management guided by statutes and elections, which benefit cliques and have been instrumental in many cases of corruption over decades, should be done away with as soon as possible.

THE ROLE OF THE OLYMPIC MOVEMENT IN THE REFUGEE CRISIS. AN EXERCISE PROGRAMME FOR REFUGEES

Prof. Dr Yannis THEODORAKIS (GRE)

*School of Physical Education and Sport Science
University of Thessaly, Greece*

This lecture aims to examine the role of the Olympic Movement in the refugee crisis and to present an exercise programme for refugees organized by the University of Thessaly. The focus of the “exercise programme for refugees” is to promote equality in society against xenophobia and racism through sports and physical activities, and thus to struggle against all forms of intolerance. The active participation of refugees in sports and physical activities promotes the ideas of equality in society, respect for human rights, acceptance of others, intra-cultural communication, inclusion, cooperation and team building regardless of sex, race, religion, minority status, culture, etc. In sports and life, all people are different and at the same time all people are equal. Any initiative made by the Olympic Movement in this direction is in accordance with its values. The International Olympic Academy can play a leading role in implementing and coordinating exercise programmes for refugees.

General introduction

According to the declaration on the occasion of the Treaty of Rome in 1957, the European Union is founded on the basis of equal rights and supportive cooperation, enriched by open borders and a lively variety of languages, cultures and regions. The Union aims to work towards peace and freedom, democracy and the rule of law, respect and shared responsibility, prosperity and security, tolerance and participation, justice and solidarity. Nonetheless, modern societies

suffer from incidents of racist hostility and intolerance towards minorities (European Commission, 2007). In addition to this, the European Youth “All different, All equal” campaign against racism, xenophobia, anti-Semitism and intolerance seeks to bring people together and provide extra momentum to the struggle against all forms of intolerance. Many people across the continent are trying to tackle these problems via public bodies, non-governmental associations and local initiatives. The aim of the campaign was to sensitize and mobilize people against tolerance and in defence of equality, dignity, human rights and democracy (European Youth Centre, 1995, 1996).

Multicultural societies are a feature of many countries. As a consequence, new challenges are presenting themselves at both the national and international levels and successful adaptation to the phenomena of migration and the violent displacement of refugees is emerging as a fundamental and urgent issue. Sport has always been regarded as a vehicle for bringing people together, and there has been an increasing interest in using sports as a tool for promoting integration in multicultural societies. Relevant studies in the area have indicated that sport can play an important role in the acculturation process for young migrants and in the promotion of social integration in today’s multicultural societies (Morela, 2016; Morela et al., 2016).

In Greece, an exercise programme focused on the promotion of equality in society through sports and physical activities has been implemented. “The Kallipateira project: from sports to everyday life, all different, all equal” was developed on the principles of sports and the Olympic values, emphasizing the promotion of the ideals of equality in the school community, as well as promoting equal participation in the social and cultural sphere. Its aim was to help and encourage teachers and students to promote a healthy, outward-looking, tolerant society through Physical Education and sports. The programme also focused on gender equality and on how to live and work together in a spirit of cooperation and equality which rejects racism, xenophobia, and intolerance. The educational materials developed for this programme consist of a teacher’s book and three student activities books for elementary and secondary schools (Theodorakis et al., 2008).

The thematic units developed in this educational material relate to the following topics: a) human rights, b) cultural diversity, c) racism and xenophobia, d) gender equality in education and society e) social inequalities and social dis-

crimination. The project succeeded in utilizing sports against xenophobia, discrimination, racism and prejudice, and in applying and incorporating the values of equality in society through sports and the physical education environment.

The role of the Olympic Movement in the refugee crisis

Ten refugee athletes competed at Rio 2016, inspiring hope in people displaced by war and social unrest all over the world.

These athletes acted as symbols of hope for refugees worldwide, attracting global attention to the magnitude of the refugee crisis when they participated in the Rio 2016 Olympic Games. “We are equal now”, said marathon runner Yonas Kinde, who is originally from Ethiopia. “We compete like human beings, like the others” (Heather, 2016; International Olympic Committee, 2016a).

The IOC president Thomas Bach, during the opening ceremony of the 2016 Olympic Games, commented that:

It is a signal to the international community that refugees are our fellow human beings and are an enrichment to society. These refugee athletes will show the world that anyone can contribute to society through their talent, skills and strength of the human spirit.

Pope Francis’ message was in the same vein:

In a world thirsting for peace, tolerance, and reconciliation (acceptance of others, re-established good relations) we hope that the spirit of the Olympic Games inspires all – participants and spectators – to “fight the good fight” and finish the race together, desiring to obtain as a prize, not a medal, but something much more precious: the construction of a civilization in which solidarity reigns and is based upon the recognition that we are all members of the same human family, regardless of the differences of culture, skin colour, or religion.

Of course, the main questions, such as how feasible it is to promote these Olympic values in society through sports, remain. Nevertheless, the Olympic Games themselves serve as an example of the peaceful social coexistence of

athletes from different sporting and cultural backgrounds. Olympism's general philosophy and Olympic values are based on the principles of peace, fair play and fair contest; they aim to create a peaceful society with less violence and competition (International Olympic Committee (2016a). Finally, the Olympic Games are a major public event, with millions of live spectators and more than *4 billion viewers on television*. Sport professionals hope that two weeks of exposure to sports images and stories will lead viewers to make an increased efforts to be physically active in their own lives, even if it is at a much lower level than the athletes (Sallis et al., 2016).

The “Exercise and Sport programme for refugees”

Based on the above findings, and in accordance with the spirit of the Olympic Movement, we started running the “Exercise and Sport programme for refugees” at the University of Thessaly within the Department of Physical Education and Sport Science. The programme is run in cooperation with the UN High Commissionaire for Refugees in Greece.

The aim of the programme is threefold: First, to teach university students to work with young refugees in sports and exercise programmes. Second, to encourage young refugees from the greater area of Thessaly to actively participate in sports and physical activities. Third – as part of a wide-ranging effort on the part of the University of Thessaly – to help refugees be incorporated and included in Greek society and to inspire ideas of equality in society, interaction, respect for human rights, acceptance of others, cultural communication, cooperation and team building, regardless of sex, race, religion, minority status, culture, etc. Other aims of the programme include:

- Promoting intercultural education.
- Helping young refugees participate in sports and games in the spirit of fair play.
- Encouraging young refugees to express their respect for other participants (teammates and opponents) during their participation in sports and physical activities, to accept the rules of the games and the decisions of the judges, to control their emotions, to play fairly, to enjoy the game, to learn from the game, to improve their communication skills, to be positive and

confident, to gain new friends, and to learn the Greek language.

- Ensuring that all participants have fun, regardless of their age, sex, size, ability level, and ethnic/racial/cultural group.
- Promoting the ideas of equality, solidarity, cooperation, opposition to racial and gender discrimination and gender bias.
- Encouraging dialogue among cultures and different minority groups.
- Helping the participants to accept that everyone is on the same level by accepting equality of rights, values, and abilities.
- Helping the young refugees to get to know each other better, to do things together, to reach agreements and to take decisions together.
- Finally, sending a message to Greek society that, in sport and in life, all people are different and all people are equal.

Practically speaking

In this programme we apply an active and dynamic methodology:

- Introducing games and activities which help form and strengthen the group. These activities will help create a good group atmosphere and reinforce communication skills and group dynamics.
- Introducing activities which provide an insight into our images of people from cultures, countries and social origins different from our own.
- Introducing activities which enable people to discover and get to know each other's education, culture, name, etc.
- Introducing activities which raise awareness of the possibility of individuals and groups acting together in order to bring about or pursue social changes based on solidarity, respect, acceptance of difference, and the free exchange of ideas.
- Introducing sport activities and games which will give people the opportunity to discover, when they get to know each other, that people from different cultures and societies may see the world from different perspectives but still be open to learning from the other participants.

In general, the programme introduces participants through games, sports and activities to the spirit of fair play with team-building games and games that

lead to mutual understanding, all very much in the spirit of the Olympic values (Hassandra et al., 2008; International Fair Play Committee, 2016; International Olympic Committee 2016b; Webb & Pearson, 2008).

In conclusion, although we live in a confusing world, sports can promote the ideas of equality, acceptance, respect, prosperity, security, tolerance, justice and solidarity in society. Sports can encourage interaction among people who have different lifestyles, values and cultures. Sports can promote relationships between majorities and minorities in our societies. The Olympic Movement, as well as national and governmental bodies, can support increased participation in sports by refugee groups. Policymakers, stakeholders and ministries of education should adopt policies in order to encourage physical activities among refugee groups. Finally, the message of the last Olympics – “Together we can change the world” – is vital in enabling the inclusion of refugees in society through sports and physical activities (International Olympic Committee, 2016c). Moreover, the International Olympic Academy can play a leading role in promoting an innovative programme for refugees within a broad network of European countries.

References

- European Commission (2007). Declaration on the occasion of the 50th anniversary of the signature of the Treaties of Rome. europa.eu/50/docs/berlin_declaration_en.pdf
- European Youth Centre (1995). *All Different All Equal*. Education Pack. www.coe.int/t/ecri/
- European Youth Centre (1996). *All Different All Equal*. Domino. www.coe.int/t/ecri/
- Hassandra, M., Goudas, M., Hatzigeorgiadis, A., & Theodorakis, Y. (2007). A Fair Play intervention programme in school Olympic education. *European Journal of Psychology of Education*, XXII (2), 99–114.
- Heather, S. (2016). Olympic Syrian refugee who swam for three hours in sea to push sinking boat carrying 20 to safety. *The Independent*. <http://www.independent.co.uk/news/people/yusra-mardini-rio-2016-olympics-womens-swimming-the-syrian-refugee-competing-in-the-olympics-who-a7173546.html>
- International Fair Play Committee (2016). *What is fair play*. <http://www.fairplayinternational.org/what-is-fair-play->
- International Olympic Committee (2016a). *Refugee Olympic Team to shine spotlight on worldwide refugee crisis*. <https://www.olympic.org/news/refugee-olympic-team-to-shine-spotlight-on-worldwide-refugee-crisis>

- International Olympic Committee (2016b). *Promote Olympism in Society Olympic values*. <https://www.olympic.org/the-ioc/promote-olympism>
- International Olympic Committee (2016c). *Together we can change the world: IOC launches global promotional campaign. Official Olympic campaign*. <https://www.olympic.org/news/-together-we-can-change-the-world-ioc-launches-global-promotional-campaign>.
- Morela, E., Hatzigeorgiadis, A., Sanchez, X., Elbe, A.M. (2016). Promoting acculturation through sport: An ethnic-cultural identity approach. In Raab, M., Wylleman, P., Seiler, R., Elbe, A.M., & and Hatzigeorgiadis, A. (eds), *Sport and Exercise Psychology Research: From Theory to Practice* (pp.211–225). New York: Elsevier.
- Morela, E. (2016). Sports and migrants' acculturation. Ph.D. thesis. University of Thessaly and University of Copenhagen.
- Sallis et al., (2016). Progress in physical activity over the Olympic quadrennium. *The Lancet*. <http://www.thelancet.com/series/physical-activity-2016>[http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(16\)30581-5/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(16)30581-5/fulltext)
- Theodorakis et al., (2008). *The Kalipateira project. From sport to daily life. All equal—all differed*. Greek Ministry of Education. http://lab.pe.uth.gr/psych/index.php?option=com_content&view=article&id=105&Itemid=256&lang=el.
- Webb, P., & Pearson, P. (2008). *An Integrated Approach to Teaching Games for Understanding (TGfU)*. University of Wollongong. <http://ro.uow.edu.au/edupapers/52/>

SHORT PRESENTATIONS BY THE PARTICIPANTS



IMPORTANCE OF INCULCATING CONCEPTS AND PRACTICES OF GOOD GOVERNANCE IN UNIVERSITY STUDENTS

Mg. Javier E. VILLARREAL DOLDÁN (ARG)

*Universidad Nacional del Litoral-Olympic Studies Centre “UNL–COA”,
Biochemistry and Biological Sciences department, Santa Fe, Argentina*

Introduction

In the past few years, sport organizations at different levels (local, national and international) have been under scrutiny due to their behaviour regarding executive and non-executive actions.

In part, this is due not only to the increasing pressures that the sport industry is experiencing, but also because some organizations have lost sight of their purpose, main mission, vision and objectives.

As part of successful strategic management, good governance practices must be established. This statement cannot be left to simple business ethics, or to laws, mainly because there are features that are unique to sport.

That is one of the main reasons why the Universidad Nacional del Litoral, through its Olympic Studies Centre, has started implementing courses related to values, sport management and Olympism.

The “UNL-COA” Olympic Studies Centre and the fostering of values through sport

In 2014, the Universidad Nacional del Litoral and the Argentinian Olympic Committee reached an agreement¹ whereby Olympism would be introduced into the curricula (Villarreal Doldán, J. 2014).

1. http://www.unl.edu.ar/noticias/products/view/punto_info_-_la_universidad_es_noticia_-_edici%C3%B3n_5%C2%B0_de_agosto [7/03/2017]

As a result of this agreement, several actions began which involved students from all faculties and departments from the university. The first was a conference about Olympism², given by academics from the Argentinian Olympic Committee. This was followed by the running of an administration course³ and the creation of an elective subject called “Olympism: Sport Culture and Values”⁴. This elective could be taken by any student, who would earn credit hours.

Olympism was also introduced, analyzed and discussed from different perspectives in special subjects within the B.Sc. course in Physical Education and the Sport Management Programme.

In 2016, sport management misconduct around the world led to the discrediting of international sport organizations. In response, one of the first formal projects implemented by the newly-established Olympic Studies Centre⁵ was the introduction of a new elective subject: “Sport Management: from social clubs to Olympic Sport Organizations”.

Sport Management: from social clubs to Olympic Sport Organizations

This new elective subject was proposed in December 2016 and approved to start in 2017.

As with all elective subjects, students from any degree course can elect to take it and, if they pass, earn credit hours. Given its content, however, the elective would most probably be of most interest to students from an Economics, Management or Law background or those with a Sport Management minor.

The fact that students from a wide range of careers can take it adds a multi-disciplinary perspective to the discussions held within the subject, enriching its quality while helping to reinforce the definition of Olympism as a transcultural and transdisciplinary phenomenon.

The elective is taught during the first half of the year and the main learn-

2. http://www.unl.edu.ar/noticias/news/view/conferencia_sobre_el_movimiento_ol%C3%ADmpico#.WL6-TRJ97-Y [9/03/2017]

3. http://www.unl.edu.ar/noticias/news/view/el_comit%C3%A9_ol%C3%ADmpico_dictar%C3%A1_un_curso_en_la_unl#.WL64ORJ97-Y [7/03/2017]

4. http://www.fcb.unl.edu.ar/noticia/28184/un_integrante_de_los_pumas_di%C3%B3_clases_sobre_olimpismo_en_el_ceo-unl.html [8/03/2017]

5. https://youtu.be/GJ_PeQJkZko?t=56 [07/03/2017]

ing goals are familiarizing students with social and cultural matters through the origin and evolution of sport and its organization, debating the unique characteristics of sport as an industry, establishing the skills and abilities that those in management positions require, and analyzing sport management approaches from different organizations.

Some of the contents that will be taught during the semester centres on the conceptualization of the body, movement, physical activity, recreational activity and sport from a historiographic perspective.

Once these concepts are recognized, notions about sport organization, administration and the unique nature of sport will be discussed. The three sectors of sport will also be introduced at this point.

Also, how sport is organized and regulated from a global perspective will be examined: The Olympic Movement and its organization, the International Olympic Committee, structures, programmes and commissions, International Federations, National Olympic Committees and other recognized sport entities.

After the second unit is taught, the third revolves around sport management principles and application: strategic management, strategic planning, operational planning, human resources, funding, marketing, and habits of good governance.

Finally, the last unit goes over current issues in the sport industry: globalization, sport and nationalism, sport and technology, sport and the media, and sport politics.

Good governance

There will be a focus on the principles of good governance throughout the entire semester. They are required of sports organizations' executive committees and their members and include leadership, control, examination and renovation, delegation, integrity, transparency, abiding by statutes, good management practices, a culture of good governance, and a good model of association (Camy, J., Robinson, L. 2008).

It is important to note that students must constantly take into account practices of good governance for their final projects, which will be focus on a sport organization of their choice (local, provincial, national or international). Students will have to conduct integrated research into its history, organization, structure, composition, funding and governance as well as investigating former crises and

how (or if) they were resolved. As a conclusion, the strong and weak points of these organizations will be highlighted.

The final project will be discussed in a round-table context with professors and other students; the presentation will be followed by an open discussion.

Conclusion

As stated by Hoye and Cuskelly (2006: 10):

Governing sport organizations involves establishing a direction or overall strategy to guide the organization and ensuring that organizational members have some say in how that strategy is developed and articulated.

It also involves managing the activities for the entire organization and ensuring that no individual interests impact on the organization's purpose. To do so, it is important to have clear regulations within the organization and to make sure every member is familiar with, and applies, them.

As sport increasingly depends on economic support from the public and private sector, those in management positions are obliged to guarantee that good practices are not only taken into account, but respected and implemented.

There are some sport organizations in Argentina, for example, whose passion for sport can sometimes affect them in a bad way. Perhaps because of various personal interests within their members, but mostly (especially at the local level) – because managers are insufficiently prepared for their managerial positions – positions that could, in the near future, be occupied by one of our students... hence the importance of this subject and our responsibility to establish a strong foundation for good sport governance practices.

References

- Camy, J., Robinson, L. (2008) *Managing Olympic Sport Organizations*. Olympic Solidarity.
- Hoye, R., Cuskelly, G. (2006) *Sport Governance*. Ed. Elsevier.
- International Olympic Committee. (2010) *Olympic Administration Manual*. Ed. Roger Jackson & Associates Ltd. Canada.
- Villarreal Doldán, J. (2014) *Body and Movement as Means of Social and Cultural*

- Integration. Developing Olympism through Education and Sport. The Case of the National University of the Littoral (Santa Fe, Argentina). Proceedings from the XXI International Postgraduate Seminar. International Olympic Academy. Olympia, Greece.
- Villarreal Doldán, J. (2015) *Gestión Deportiva. Una Primera Aproximación*. Ed. Universidad Nacional del Litoral. Argentina.

SPORT AND THE OLYMPIC MOVEMENT AND THE CURRENT SOCIO-POLITICAL STATE OF THE ARMENIAN PEOPLE

**Meghmik KHACHATOORIAN and
Anahit MARTIROSYAN (ARM)**

Armenian State Institute of Physical Culture and Sports, Armenia

The Armenian nation is considered one of the most ancient in the world. In the 1960s, excavations in the Yerevan-1 Cave uncovered evidence of ancient human habitation, including the remains of a 48,000-year-old hearth along with a human cranial fragment and tooth of a similar age. Great Armenia reached its height during the reign of Tigran the Great in the 1st century BC. Tigran's extensive empire reached from the Caspian Sea to the Mediterranean, from the Tigris and the Euphrates to the foothills of the Great Caucasus.

Armenia was the first country to adopt Christianity as its official state religion in 301 AD. The Armenian alphabet was developed around 405 CE.

According not only to Armenian but also to Greek historians such as Herodotus, Strabo, Plutarch and Xenophon, Armenians sent athletes to the Olympic Games from ancient times. The historians claim that one of the most prominent Armenian kings, Tiridates III, became a wrestling champion at the 265th Olympics in 281 AD.

Varazdat (Varasdates) of Armenia, a king of the Arshakuni dynasty who reigned between 374 and 378 AD, is the last known champion of the Ancient Olympic Games. He became a champion in the pankration at the 291st Olympic Games in 385 AD.

But ordinary people as well as kings were interested in sports, which were one of the most important elements of Armenian national festivals. As at the Olympic Games, these festivals had their own festive opening and closing ceremonies.

Nowadays, Armenians still celebrate some of these festivals, though unfortunately their sporting elements have faded down the centuries.

The World Committee of the Pan-Armenian Games was created on April 30 1997. This non-governmental international organization collaborates with the International Olympic Committee, UNESCO, the Council of Europe and other international sport units and contributes to developing sport in Armenia.

The idea of this multi-sport event is to bring Armenians from all over the world back to Armenia under the banner of the “Olympic spirit” of friendship, solidarity and fair play.

These Games also provide possibilities for those Armenian athletes who were born and live outside of Armenia to visit their motherland and get closer to their historical and cultural roots. This helps preserve the nation, as most of the Armenian population is spread all over the world due to historical and political circumstances. The Games emphasize the idea of Olympism, which places sport at the service of humanity through actions which link sport to culture and education.

The Armenian Diaspora also helps Armenian athletes to participate in sport competitions under the flag of other nations.

Each year, almost 6300 athletes from 172 cities and 41 countries participate in the Pan-Armenian Games. The 6th Pan-Armenian Games were held in Armenia in 2015; the 7th will be staged in 2017.

One of the goals of the World Committee of the Pan-Armenian Games is to involve more and more Armenian athletes from different countries around the world, and to make these multi-sport events known worldwide.

In addition, there are also plans to include the names of Armenian Olympic champions such as Mkrtych Mkryan, Vahram Papazyan, Hal Haig Prieste, Hrant Shahinyan, Albert Azaryan and many more in the history books which are taught in schools. This will inspire the new generation to work harder at cultivating the physical, spiritual and humanitarian qualities required to participate in competitions and to emulate their ancient ancestors by becoming Olympic champions of the future.

GOVERNANCE IN SPORTS AND THE ARUBAN OLYMPIC MOVEMENT

Prof. Francisco GOEDGEDRAG (ARU)
Instituto Pedagogico Arubano (IPA)

The Olympics have been held every four years, providing the opportunity for athletes from all over the world to come together and celebrate sportsmanship and aspiration.

Besides attaining great results as a goal, the Olympic Games celebrate world peace.

An Olympic athlete promotes the Olympic values and ideals, and does everything to achieve his or her best performance.

Even though not all Olympic athletes become Olympic medallists, participation is the ultimate learning experience. With their passion and determination, the athlete can remain motivated and focused on improving themselves. This makes an athlete a hero for others, motivating them to participate in sports and come out on top.

The biggest dream an athlete can have is to be one of the participants at the Olympic Games and to achieve their goal of being honoured with an Olympic medal.

In a personal conversation with Mr P. Werleman, the Director of Olympism of the Aruban Olympic Committee, on 9 March 2017, he revealed that the first time Aruba participated in the Olympic Games was at the Helsinki Games in 1952.

Aruban athletes then competed at the Olympic Games as part of the Netherlands Antilles until 1984. On 1 January 1986, Aruba became an autonomous state within the Kingdom of the Netherlands.

The Aruban Olympic Committee was founded by 14 Aruban National Sport

Federations in 1985. In 1986, the Committee was recognized by the International Olympic Committee and officially became part of the Olympic Movement. The Aruban Olympic Committee has, like all other National Olympic Committees, a mission to develop and protect the Olympic Movement of its country, in this case of Aruba. Between 1952 and 2016, Aruba has had a total of 46 athletes participate at the Olympic Games.

Aruba officially qualified for the 2016 Olympic Games in Rio de Janeiro, sending seven athletes to the Games.

To protect and keep developing the Olympic Movement, good governance is required – more specifically, transparency, responsibility and accountability must be respected by all Olympic constituents.

As the International Olympic Committee (2017) states, the basic universal principles of good governance of the Olympic and Sports Movement are the following:

- Transparency of the rules: clear texts must exist and be accessible and circulated
- Financial transparency: financial commitments, tender processes, disclosure of financial information, accounts kept in accordance with generally accepted accounting principles, audits by qualified and independent entities
- Transparency of management: agenda and documentation
- Transparency of managers: job descriptions, objective criteria for recruitment
- Transparency of risk-management
- Efficient internal communication
- Sharing responsibility: clear text on the respective responsibilities (political/management decisions)
- Controlled responsibilities: clear and regular reporting by elected and appointed office-holders
- Regular and legitimate elections
- Right to appeal all forms of disciplinary measures
- Respect minorities: respect for the right of expression (freedom of speech)

As mentioned before, part of the Aruba Olympic Committee's mission is to develop and protect the Olympic Movement in Aruba. To achieve this, Aruba

also needs to apply these principals.

Research is needed to determine if this is currently being done. If it is, the effectiveness of the process in question needs to be examined and evaluated, leading to recommendations as to how to better achieve this goal.

References

The International Olympic Committee. (2017). *Good Governance*. Accessed on March 11, 2017, from <https://www.olympic.org/good-governance>

WOMEN IN SPORT GOVERNANCE AND LEADERSHIP

Dr Caroline RIOT (AUS)

Director of Engagement, Lecturer in Sport Management

Department of Tourism, Sport and Hotel Management,

Griffith Business School, Griffith University, Australia

Chair, Queensland Olympic Council Education Commission, Australia

Given that talent is randomly distributed across both genders, there is a high probability that at least half of a talented workforce should be women (Hellicar 2013).

Introduction

There are many qualified and experienced women with the ability to positively contribute to the governance of high-performance sport organizations. Yet, despite increased participation opportunities for girls and women in sport, women are under-represented in leadership positions at all levels of sport. The purpose of this paper is to explore the current state of women in sport governance and leadership and to provide a context for understanding this as a key issue for women and girls' participation in sport at all levels. Further, the paper aims to positively contribute to the governance of organizations by considering initiatives that develop and empower women leaders in the sport workforce (e.g. audit of qualifications, experiences, skills; supporting the transition of female athletes to sport leadership and governance after mega sport events). Based on these findings, the paper concludes with strategies for action within existing sport governance structures. Aspects of this paper draw on women in sport governance and leadership using international as well as Australian perspectives and opportunities for research and practice.

Context and current research: Women in sport leadership

Despite increased participation opportunities for girls and women in sport, they are under-represented in leadership positions at all levels of sport. Several reports demonstrate an under-representation of women among sports administrators internationally. For instance, a biannual survey of international sporting federations conducted by SportAccord (an umbrella organization for the international federations of both Olympic and non-Olympic sports) reported that only 13% of international sporting organizations have females in Executive Committee positions. In addition, there were only five women presidents among the 105 international sporting organizations belonging to SportAccord; in addition, almost half of these organizations had 20% or fewer of their key leadership positions filled by women.

Similarly, the 2014 and 2016 Gender balance in global sport reports (Braund, 2014; Tranter, Medd, Braund, 2016) revealed that many of the top international sports governing bodies have not done enough to ensure that a representative number of board positions are held by women. The 2014 report revealed that among the International Sports Federations surveyed, the average female representation was only about 15%, with the average for National Olympic Committees being 16.5%. These figures exist despite a pre-Sydney 2000 Olympic Games target set by the International Olympic Committee to achieve a minimum of 20% women on every board governing Olympic sports by 2005. The 2016 report (which included information from 129 of the 206 National Olympic Committees; 27 Paralympic Committees; 28 International Sports Federations; 14 Paralympic International Sports Federations; 59 National Governing Bodies (NGBs) in the United Kingdom and 57 National Sporting Organizations (NSOs) in Australia) show that: (1) the number of women in elite governing bodies within the Olympic Movement remains below 30%; (2) female representation on National Olympic Committees has fallen a further one per cent over the past two years and now stands at 16.6%; (3) female representation on International Sports Federations has remained static at close to 18%.

Women's limited access to leadership positions is also evident outside the sport sector and reflected in gender equity issues at senior management levels in the public sector (Ernst and Young, 2013). Burton (2015) suggests that participation rates for women in sport leadership (Burton, 2015) are related to insti-

tutionalized practices of gender in sport, stereotyping of leaders, discrimination and gendered organizational cultures, and women's expectations of leadership positions and career advancement.

Central to the argument for fostering women's representation in governance are business principles and ethical principles. First, gender diversity (and inclusion) in sport leadership and governance can improve business performance and access to talent (Hellicar, 2013). Gender diversity has a positive impact though a variety of board processes and individual interactions (Adriaanse, 2016), with recent studies revealing the importance a "critical mass" of women (a minimum of 30% of board positions) can play in enhancing board performance (Joecks et al. 2013; Torchia et al. 2011; Konrad et al, 2008). Second, women represent stakeholders who should be included (ethical principle). In an Australian context, arguments for embedding gender equity among a wide number of National Sporting Organizations relate to the fostering of respectful relationships that send important messages to broader community groups. For example, National Sport Organizations use women in sport leadership programmes as a vehicle for domestic violence prevention activities.

To advance gender equality in sport governance, Adriaansea and Schofield (2013; 2014) suggest the adoption of quotas as an effective organizational strategy in achieving gender parity. Looking at boards of National Sport Organizations (NSOs) in Australia, the findings suggest that a quota of a minimum of three women was a first condition for advancing gender equity. However, this quota needed to operate in conjunction with other gender dynamics if it was to help achieve equal participation by men and women in board decision-making. Supporting principles such as including women in influential board positions, common emotional relationships between men and women directors, and directors' adoption of gender equity as an organizational value were thus critical to the success of gender quotas. One radical move by a state government in Australia pushed sporting associations and peak bodies to fill at least 40 per cent of their board positions with women or miss out on funding (Nicholson, 2015). Further, to advance the practice of gender equal governance, it has also been suggested that the number of women in senior executive positions be increased by improving the practices relating to the recruitment, selection and retention of women, based on culture, aspirations, capability and stage of engagement with gender diversity and inclusion (Hellicar, 2013).

Australian perspectives

Within the Australian context, initiatives and programmes to support women in leadership and governance include:

- The **Women in Sport Leadership Register** (developed by the Australian government, Australian Sports Commission) was designed to assist in the placement of women on boards within National Sport Organizations. Women with qualifications, experience and interest in gaining leadership roles are encouraged to submit their details online for consideration; suitable applicants are then included in the Women in Sport Leadership Register.
- The **Women on Boards** network started informally in 2001 and was set up as a company in 2006 to improve the gender balance on Australian boards. It is funded through subscriber fees and earnings from services to organizations seeking to improve gender diversity. More than 16,000 women are registered with Women on Boards from all sectors and industries.
- The **Women Leaders in Sport Grant Programme** (WLIS) grant programme is an Australian government initiative managed by the Australian Sports Commission in partnership with the Australian Government Office for Women. It provides female sport administrators, coaches and officials with opportunities to undertake intermediate or advanced training within an existing pathway in the sport industry, and thus helps women reach their leadership potential. The grants cover a variety of things including course fees, presenter fees, presenter travel, translator/interpreter fees, participants' travel costs if they are outside the metropolitan area in which the course is being held, along with child care provided by qualified providers or in an accredited setting. The grant money cannot be used for equipment (including books), accommodation, uniforms, salaries, competition entry fees, venue hire, catering, sports trainer or first aid training, retrospective course costs or administration costs.
- The **Diversity Council of Australia** suggests that actively sponsoring women in leadership positions may deliver results by addressing bias at every level, adopting broader definitions of what leadership looks like, and introducing public accountability via reporting on measurable outcomes.
- The **Women's Leadership Institute Australia** (WLIA) is dedicated to creating

equal opportunity for women in Australia to achieve leadership positions. WLIA provides a resources page on their website with links to Australian and international reports, statistics, and other information about women and leadership.

Other initiatives include education programmes that focus on preparing female sport management students for leadership roles in sport (Leberman, Shaw, Ako, 2012) to address the under-representation of women at the higher management levels of New Zealand sports organizations. Research by Leberman, Shaw and Ako (2012) identified that the most important skills learned while studying for a degree were planning and organizing, independent learning, and time management skills, but that the most important skills for women in CEO positions were relationship-building, communication and interpersonal skills. This suggests a disconnect between preparation for the sector and requirements once in the sector. The CEOs reported that relationship building, stakeholder management, self-awareness and a sense of judgement were most critical for success in the sports industry. Mentors were also considered to be important for both groups.

Future research to advance gender equity in leadership and governance roles may consider the following areas of enquiry: (a) what key skill sets women bring to roles of leadership and governance in sport, (b) what transferable skills female athletes have that can be leveraged in governance and leadership roles in sport, and (c), in the context of mega events, how we can best prepare women (and athletes?) to transition into leadership and governance roles after their sports career? Further, mega-events provide an avenue for facilitating opportunities for women in sport by adopting current event legacy priorities (Chalip et al 2016) across (i) Systems and structures, (ii) Processes and partnerships, and (iii) Culture and attitude.

References

- Adriaanse, J. (2016). Gender Diversity in the Governance of Sport Associations: The Sydney Scoreboard Global Index of Participation. *Journal of Business Ethics*, 137(1), 149–160.
- Adriaanse, J., & Schofield, T. (2013). Analysing gender dynamics in sport governance:

- A new regimes-based approach, *Sport Management Review*, Volume 16, Issue 4.
- Adriaanse, J., & Schofield, T. (2014). The impact of gender quotas on gender equality in sport governance, *Journal of Sport Management*, Volume 28.
- Braund, C. (2014). Gender balance in global sport report. Women on Boards (2014).
- Burton, L. J. (2015). Underrepresentation of women in sport leadership: A review of research. *Sport Management Review*, 18(2), 155–165.
- Chalip, L., Green, B. C., Taks, M., & Misener, L. (2017). Creating sport participation from sport events: making it happen. *International Journal of Sport Policy and Politics*, 9(2), 257–276.
- Diversity Council Australia (2014). Getting results on women in leadership: Employers must ditch what they think works and do what actually works.
- Ernst & Young report (2013). Worldwide Index of Women as Public Sector Leaders—Opening doors for women working in government.
- Hellicar, M., Business Council of Australia (2013). Increasing the number of women in senior executive positions: Improving recruitment, selection and retention practices,
- Joecks, J., Pull, K., & Vetter, K. (2013). Gender diversity in the boardroom and firm performance: What exactly constitutes a “critical mass”? *Journal of Business Ethics*, 118, 61–72.
- Konrad, A. M., Kramer, V., & Erkut, S. (2008). Critical mass: The impact of three or more women on corporate boards. *Organizational Dynamics*, 37, 145–164.
- Leberman, S., Shaw, S., & Ako, A. (2012). Preparing female sport management students for leadership roles in sport. National Centre for Tertiary Teaching Excellence, NZ (2012).
- Mendonça, L. D., Bittencourt, N. F., & Trevisan, G. (2017). Opportunities for women in sport in Brazil: Expectations after Rio 2016.
- Nicholson, L. (2015). Appoint women or lose funding: State crackdown on sports bodies, *Sydney Morning Herald*.
- Tranter, R., Medd, R., & Braund, C. (2016). Gender Balance in Global Sport Report Women on Boards.
- Torchia, M., Calabro, A., & Huse, M. (2011). Women directors on corporate boards: From tokenism to critical mass. *Journal of Business Ethics*, 102, 299–317.

THE SEVEN OLYMPIC VALUES WHICH INSPIRE SPORTING PRACTICE AND/OR VALUABLE ATTITUDES TO LIFE

Natália KOHATSU QUINTILIO (BRA)

Escola de Educação Física e Esporte-USP

The Olympic Games stem from Olympism, which is a humanist philosophy and a pedagogical project that should offer discussions about this theme: “Being sufficiently prepared to transmit knowledge, concepts and conduct reflections on consistent values aimed at the formation of a youth that may be the protagonist in this intense Olympic Movement” (GOMES, 2011, 30).

To work with sport, whether at school, through from beginners to high-performance athletes, one inevitably observes how the athletes’ valiant attitude has repercussions on the general public. The absence of “courage” also draws attention to itself, leading to the belief that every athlete with a certain degree of visibility exerts a considerable influence on both children and adults. The athlete conveys a type of conduct that guides their attitudes and actions both during competitions and outside them.

Valuable attitudes presuppose the presence of values. When it comes to the Olympic values, there are seven in all: friendship, excellence, respect, courage, determination, inspiration and equality. Sport’s impact on the general public relates to inspiration, which is the consideration of the sensitive in the performance of the task. The incorporation of the affective and intuitive domains is necessary for the performance of a task, which can be imposed by external or internal determination resulting from a systematic and non-esoteric action.

Rubio (2014) reports that it took many years for her to understand that her identification with the achievements of great athletes was more common than she imagined, and that other children began their sporting lives by having someone as a mirror.

And even in the face of the impossibility of becoming an athlete at the Olympic level, the passion aroused by those artists of movement have made many into lovers, spectators and followers of sports practices – people who see in sport and athletes the possibility of transforming the human into something divine (p. 106).

With these memories, the author wants to study the importance of Brazil's Olympic athletes in the development of the Brazilian sporting imagination. Thus, starting from the principle that children choose idols and that sport has long been the cultural manifestation that produces most of them, the ways in which this influence is imparted in the everyday life of students at a time when the country is preparing to host the next edition of the Olympic Games raises a theme for further study and discussion.

To deal with matters relating to Olympic values is, above all, to begin a conversation on the values contained in the sporting sphere, in the practice of any and all physical activity, and, moreover, represents the values of our society as a whole, given the presence and importance of sport in the history and formation of humanity. The mega sporting events and the meaning that has been assigned to our athletes, and the activities of the most disparate sports, has attracted the attention of different political, commercial and educational entities, among others. However, much study and research would be required to bring about benefits and organized development.

According to Rubio (2009, p. 44), the Olympic Games represent one of the most visible activities in a sport context, representing the planet's greatest socio-cultural event, whether for its socio-cultural value or its artistic representation. Olympic values thus act as a code of conduct for the Olympic Movement and seek to guide the attitudes and actions of all those involved in Olympic activities as competitors, administrators or volunteers. The Olympic values seek to combine sport, education and culture by harnessing harmony between the body and the mind, self-excellence, integrity in actions, mutual respect and joy in effort.

The practical implications of Olympic education have been little studied, which represents a paradox, considering that educational value is one of the main axes of Olympism. Pierre de Coubertin believed that Olympism promoted the integral education of the human being, and that the approximation between sports events and the heroic and agonistic imaginary would help sport develop as a pedagogical tool (Futada, 2007).

Much of the construction of the Olympic ideal, and consequently of its educational appeal, is linked to this symbolic imagery, which has undergone profound changes through the evolution of the Olympic Movement and the construction of social sport.

Rubio (2015) points out that, at any time, the sport spectacle “does not exist without the subject of the sporting action carrying out their physical abilities to perform a sublime and unprecedented feat” (p. 17), making the athlete a historical figure, the greatest disseminator of the Olympic Movement, and the greatest legacy of the Olympic Games.

This work is justified by seeking the interaction between primary school students and Olympic athletes and observing whether the attitudes of the athletes are identified and influence the students in their sports practices and daily life.

References

- Futada, F.M. Educação olímpica: conceito e modelos. In: Educação olímpica e responsabilidade social. Rubio, K. (Ed.). São Paulo: Casa do Psicólogo, 2007.
- Gomes, M. C. Megaeventos esportivos, movimento olímpico e mídia: o esporte saltando os muros da educação física escolar. In: Educação Física Escolar: dilemas e práticas. Salto para o Futuro. Ano XXI. Boletim 12, 2011.
- Rubio, K. Esporte, educação e valores olímpicos. São Paulo: Casa do Psicólogo, 2009.
- Rubio, K. Memórias e narrativas biográficas de atletas olímpicos brasileiros. In: Rubio, K. (Ed.). Preservação da memória: a responsabilidade social dos Jogos Olímpicos. São Paulo: Képos, 2014.
- Rubio, K. Atletas olímpicos brasileiros. São Paulo: SESI-SP Editora, 2015.

THE BRAZILIAN OLYMPIC AND PARALYMPIC DATABASE

**Flávio Antônio DE SOUZA CASTRO and
Alberto Reinaldo REPPOLD FILHO (BRA)**

Olympic Study Centre, Federal University of Rio Grande do Sul

Introduction

In 2009, when Rio de Janeiro was elected the host city for the 2016 Olympic and Paralympic Games, the Brazilian Ministry of Sport, the Brazilian Olympic Committee (COB) and the Brazilian Paralympic Committee (CPB) set an ambitious plan for the development of sport in the country. The central idea was that the Games would be a turning point for Brazilian Olympic and Paralympic sport. Since then, changing Brazil into a sport powerhouse has been a challenge for Brazilian public agencies, sport organizations and other sectors and institutions linked to high-performance sport.

The main target for the Games was for the country to rank among the top ten nations for the Olympics and the top five for the Paralympics in terms of the total number of medals won. For those not familiar with Brazilian results at the Olympics, the best position achieved by the country in the medal rankings prior to 2016 was 15th place in 1920 in Antwerp. In London, Brazil ranked 22nd and in Beijing 23rd. At the Paralympics, the best result achieved was in London in 2012, when the country achieved 7th position. In Beijing, the country finished 9th.

Therefore, to achieve its target for Rio 2016, Brazilian sport organizations would have to be both efficiently and innovatively managed. The country would also need to build high-quality training facilities, to provide support to athletes, and to improve the level of coaching among others improvements. However, the Brazilian public and sport authorities involved in preparing the country for the Games faced a problem: in Brazil, sport policy makers do not have access to

data and precise information with which to formulate policy and take decisions about Olympic and Paralympic elite sport.

In order to produce such data and information, the Brazilian Ministry of Sport and the Olympic Study Centre of the Federal University of Rio Grande do Sul joined forces for a project. The project took as its reference point the SPLISS, or Sports Policy factors Leading to International Sporting Success. The aim of this paper is to present a brief overview of the method employed by this project, along with some preliminary results.

Methodology

Specific instruments for data collection and analysis in a Brazilian context were developed for each of the nine pillars proposed by SPLISS: financial support; governance, organization and structure of sport policies; foundation and participation in sport; talent identification and development system; athletic and post-career support; training facilities; coaching and coach development; international and national competition; and scientific research and innovation. The study also included a pillar not originally proposed by SPLISS: legislation.

Results

- 1) Financial Support: a guide was developed for the collection of basic information in different Federal Brazilian databases relating to the source, destination and application of financial resources. Seven public and three private sources of funding for elite sports were identified. These resources can be allocated to athletes, educational institutions, sports organizations or other public entities. What's more, they can be applied in 18 different ways including sport equipment and materials, sport facilities, human resources (coaches, referees, athletes), talent identification, communication and information technology, scientific research and innovation.
- 2) Governance, Organization and Structure of Sport Policies: a questionnaire was developed for members of the government and sport federations. In all, 5151 entities linked to Olympic and Paralympic sports were identified and categorized; these included national confederations, federations, clubs, schools, universities and public entities.

- 3) Legislation: the study included a documentary analysis of Brazilian sport legislation, since the organization and structure of sport policies in Brazil are largely enshrined in federal, state and city laws. From 1988 to 2016, Brazil produced 3930 legislative acts related to sport: 10% (n = 389) at the federal, 24% (n = 946) at the state, and 66% (n = 2595) at the city level.
- 4) Foundation and Participation in Sport: a questionnaire was constructed to survey the level of the Brazilian population's participation in sport. In 2013, 8902 people aged 14 to 75 were interviewed in every region across the country. The results showed that 25.6% of the respondents practice sports.
- 5) Talent Identification and Development System: a questionnaire was formulated for sport federations. It was noted that of the 5151 entities linked to the Olympic and Paralympic sport, only 262 (5%) reported having talent identification and development systems and projects in place.
- 6) Athletic and Post-Career Support: a questionnaire for athletes was constructed to survey the support which athletes received from sport federations both during and after their active sporting careers. No programmes were found addressing post-career support.
- 7) Coaching Provision and Development: questionnaires were formulated for coaches and sport federations. Of the sport federations, nine described having coaching training programmes.
- 8) Sport Facilities: a questionnaire was constructed for sport federations with questions relating to the quantity and quality of training and other sport facilities, as well as the characteristics of the sport equipment they used. Computerized processing of georeferenced data was also used in this part of the study, which enabled the information relating to the location of the sports facilities to be linked to other information available in the project databases. Across five regions of Brazil, 5522 sports facilities used for training and competitions were catalogued.
- 9) International and National Competitions: instruments were developed to conduct documentary analysis of the electronic and non-electronic archives of the Brazilian Sport Federations. The participation and results of Brazilian athletes and teams in the Olympic and Paralympic Games (Beijing 2008, London 2012 and Rio 2016), as well as in 284 world, 77 continental and 91 national competitions were catalogued.
- 10) Scientific research, technology and innovation: a guide to the collection

of basic information in Brazilian databases on science and technology was elaborated, and questionnaires for coaches, athletes, sport federations, and sport scientists were constructed. The data were classified to allow scientific production, distribution and consumption. The following were listed: the production of articles, dissertations and theses, in addition to laboratories and research groups; distribution through magazines, courses and conferences; and the consumption by schools of physical education, athletes, coaches and managers.

For the ten surveyed pillars, the data collected were recorded in a database, standardized and systematized, allowing each pillar and sport to be studied and a joint and integrated approach to be taken to pillars and sports.

References

- Bohme, Maria Tereza Silveira; Bastos, Flávia da Cunha. (Eds) *Esporte de alto rendimento: fatores críticos de sucesso – gestão – identificação de talentos*. São Paulo: Editora Phorte, 2016.
- De Bosscher, Veerle; Shibli, Simon; Westerbeek, Hans; Bottenburg, Maarten Van. *Successful elite sport policies*. Aachen: Meyer & Meyer Sports, 2015.
- De Bosscher, Veerle; Bingham, Jerry; Shibli, Simon; Bottenburg, Maarten Van; De Knop, Paul. *The global Sporting arms race: an international comparative study on Sports Policy Factors Leading to International Sporting Success*. Aachen: Meyer & Meyer Sports, 2008.
- Geeraert, Arnout. *Sports governance observer 2015: the legitimacy crisis in international sports governance*. Copenhagen: Play the Game, 2015.
- Meira, Tatiana de Barros; Bastos, Flávia da Cunha; Bohme, Maria Tereza Silveira. Análise da estrutura organizacional do esporte de rendimento no Brasil: um estudo preliminar. *Revista Brasileira de Educação Física e Esporte*, v.26, n.2, 251-62, 2012.
- Sotiriadou, Popi; De Bosscher, Veerle. *Managing high performance sport*. London: Routledge, 2013.

SOCIAL COHESION IN BRAZIL: AN OLYMPIC REALITY?

Prof. Nelson SCHNEIDER TODT (BRA)

*Coordinator of the Olympic Studies and Research Group,
Pontifical Catholic University of Rio Grande do Sul, Brazil
President, Brazilian Pierre de Coubertin Committee
Board Member, International Pierre de Coubertin Committee*

Reducing Brazilian inequality should stand as a permanent challenge for all sectors of Brazilian society. Inequality has structural components related to a past characterized by a highly stratified model of social organization which began in the era of slavery and has perpetuated class privileges through multiple political regimes.

Many sectors have tried to meet this challenge through the eradication of illiteracy; the enhancing of education quality; the reduction of vulnerability to environmental pollution, social conflicts and violence; the reduction of poverty, misery and exclusion; the promotion of cultural diversity; and the broadening of access to new information and communication technologies¹.

In the light of this situation, the Brazilian Government believes that its moral and ethical duty lies in exercising “Social Responsibility”, mainly through the democratization of access to sport and leisure for children and youth people. In addition, it is known that the least favoured classes have always seen sport as a means of ascending in life, overcoming barriers to social ascension, and potentially succeeding in life. However, we see that sport is much more than that. To do and produce sport is to generate more health and more balance, but it is mainly an important instrument for enabling people to participate in society in a constructive manner.

1. United Nations Educational Scientific and Cultural Organization: *Sixth E-9*.

Despite the fact that economic growth and wealth distribution programmes in Brazil have contributed to the reduction of poverty over the last two decades, it is necessary to point out that there were about 25 million children in a position of “social vulnerability”². The answer to this situation is that sport has in Brazil assumed a prominent place in social projects and programmes, governmental or not, which are directed at youth in a state of poverty³.

Not only from the social and economic points of view, but also in terms of health and education, sport is one of the few areas in children’s lives in which they can participate intensively in an activity that has significant consequences for themselves, their friends, their family, and their broader community⁴.

In this way, the government and civil society have been mobilizing themselves to search for strategies aimed at social inclusion and development. This has thrown up an ever greater number of social programmes and projects that perceive in sport an important ally, or at least a means of minimizing the impact of social risk and vulnerability.

The Ministry of Sports has shown little capacity for coordinating its actions, reflecting on juvenile problems, or collaborating with the collective actuators of civil society.

In this context, will simply making sports practice available without also ensuring an education through values be effective in achieving social inclusion⁵?

Sport by itself means nothing if it is not linked to education, teaching and the potential light the sporting spectacle can shine on a project of human development. In this perspective, Olympism (the Olympic philosophy), while it does promote a system of values, does not cease to be an ideological standpoint at the service of human development.

From this point of view, the philosophy of the Olympic Movement is based not only on the excellent programming of sporting activities, but also, overall, on the use of sport as a factor in the improvement of men. By associating sports

2. The indicator of social vulnerability in Brazil is defined by means of the percentage of youths whose families’ monthly income *per capita* is less than half the minimum wage (approximately 105 Euros) (IBGE, [2003]).

3. UNICEF annual report 2010. UNI Boletim Informativo: VII. Brasil; 2011.

4. Weinberg, R.; Gould, D. (2001). *Fundamentos da Psicologia do Esporte e do Exercício*. Porto Alegre, Artmed.

5. Sposito; Carrano: “Juventude”, 24.

with culture and education, Olympism proposes to create an attitude to life which is based in the joy of effort, the educative value of the good example and respect for universal and fundamental ethical principles.

According to the United Nations, sustainability means being able to supply the demands of current generations without compromising the rights and opportunities of the generations to come. Given this, I consider human development to be a process of forming and enlarging the qualities of the choices people can make; it thus goes beyond social asymmetries, gender, age and geography. Thus, an Olympic education based on the values predicted by the Olympic philosophy can provide an important pedagogical alternative to address matters of social inclusion through sports. The proposing of strategies for developing Olympic education in social sports programmes and projects has an innovative and differentiated meaning.

The inclusion of themes relating to Olympism, the incentive to recognize it as a means of education with transversal and interdisciplinary relationships and which goes beyond special didactic materials for social sports programmes/projects, may result in enriching alternatives in the development of learning and the formation of human beings.

It needs to be made clear that the term “Olympism” does not refer to the organizational structure of the Olympic Movement or the Olympic Games. It is a philosophical platform for life; a system of principles, values and meanings that tries to expand on ideas that are intrinsic to it, as well as to propose values relating to economic, cultural, social and political ideologies.

Coubertin would have seen in the Olympic ideals a dialectic form of education, in the sense that it could reduce these social inequalities by recognizing the contradictions and inequalities that exist between the bourgeoisie and the working classes. Coubertin considers Olympism to be something far beyond simple exercises; as a complex of participation which leads us to the understanding of a sports education accessible to all⁶.

McNeely refers to a “Coubertinian” idealism (established in the Olympic Letter), which emphasizes questions aimed at the elimination of social injustice. For this author, Olympism is dependent on governmental programmes, but also on

6. Müller, N. (2004). Olympic education: university lecture on the Olympics. *Centre d'Estudis Olímpics (UAB) International Chair in Olympism (IOC -UAB)*. [Available at: <http://olympicstudies.uab.es/lectures/web/pdf/muller.pdf>], [Accessed 30th August 2005].

the action of managers, professors, institutions and the population at large. Referring to the Olympic Games, he says that these did not appear for the simple exhibition of superior athletic performance, but as a vehicle for promoting social and educational change⁷.

According to the concept elaborated by McNeely, the Olympic Movement must be a system open for all and not become a synonym for a group of opportunities available only to a limited number of gold medal collectors. This opportunity should represent participation as a right for everyone, regardless of age or gender.

This historic tradition has been followed very closely by institutions in the modern world that encourage an ethical attitude, accommodating the Olympic Movement to our times. However, the principles identified by Coubertin as being present in Olympic History for over 3,000 years need to have their meanings questioned in today's world.

7. McNeely, S. (1980). Cooperation between Educational and Olympic Authorities. Chapter in International Olympic Academy (Ed.), *Report of the International Sessions for Educationists 1973 - 1977 - 1979*, (pp. 260-278). Hellenic Olympic Committee, Athens.

THE INTEGRATION OF POST-SECONDARY HEALTH, WELLNESS AND ATHLETICS PROGRAMMES: THE BENEFITS AND CHALLENGES

Prof. Laura BOYKO (CAN)

*Assistant Dean, Health, Wellness, Athletics and Recreation
University of Toronto Scarborough, Toronto*

The integration of once autonomous academic, athletic and health service units in institutions of higher learning and the creation of partnerships with outside organizations is becoming more commonplace as universities and colleges seek programmatic synergies and economies of scale. But as the size of the integrated units grows, the challenges of governance, effective management and maintaining student focus grow accordingly. In particular, it is imperative to maintain the “small school” feel with “large school” benefits. While the programmes grow, the benefits do as well, but the challenge is to keep that personalized feel. This is true in any enterprise – sport, educational, governmental or corporate – that aims to provide better service while being fiscally efficient by combining programmes and creating larger management portfolios.

Recently, the University of Toronto Scarborough created a new Assistant Dean role to bring together once separate Athletics and Recreation and Health and Wellness programmes. In addition, as a result of the 2015 Pan American and Parapan American Games in Toronto, the Athletics programme moved into the newly-created legacy facility, the Toronto Pan Am Sports Centre, which is operated as part of a tri-party partnership with the City of Toronto and the management company of the building, TPASC Inc. The principal tenant of the new facility is the Canadian Sports Institute of Ontario, which conducts and coordinates research, testing, sports medicine and training for Olympic and Paralympic sports in Ontario.

The integration of two major student programmes under one management umbrella, and the new partnerships with the city and the high-performance community, bring new opportunities to create innovative programming. Exciting student engagement initiatives abound. The skills and expertise of the staff within these two areas has been broadened to include medicine, psychiatry, psychotherapy, personal training, and fitness certifications of all kinds alongside the more traditional sport development and coaching. The result is a unique mind-body offering to students unmatched by other post-secondary institutions. On the other hand, such rapid integration creates challenges of governance, management, and maintaining a “student first” environment.

This survey will describe the benefits of creating horizontal leadership within two traditionally distinct departments and with new outside partners, demonstrate the innovative programming (active living course, outdoor recreation, physical/nutrition counselling) taking place, and discuss the new approaches to governance, collaboration in partnered programmes, and the strategies pursued to manage such change.

THE FINANCIAL DEMANDS OF SPORTS IN SPORT CLUBS IN THE CZECH REPUBLIC AND THE CZECH OLYMPIC FOUNDATION

Libor FLEMR (CZE)

*Faculty of Physical Education and Sport,
Charles University, Czech Republic*

The aim of this paper is to map the financial demands of sport in sports clubs based in the suburbs of Radotín and Zbraslav in the Czech capital, Prague. The subjects of this research were children, young people (under 18 years of age), and adults. The study was undertaken with the help of the department of the local municipal council, the websites of the sports clubs themselves, and – primarily – through semi-structured interviews with sports clubs leaders. Tennis (Radotín) and ice-hockey (Zbraslav) were found to be the most financially demanding sports. The direct costs are between 18 and 20 thousand CZK per year. On the other hand, identified low-cost sports included pétanque and volleyball in Radotín, and fishing in both localities. The average costs per month for sport for children and young people in sports clubs (excluding tennis and ice-hockey) are 466 CZK (Radotín) and 533 CZK (Zbraslav). Paradoxically, sport activities for adults in sports clubs are cheaper than for children and young people: 466 CZK in Radotín and 533 CZK in Zbraslav (also excluding tennis and ice-hockey). It follows from the survey that the sport clubs based in Radotín function better than those in Zbraslav. This is especially true with regard to their pricing policies: they offer more expensive sports, which has a tendency to raise ambitions. In these sports, members must pay more not only for regular training, but also for additional preparation, training camps, entrance fees for various events etc.

Since 2013, the Czech Olympic Foundation has paid out 8,297,760 CZK and supported 1,449 children. The President of the Czech Olympic Foundation, Jan Železný, is a triple Olympic gold medallist in the javelin.

This support has increased over time:

Session	Date	No. of applicants supported	Money made available to be divided between participants (in CZK)
1	21/1/2013	48	480,000
2	22/4/2013	70	327,800
3	08/08/2013	53	256,000
4	18/11/2013	74	350,800
5	24/04/2014	85	535,800
6	03/07/2014	67	318,600
7	01/10/2014	109	514,600
8	23/01/2015	100	404,900
9	16/04/2015	134	588,400
10	23/07/2015	44	269,000
11	15/10/2015	81	386,300
12	17/12/2015	40	240,850
13	23/03/2016	84	464,450
14	15/06/2016	69	456,110
15	21/09/2016	55	392 050
16	21/12/2016	150	1,017,300
17	29/03/2017	186	1,294,800

It is very positive that the Czech Olympic Foundation supports all sports and young athletes, and not only Olympic sports.

“FINNISH SCHOOLS ON THE MOVE” PROGRAMME: INCREASING PHYSICAL ACTIVITY AND DECREASING SEDENTARY TIME AMONG SCHOOL-AGED CHILDREN

Sampsa KIVISTÖ (FIN)

Regional Sport Organization Häme, Finland

“Finnish Schools on the Move” is a national action programme aiming at establishing a physically active culture in Finnish comprehensive schools. Schools and municipalities participating in the programme implement their own individual plans to increase physical activity during the school day.

The programme is one of the key projects in the field of knowledge and education in the Government Programme of Finland. The goal of the government is for the project to be expanded across the country to ensure one hour of physical activity each day.

The programme is funded by the Ministry of Education and Culture and managed by the Board of Education, regional state administrative agencies, and various other organizations; it is part of the Government Programme in Finland.

The programme started with a pilot phase in 2010-2012. As of May 2017, more than 90% of municipalities and 80% of comprehensive schools (2000 schools in all) were involved in the programme.

Physical activity and sedentary time

Decreasing sitting time during school lessons provides an opportunity to participate in the programme ideology.

The promotion of physical activity among school-aged children consists both of increasing physical activity and decreasing sedentary time. This requires measures to be taken both at school and at home.

- During the school day, physical activity can be increased by adding more physical education lessons, promoting active commuting, and encouraging physically active breaks.
- During schools lessons, sedentary behaviour can be decreased by implementing active learning methods involving short active breaks; these support optimal learning and avoid long periods of continuous sitting. Decreasing excessive sitting during school lessons is an opportunity for all school personnel to participate in the programme ideology.

Green Play (Juga Verd Play) Project

Sport is an important tool for education; grassroots sport organizations, schools and other relevant entities therefore play a crucial role by defining value-based education in sport and through sports. **Juga Verd Play (Green Play)** is an alternative and innovative methodology for promoting positive educational values in and through sports

The **Green Play** concept and methodology is an innovative approach to promoting positive educational values in and through sports which seeks to combat all forms of discrimination and intolerance. The idea implies a conceptual shift from the traditional scoring system based on pre-established criteria to new criteria relating to values and fair play.

Technology is one of the problems that grassroots councils, sports bodies and schools face, since they do not take full advantage of the huge communication advances it has brought. The Green Play project seeks to reverse that by making technology one of the primary allies of the Green Play methodology—specifically, by making use of the existing smartphones application called “Baixesport-VerdPlay”, which will also be made available in the desktop format. The application allows all the stakeholders involved to register scores and facilitates the monitoring and evaluation process as most of the data are processed electronically via the app.

Target groups are another innovative element of the proposed project. In addition to the schoolchildren and young athletes who are the primary target, the project also assigns importance to other stakeholders who participate in the competition (families, referees, coaches and tutors), as each has an important role and impacts on the educational process in different ways. Hence, the par-

ticipation of relevant stakeholders is integrated into the project in two essential ways: 1) via the smartphone application, which will be used by the stakeholders to evaluate the opposing team and which is obligatory for determining the winner of a competition, and 2) via cascading training sessions for coaches, referees and tutors, a method which multiplies the learning effect exponentially among the target groups.

A consortium of six European entities have come together to promote Green Play methodology as an Erasmus + Sport funded project around Europe: Consell Esportiu del Baix Llobregat (CEBLLOB) from Catalonia, Spain; Sport et Citoyenneté [Sport and Citizenship], France; Istituto di Ricerca Sociale (IRS), Italy; the Finnish Sports Federation Tampere Region (HLU), Finland; the Sporting Foundation – Sporting Lissabon, Portugal; and Lazio Basket, Rome, Italy.

The *overall objective* of the Green Play project is to encourage positive educational values in team & individual grassroots sports among children and youth.

Other partial objectives include:

1. Creating an integrated methodology enforcing positive values in individual sports, based on the existing Green Play methodology for team sports
2. Implementing Green Play methodology for team and individual sports through pilot schemes involving schoolchildren aged 5-18, featuring the use of new technologies
3. Monitoring and assessing behavioural changes in the target groups and gathering lessons learned for replication in other parts of Europe
4. Identifying and networking with organizations working to promote positive educational values in sport and through the practice of sport

Juga Verd Play is available at the following website: <https://www.youtube.com/watch?v=n5xhjML7Ero&t=560s>

THE MANAGEMENT OF ETHICS IN SPORTS IN FINLAND

Susanna SOKKA (FIN)

Information Manager, Finnish Centre for Integrity in Sports (FINCIS)

Thank you for the chance to briefly present the management of ethics in sports in Finland. The operations of the Finnish Anti-Doping Agency FINA-DA were expanded last year. In addition to anti-doping activities, new fields were added: preventing the manipulation of sports competitions and increasing spectator safety. Both of these fields are, like its anti-doping activities, based on international agreements. However, unlike anti-doping issues, these threats come from outside sport. The new organization is called the Finnish Centre for Integrity in Sports (FINCIS). Similar models are used in Canada and Denmark.

Our methods include education and communications, doping control, and powerful lobbying. In addition to our three main fields, we feel it is our right and our duty to promote the entire ethical foundation of sports. We have worked in close co-operation with the Olympic Committee and Academy, especially in relation to training material, which has been a very rewarding experience. Our common values continue to carry the two organizations onwards.

Here, you can see the objectives of our work in more detail. For instance, defending clean sports and fair play is included, as is protecting different actors. Our vision is for every actor to have an equal right to an ethically sustainable sports culture; and this does not simply include athletes, it includes everyone. Spectators can experience the joy of success as well as the disappointments that are also part and parcel of sport. They have the right to enjoy it when the best athlete is rewarded, with the national anthem playing in the background. This is how legends and role models are born. Our task as educators is to promote these good values in sports and to tell stories so that even more people can enjoy great experiences in sports, in whatever role they choose.

It will be interesting to see if the anti-doping agencies expand in the future to respond to other issues in sporting ethics. If this is the case, co-operation with the Olympic Movement will also grow closer as its ethical and educational values are the core values of sports. Together, we can all promote these values and increase the appreciation of sports on both the national and international levels.

In conclusion, it is my hope that all of us can think of ways to promote an ethically sustainable sports culture. We can do it if we do it together.

FIFA GOVERNANCE CHANGES: A ROLE MODEL FOR THE OLYMPIC MOVEMENT?

Prof. Dr Stefan CHATRATH (GER)

Introduction

The world football association FIFA (Fédération Internationale de Football Association) has been in the cross-fire for years now. Since its decision to host the men's World Cup 2022 in Qatar, the critical discussion has not stopped – at least in Europe. One of the most highly debated issues was (and remains) the governance of FIFA, understood as the formal and informal organizational framework with which FIFA manages and controls itself.

In the public debate, it is supposed that FIFA governance is insufficient. But this is no longer true: FIFA has changed a lot in recent years. The aim of this paper is, firstly, to describe and explain the most important changes in FIFA governance. Secondly, based on that, I will go on to discuss whether FIFA's approach might serve as a role model for the Olympic Movement.

FIFA governance: major changes

FIFA has introduced many governance-related reforms in recent years. The most important are the following:

- **Disempowerment:** The Executive Committee, formerly FIFA's most powerful organ, has been fundamentally disempowered in two ways: Firstly, the most important decisions taken by FIFA, the selection of the FIFA men's World Cup host, has been taken away from the Executive Committee. It is now the task of the Congress, FIFA's General Assembly, to decide. Sec-

ondly, and even more importantly: the Executive Committee has lost its executive power entirely; it has become “only” an oversight body, hence its new name “Council”. The General Secretariat is, according to the revised FIFA statutes, the new executive body of FIFA, and the Secretary General its new chief executive officer (CEO). The executive role of the General Secretariat includes, among other things, negotiating and executing all of FIFA’s commercial contracts. FIFA has urged all its member confederations to introduce the same organizational structure in their respective regions as soon as possible.

- Term of office: The President and all the members of the FIFA Council are allowed to be elected three times. Therefore, as one term of office lasts four years, the maximum time span in which an individual can exercise power is 12 years. In the past, there was no such limitation. Sepp Blatter, for example, was FIFA’s president from 1998 to 2015.
- Checks & balances: FIFA decided to introduce new control bodies and positions within its organization: the Ethics Committee, the Audit & Compliance Committee, and the Chief Compliance Officer (CCO). The CCO reports directly to the Secretary General, FIFA’s CEO. His task is to monitor the compliance of those General Secretariat employees who manage the day-to-day business of FIFA. The Audit & Compliance Committee in turn supervises the work of the General Secretariat, including that of the Secretary General and the CCO. The Ethics Committee is – in addition to being the Disciplinary Committee – one of FIFA’s two judicial bodies. Henceforth, it will investigate every potential breach of regulations “within association football that has little or no connection with action on the field” (Article 1, FIFA Code of Ethics, FCE) and might damage the integrity and reputation of the sport significantly (e.g. allegations of bribery).
- Independence check: To avoid any potential conflicts of interest, the members of certain FIFA committees have to fulfil the so-called “independence criteria” as defined in the FIFA Governance Regulations. The chairman of the Ethics Committee, for instance, is not allowed to have any “material business relationship with FIFA, a confederation or a member association” (Article 5, FIFA Governance Regulations). This means that the decision-maker cannot be put under pressure by officials threatening to withdraw FIFA financial resources in the future.

Below, I want to take a closer look at the special features of the newly-created judicial body, the “FIFA Ethics Committee”, one of the most important changes of recent years. The FIFA Ethics Committee consists of two chambers: the investigatory chamber and the adjudicatory chamber. They both have the same composition: one chairperson, one deputy chairperson and a formally undetermined number of “ordinary” members. The first two types of members should be qualified to practice law and must fulfil the independence criteria stated above.

The chairman of the investigatory chamber is allowed to start an investigation on his own initiative. He is neither obliged to explain his decision nor may he be contested. The investigatory chamber’s full and independent discretion is guaranteed. Once the investigation process is closed, the investigatory chamber sends a final report to the adjudicatory chamber. The report “shall contain all the facts and gathered evidence and mention the possible rule violation and a recommendation to the adjudicatory chamber for taking the appropriate measures” (Article 68, FCE).

The adjudicatory chamber will, in turn, review the final report and “decide whether to close proceedings or to adjudicate the case” (Article 29, FCE). Its decision about a sanction is considered to be legally valid if at least three of its members are present and a majority support the punishment. In December 2015, Sepp Blatter, for instance, was banned for eight years from all football-related activities (administrative, sports or any other) on a national and international level. His conduct was considered to be a breach of article 20 of the FCE (“Offering and accepting gifts and other benefits”): he authorized the payment of CHF 2,000,000 to FIFA Executive Committee member Michel Platini, a payment which actually had no legal basis and was therefore interpreted as granting an undue pecuniary advantage.

FIFA’s approach: a role model for the Olympic Movement?

Despite its bad reputation, FIFA has changed for the better in recent years. It has adopted governance regulations that were already well-established and a standard in other International Sports Federations, including, for example, stating a maximum number of terms of office. But FIFA has also become a role model in at least two other ways:

Firstly, the transformation of the Executive Committee into a Council seems to mark the beginning of a new era: For the first time, the persons elected by the General Assembly do not fulfil an executive role. On the one hand, this is a step forward: the power of the former Executive Committee is now shared among the Council and the General Secretariat. Furthermore, the full-time employees – the Secretary General and his staff – should perform better than the former Executive Committee, whose members were officials from national football associations from all over the world with various occupational backgrounds. On the other hand, a new problem has arisen: the “new” executives are not directly accountable to the General Assembly; in a democratic organization, they should be. So the Olympic Movement would be well-advised to think about that problem and come up with an appropriate solution, if it decides to mirror FIFA’s new approach.

Secondly, the way FIFA now organizes the Ethics Committee is exemplary. The creation of an independent two-chamber judicial body specialized in ethical issues is the best-practice example at the moment, from a democratic point of view, as well (“accountability”), as the committee members are to be elected directly by the FIFA Congress.

Conclusion

The Olympic Movement is one of – if not the – most successful sports movement in the world. Although it has remained true to certain values from the beginning of its modern existence (“Excellence, Respect, Friendship”), it has also shown an impressive ability to change and progress.

Today, due to the burgeoning economic and political dimensions of sports, ensuring “good governance” is considered one of the most important requirements for the success of international and national sports federations. For example, FIFA has introduced a governance-related reform process that is, at least in part, exemplary. The International Olympic Committee and the National Olympic Committees from all over the world would be well-advised to take a closer look at FIFA’s approach. Some of the measures might help pave the way to a promising future for the Olympic Movement in the 21st century.

References

- FIFA (2012): FIFA Code of Ethics, Zurich, Switzerland.
FIFA (2016): FIFA Governance Regulations, Zurich, Switzerland.
FIFA (2016): FIFA Statutes, Zurich, Switzerland.

MORE THAN A FESTIVAL: OLYMPISM AND GOOD GOVERNANCE

Rory FLINDALL (GER)

Olympic Studies Centre of the German Sport University Cologne

With the abandonment of the amateur code, commercialization has encroached its way into Olympic activity, moulding the sporting spectacle into what it is today. While this activity has been heavily debated, it is acknowledged that the Movement relies on the revenues generated from the sale of broadcasting rights and sponsorship to transmit its Olympic messages. However, in spite of the recognition of the media as fundamental to this process, especially those within the media who are deemed to be opinion-formers, little attention has been devoted to understanding how the media perceives and depicts the Olympic Movement and its philosophy. Accordingly, this was the focus of the research undertaken in the context of my Master's thesis, for which I interviewed seven highly-acclaimed international Olympic sports journalists. Given the importance of governance and corruption within the Fundamentals of Olympism, these topics were heavily discussed with a view to forming a holistic understanding of the participants' Olympic conceptions. Focusing on this aspect, I wish to share with you the study's findings and implications.

Unquestionably, corruption is antithetical to the spirit of Olympism. Furthermore, one would find it tremendously hard to argue against this, even when accounting for the varying understandings and definitions of de Coubertin's philosophy. This view was shared by the journalists I interviewed. That almost all of them mentioned "sportsmanship" and all mentioned "fair play" when describing Olympism provides strong evidence for this claim. What stood out here, however, was that the terms "sportsmanship" and "fair play" are more indicative of the athletes' conduct than of the Olympic philosophy permeating into society. The explanation for this finding was that participants draw on

what they cover most in their work, namely sporting matters, and the confusion stemming from the contradiction between Olympism and commercialization. Further, it was this confusion that led the participants to present the sports ethic of achievement throughout the interviews as opposed to the Olympic Value of excellence, as it is within Olympism.

Interestingly, while the participants who proclaimed themselves to be depicting mostly sporting matters, when conversing about the implications of corruption and other challenges facing the Movement, such as doping, organizational corruption was perceived to be the most imminent threat. That said, the stance of the participants towards how transparent the IOC is varied rather significantly. It should be noted, however, that none of the participants perceived the organization to be the least transparent sporting body. In fact, one participant actually voiced the opinion that they were the most transparent. At the other end of the spectrum, the German journalist argued that the organization was corrupt and lacked basic moral and democratic principles. That said, even he did not view the IOC as the least transparent sporting institution, saving this honour for FIFA.

Unsurprisingly, on account of the significance afforded to the issue, there was the unanimous view that the IOC had to further improve the Movement's transparency by accounting for all Olympic expenditure. However, while somewhat contradictory, the participants also spoke of the organization being misunderstood, given its composition, and that the breadth of Olympic financial activity made total transparency impossible. Furthermore, in relation to the participants' understandings of the Movement, many felt that the IOC was perceived as too elitist, and that this was in direct contradiction with the organization's legal status.

Analyzing what formed the participants' views, they drew on significant moments from the history of the Modern Olympics, in particular, to exemplify their understanding. A key finding in this regard was that the participants relied almost exclusively on sports-related achievements as evidence for their positive views of the Olympics, and organizational and external political occurrences to explain their negative views of the Movement. The best example of the latter was that all the journalists referred to the Salt Lake City scandal, with many opining that, even today, the Movement has still not fully recovered from this direct contradiction of Olympism. Interestingly, what could be deduced from both their positive and negative remarks was that the participants appear to use de Coubertin's philosophy, or the values for which it stands, as a basis on which to make their evaluations.

In an attempt to encapsulate the breadth of the participants' knowledge of the research topic, Olympic initiatives relating to the Fundamentals of Olympism were presented to and discussed with the participants. This also enabled the study to analyze any potential differences within the participants' individual stances, which could have resulted from providing them with new information. While no significant changes could be detected, on account of the journalists' already comprehensive knowledge of their subject-areas, the process did provide insights into the participants' conceptions of the relevance and significance of these activities, particularly relating to Olympic Agenda 2020.

The views they expressed on this can be summarized thus: The steps implemented by the IOC to improve factors associated with good governance were, by and large, positively regarded by the journalists. That said, the journalists also said they felt more needed to be done in terms of both financial support and effort. Another prominent theme was the participants' belief that the Agenda's recommendations were peripheral, in that they would not amount to anything substantial. This lack of faith in the organization's ability to sufficiently meet their aims through these initiatives appears to stem from their perception of the Movement only caring about commercial and economic activities. Coupled with the fact that most of the participants criticized the IOC's lack of official checks and balances, they believed its attempts to improve transparency were actually directed at increasing its brand value. However, this should not detract from the finding that they all perceived this activity as necessary and as something to be respected, with even the most critical participant stating that the Movement had taken significant steps in the right direction.

To conclude, and to highlight some of the potential implications of the work undertaken, organizational corruption was determined to be the greatest threat to the Olympic Movement and was largely responsible for the participants' negative perceptions. While the journalists perceived that transmitting Olympic messages was perhaps something more institutional for the organization, they still felt that the broader media had a significant role to play. Thus, there was strong evidence to suggest that the contradictions present between Olympic ideology and some other practices overshadow and inhibit the transmission of de Coubertin's philosophy and its values. Possibly the greatest testament to this claim was that all the participants argued that, to improve its image, the Movement needed to focus on enhancing organizational transparency.

IS THE WAY THAT OLYMPIC SPORTS ORGANIZATIONS ARE STRUCTURED A BARRIER TO GOOD GOVERNANCE?

Brian MINIKIN (GBR)

Lecturer in Sport Management, University of Stirling

Introduction

Good Governance in sport organizations has been the subject of intense scrutiny right across the world of sport. The IOC, in its attempts to take the lead in promoting good governance, published its *Basic Universal Principles of Good Governance in the Sport and Olympic Movement* during 2009. These have subsequently been incorporated into Agenda 2020. Both government and non-government organizations, particularly in Europe, have sought to establish codes of practice that implement practices and procedures that will improve the governance of a member-based sports organization. For the purpose of this paper, two generally accepted approaches to good governance are: 1) limited terms for Board Members, and 2) the separation of governance from management.

Limited Terms of Office

Just as the American Presidency is limited to two terms of office, it is generally considered that limiting the tenure of board members allows a sport organization to refresh itself and prevent the establishment of autocratic oligarchs. Contrary to this view, those opposed to limiting terms of office cite the organizational knowledge and reputational risk attached to losing the services of inspirational board members, and in particular leaders.

In reality, Olympic Sport Organizations (OSOs) have a history of retaining individuals for prolonged periods of time, and it is no coincidence that some of

these individuals have become embroiled in corruption scandals or, at the very least, been subject to significant degrees of conflict of interest.

The way that member-based sport organizations work may, however, encourage individuals to resist being subject to limited terms of office. In an electoral-based system in which the board is chosen from the membership, maintaining membership may be subject to holding onto positions at various levels of a sport.

For example: to be eligible to hold a position on the board of an NOC or International Governing Body for sport, an individual may need to already be an elected member of a national governing body for a sport. To that end, in order to maintain that eligibility, it may then be necessary for the individual to continue to hold their NGB membership while serving on the NOC or IF. Not only does this represent a serious conflict of interest, it also immediately creates a situation where there is an incentive for individuals to hold onto positions even though their focus is no longer there.

Indeed, there are IOC members who choose to continue to hold NOC and IF board positions, even though there is no need for them to do so. A review of this situation is necessary. In order to avoid individuals holding multiple positions, board terms for all OSOs need to be limited in the first instance; should a delegate be elected to sit on the board of a body that their current organization is a member of, then their position on the lower-level body should be terminated.

Since IOC members may sit *ex officio* on their country's NOC, and indeed any NOC they may visit, there is no need for them to hold a position on the NOC Board. However, when these positions are generously remunerated, there is no incentive to give up these positions. Which leads us to the second focus of this paper.

Separation of Governance and Management

Sport has evolved significantly over the past 40 years to a point where many volunteer-based organizations have grown to the extent that either voluntary management or professional management is considered necessary if they are to deliver the services they need to. Above a certain size, sport organizations can be seen to evolve from having an operational board to having a governing board.

It has been suggested that the corresponding increase in power and money may lead individuals to stop acting as stewards and to start acting as agents, a phenomenon which is widespread in the corporate sector. The role of the board in well-established OSOs will generally require strong governance and thus necessitate a move away from operational boards.

As this evolution occurs, many individuals manage to maintain a strong governance role, while being remunerated for management or operational functions. The most common and obvious example of this is the Secretary General.

Paid Secretaries Generals are commonplace in OSOs both in developed nations, which their salary derives from the economic strength of the organization, and in less developed countries, where salaries are derived from grants provided by Olympic Solidarity, IF development funds, and even government sources.

In many contexts, the procedures for choosing paid employees and Board members has not evolved, with a number of individuals holding concurrent operational and governing roles and receiving substantial remuneration for doing so.

This circumstance may further exacerbate the desire of some individuals to hold onto their elected positions for a lot longer than can be considered to be in the best interests of the organization, as their voluntary contribution becomes a lucrative career.

Conclusion

Two simple examples of how the current procedures and structures for governing OSOs have not kept pace with the changes in the operating environment of sport. The bottom line is that these structures actually create the environment that breeds conflicts of interest and motivates decision-makers to push back against essential elements that may lead to good governance including:

1. Limiting the terms of office of individuals serving on the board of sport organizations
2. Ensuring that an active training and succession planning strategy is in place that will ensure the organization remains more important than the individual
3. Separating governance from management, including limiting remuneration for governors

4. Revising the criteria for holding board positions so that individuals may no longer hold more than one board position, thus reducing the likelihood of a conflict of interest occurring

I look forward to stimulating discussion on this vital area of good governance at this IOA Session in Olympia.

IMPLEMENTATION OF THE OVEP (OLYMPIC VALUES EDUCATION PROGRAMME) WITH PRIMARY SCHOOL CHILDREN AGED 9–11

Christina ARVANITI (GRE)

Educator

Summary

Olympism is projected by the International Olympic Committee as a social vision for global peace, equality and universal values to be realized through the programmes of Olympic education now being implemented around the world. The aim of exploiting the potential of Olympic education and showing the usefulness of establishing it is becoming increasingly apparent. The purpose of this study is to assess the effectiveness of the International Olympic Committee's Olympic Values Education Programme (OVEP) with regard to the development (and subsequent continuation) of patterns of behaviour involving fair play as well as the cultivation of attitudes towards the Olympic values in primary school students.

Key words: *OVEP*, Olympic values, attitudes, fair play.

Introduction

One of the main aims of the Olympic education programme in schools is the moral and social development of students in a constantly shifting environment which poses great challenges (Hassandra, Goudas, Chatzigeorgiadis & Theodorakis, 2002). What is sought is the cultivation of critical thinking and the shaping of positive attitudes and patterns of behaviour towards the ideals advocated by the Olympic Games. This is always in accordance with the timeless values of Olympism and in the service of a “peaceful society” (IOC, 2010), as these

were originally expressed through the ideas of Baron Pierre de Coubertin—ideas which, according to Georgiadis (2009), constituted the first seeds of Olympic education. These values are simultaneously in harmony with the vision of the United Nations, and express the still higher aims of equality, peace and development (IOC -20+20-, 2014).

The bulk of the published research recognizes the importance of Olympic education programmes, concluding that a specially designed intervention programme provides experiences that can be effective for the experimental group in which it is being implemented (Gibbons & Ebbeck, 1995; Lioubi, 2011; Hassandra et al., 2002; Chatzistephanou–Papaellina, 2006)

Research – Purpose – Methodology

Within the framework of this study, efforts were made to research the extent to which implementing the specific intervention, the OVEP 2.0 Olympic Values Education Programme, in classes of students aged 9-11 influences the development of patterns of behaviour relating to fair play, as well as the students' attitudes towards the Olympic values. Team-teaching, and more particularly the project approach, was chosen for the implementation of the 34 activity sheets provided by the *OVEP* over a period of three months with the cooperation of teachers of Music, Art, Information Technology and Physical Education. The aim was a cross-thematic freeing up of the imagination (Makris, Georgiadis and Mountakis, 2016; Binder 2005), with the point of reference being the fundamental Olympic values of OVEP 2.0: Excellence, Respect and Friendship (IOC-*OVEP*, 2016).

Given that we are referring to quantitative research, closed-question questionnaires on the planned activities were administered both pre-test and post-test (Telama, Naul, Nupponen, Rychtecky, Vuolle, 2002 in Lioumpi, 2011; Hassandra et al., 2002). Students were divided into two groups: “the experimental group, EG, which received the intervention; and the control group, CG, which did not receive any intervention and continued with their customary programme” (Lioumpi, 2011). The two groups, who participated voluntarily, consisted of 60 students of the same age but from two different schools. An additional “third count”, as recommended by Hassandra, et.al. (2007) to record any change, will take place three months after the initial post-test questionnaire.

Conclusions

The OVEP is expected to contribute to shaping orientations, dispositions and attitudes relating to the Olympic values with the ultimate goal of ensuring youth education. The implementation of this intervention with a larger sample of children and/or for the whole duration of the school year is proposed in the interests of greater reliability. Consequently, the necessity of establishing Olympic education more widely in schools and disseminating it in society will become apparent.

References

- Binder, D. (2005). Teaching Olympism in Schools: Olympic Education as a focus on Values Education, A paper presented at the Centre for Olympic Studies, University of Barcelona. Barcelona: Centre d'Estudis (UAB).
- Georgiadis, K. (2009). *Olympic Education: A theoretical framework*. 2nd International Session of Olympic Medallists, Ancient Olympia, 4–20 July 2009.
- IOC (2010). Olympic Charter, Lausanne: IOC.
- IOC (2014). Olympic Agenda 2020–20+20 Recommendations, Lausanne: IOC.
- IOC (2016). Olympic Values Education Programme (The Fundamentals of Olympic Values Education), Lausanne: IOC
- Lioumpi, P. (2011). Εφαρμογή παρεμβατικού προγράμματος για την ανάπτυξη Ολυμπιακών Αξιών μέσα από τη φυσική αγωγή (Implementation of an intervention programme for the cultivation of Olympic Values in Physical Education). Doctoral thesis, University of the Peloponnese.
- Makris, A., Georgiadis, K. & Mountakis, K. (2016). Διδακτική Προσέγγιση Προγραμμάτων Ολυμπιακής Παιδείας (The Teaching Approach of Olympic Education Programmes), *Αναζητήσεις στη Φυσική Αγωγή & τον Αθλητισμό (Inquiries in Physical Education and Sport)*, 14 (3), 11–28.
- Naul, R. (2008). *Olympic Education*. Oxford: Meyer & Meyer.
- Hassandra, M., Goudas, M., Hatzigeorgiadis, A., & Theodorakis, Y. (2002). Development of a questionnaire assessing fair play in elementary school physical education, *Athlitiki Psychologia* 13, 105–126.
- Chatzistefanou-Papaellina, K. (2006). «Ευ Αγωνίζεσθαι»: Από τη Θεωρία στην Πράξη (Fair-Play: From Theory to Practice), the 9th. Conference of the Pedagogic Association of Cyprus, 1097–1108.

APPROACHING THE MEANINGS OF OLYMPISM AND GOVERNANCE THROUGH THE EXAMPLE OF TRADITIONAL DANCE IN GREECE

Asst. Prof. Maria I. KOUTSOUMPA (GRE)

*SEFAA EKPA (Faculty of Scientific Physical Education and Sport,
National and Kapodistrian University of Athens)*

The sixth basic principle of the Olympic Charter states: “The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised without any discrimination and in accordance with the Olympic spirit that is based on mutual understanding, friendship, solidarity and fair play” (Naskou-Peraki, & Panagiotopoulos, 1993:81). Also, the founder of the Modern Olympic Movement, Baron Pierre de Coubertin, maintained that: “Sport does not only constitute the best, the fastest and most effective means of shaping an individual, but also the most direct vehicle of communication, understanding and peace between people” (Duràntez, 1996:73), while out of the 30 Olympic aims and values, the Olympic champion and intellectual Hans Lenk includes the “elimination of all cultural, racial, nationalistic, religious, political and social discrimination and barriers” (see Parry, 1997:3). Giosos stresses the “influence of sport in intercultural communication, the positive attitude towards tolerance and acceptance of cultural differences...and the development of the ability to communicate with individuals of a different nationality and culture” (2000:13), while Mastora (2000) refers to the adoption by the International Olympic Committee Executive Board of values such as international friendship, self-esteem and cultural identity. Finally, the Foundation of Olympic and Sports Education (1998), in relation to the contribution of the institution of the Olympic Games, refers to “communication and respect between peoples” (p. 33).

As a link between sport and culture, dance, and especially traditional dance (Koutsoumpa, 2012, 2016), has proved that it can contribute to the accomplish-

ment of the above aims (Koutsoumpa, 2000). And this is because dance, as a performing art, is physical, given that it presupposes the presence and use of the human body which, according to Skavantzou (2003), constitutes, in the Aristotelian sense, the material cause as well as the final result, with human movement being its principal and fundamental “material”. (Koutsoumpa, 1997; Koutsouba 2002a, 2005, 2010). At the same time, dance also means embodiment, given that the body as a “living body” is both a social subject (Alexias, 2006) and a social construct (Grau, 1998) which plays an active and dynamic role in the social process (Koutsoumpa, 1997). Thus, dance constitutes a particular “kind of cultural knowledge” (Sklar, 1991), since via a variety of non-verbal communication channels (kinaesthetic, visual, audio, etc.) (Koutsoumpa 2002a, 2003, 2004), it is capable of externalizing specific contents and abstract notions (Lange, 1981). In addition, the specific dance events in which it is performed provide the contexts of reference for the manner in which people fulfil and construct their identity (Cowan, 1990). In this way, the type of dance performed, the dance event embodied, the person who performs it, the people for whom it is performed and the reason why all constitute a “game” of identity, the study of which may reveal the rules of the “game”; or, in other words, may shed light on the manner in which cultural identities are formed (Koutsoumpa, 1991, 1997; Koutsoumpa 2002b). In this sense, if we consider that “Cultures are maps of meaning that help us understand the world” (Jackson, as cited in Swedlow 1998:40), then dance can contribute to this understanding. Dance therefore constitutes an “expression of human activity and behaviour”, which is shown in different forms: as kinetic-physical but also social activity, as a ritualistic or artistic act, as an act of socialization, as the reconstruction of gender relationships and identities, as a political or therapeutic form, as an educational process, as enjoyment, entertainment, etc. (Tyrovola, 2015).

On the basis of the above, one would expect issues relating to the governance of cultural products and practices, such as those of dance and of traditional Greek dance in our case, to not only have been resolved, but also to have been given special attention in the context of good governance. But is this the case? At this point, we should mention that in this paper the term “governance” refers to “the exercise of political and administrative power at all levels of management of a country’s affairs. It includes the mechanisms, the procedures and institutional bodies through which citizens and groups express their interests, exercise their

legal rights, recognize their obligations and mediate in their disagreements” (UN System Task Team on the post-2015 UN Development Agenda, 2012:3). Returning to our question, the research conducted in Greece by public bodies (Hellenic Ministry of Culture, the Hellenic Ministry of Education and Religious Affairs, state education, academic research, etc.), as well as private ones (Lyceum Club of Greek Women, Dora Stratou Dance Theatre, etc.) indicates that this does not happen (Koutsoumpa, 2015). In other words, the notions of Olympism and governance, at least in the sense of traditional Greek dance, seem not to coincide. This opens up new horizons for both notions, at least in the case of Greece.

References

- Alexias, G. (2011). *Κοινωνιολογία του σώματος: Από τον «Άνθρωπο του Νεάντερταλ» στον «Εξολοθρευτή»*. Athens: Pedio.
- Giosos, I. (2000). *Ολυμπιακή και Αθλητική Παιδεία*. Athens: Propobos.
- Cowan, K.J. (1990). *Dance and the body politic in Northern Greece*. Princeton: Princeton University Press.
- Durántez, C. (1996). Pierre de Coubertin. The Humanist. Minutes of the 30th Session of the International Olympic Academy.
- Grau, A. (1998). On the acquisition of knowledge: Teaching kinship through the body among the Tiwi of Northern Australia. In V. Keck (ed.), *Common Worlds and Single Lives: Constituting Knowledge in Pacific Societies* (pp. 71–94) Oxford: Berg.
- Foundation of Olympic and Sport Education (1998). *Οδηγός Ολυμπιακής και Αθλητικής Παιδείας για Εκπαιδευτικούς*, Athens: Foundation of Olympic and Sport Education.
- Koutsoumpa, M. (1991). *The Greek Dance Groups of Plaka: A Case of “Airport Art”*. MA Dissertation. Guildford: Department of Dance, University of Surrey.
- Koutsoumpa, M. (1997). *Plurality in Motion: Dance and Cultural Identity on the Greek Ionian Island of Lefkada*. Ph.D. thesis. London: Music Department, Goldsmiths College, University of London.
- Koutsoumpa, M. (2000). Ολυμπιακή-αθλητική παιδεία και διαπολιτισμική εκπαίδευση: Το παράδειγμα του χορού. In I. Γκιόσος (ed.), *Ολυμπιακή-Αθλητική Παιδεία: Θεωρήσεις-Ζητήματα* (pp. 111–122). Athens: Propobos.
- Koutsoumpa, M. (2002a). Χορολογία και Εθνοχορολογία/Ανθρωπολογία Χορού. Για μια αποσαφήνιση των όρων. *Ethnologia*, 9, 191–213.
- Koutsoumpa, M. (2002b). Πολιτισμική ταυτότητα και χορός: μια πρώτη προσέγγιση. Στο *Η τέχνη του χορού σήμερα: εκπαίδευση, παραγωγή, παράσταση, Πρακτικά*

- Συνεδρίου Έντεχνου Χορού (pp. 17–24). Athens: Scholars Association of the Alexander S. Onassis Public Benefit Foundation.
- Koutsoumpa, M. (2003). Ταυτοτικές και ανθρωπολογικές όψεις του παραδοσιακού χορού. In N. Γύφτουλας κ.ά., *Τέχνες II: Επισκόπηση ελληνικής μουσικής και χορού: ελληνική χορευτική πράξη: παραδοσιακός και σύγχρονος χορός* (Vol. V, pp. 33–45). Patras: The Greek Open University.
- Koutsoumpa, M. (2004). Η συμβολή της διδακτικής του ελληνικού παραδοσιακού χορού στη σύγχρονη ελληνική πολυπολιτισμική κοινωνία. In Ε. Αυδίκος, Ε. Λουτζάκη & Χ. Παπακώστας (eds.), *Χορευτικά Ετερόκλητα* (pp. 213–226). Athens: Hellenica Grammata.
- Koutsoumpa, M. (2010). Η μελέτη και η έρευνα του χορού. In Η. Δήμας, Β. Τυροβολά & Μ. Κουτσούμπα, *Ελληνικός παραδοσιακός χορός. Θεωρήσεις για το λόγο, τη γραφή και τη διδασκαλία του* (pp. 65–76). Athens: Self-publication.
- Koutsoumpa, M. (2012). Αναστοχασμός και επανερμηνεία του παρελθόντος: ιστορική πορεία και ζητήματα ταυτότητας της διδασκαλίας του ελληνικού λαϊκού παραδοσιακού χορού στους καθηγητές σωματικής αγωγής από το 1909 μέχρι το 1983. *Κινησιολογία: Ανθρωπιστική Κατεύθυνση*, 1, 32–39. Available at <http://kinisiologia.phed.uoa.gr/fileadmin/kinisiologia.phed.uoa.gr/uploads/KOUTSOUBA.pdf>.
- Koutsoumpa, M. (2016). Ο χορός ως σύζευξη αθλητισμού και πολιτισμού. In *Αθλητισμός-Πολιτισμός, Συνέδριο Συνδέσμου Φιλίας Εθνών και ΣΕΦΑΑ ΕΚΠΑ* (pp. 1–8). Available at <http://www.afan.gr/afan/εισηγήσεις-συνεδρίου-αθλητισμός-πολ/>
- Lange, R. (1981). Semiotics and dance. *Dance Studies*, 5, 13–21.
- Naskou-Perraki, P. & Panagiotopoulos, D. (1993). *Αθλητισμός και Φυσική Αγωγή*. Athens: Sakkoulas.
- Parry, J. (1997). Ethical Sources of the Olympic Idea. In the *Minutes of the 3rd Session of Teachers and Officials of the Higher Foundation of Physical Education*.
- Skavantzios, K. (2003). Τρεις προτεινόμενοι ορισμοί του Αθλητισμού. *Φιλοσοφία και Παιδεία*, 30, 17–20.
- Sklar, D. (1991). On dance ethnography. *CORD Dance Research Journal*, 23(1), 6–10.
- Swerdlow, L.J. (1999). Παγκόσμιος πολιτισμός. *National Geographic*, 3(2), 40–43.
- Tyronola, V. (2015). Ανάλυση της μορφής. Μέθοδοι προσέγγισης και τεχνικές ανάλυσης της δομής και του ύφους. *Εισήγηση στο 1ο Σεμινάριο διδασκαλίας του ελληνικού παραδοσιακού χορού με τίτλο «Μορφή και κίνηση. Εισαγωγή στη μορφολογική μέθοδο διδασκαλίας του ελληνικού παραδοσιακού χορού: θεωρία και πράξη»*. Θεσσαλονίκη: Κέντρο Έρευνας και Μελέτης του Παραδοσιακού Χορού και Λαϊκού Πολιτισμού «Διόνυσος».
- UN System Task Team on the post-2015 UN Development Agenda (2012). *Governance and development. Thematic Think Piece*. UNDESA, UNDP, UNESCO. Available at http://www.un.org/millenniumgoals/pdf/Think%20Pieces/7_governance.pdf.

GOVERNANCE IN THE OLYMPIC MOVEMENT

Karla SLUSHER (GUA)

Governance refers to “all of the processes of governing, whether undertaken by a government or organization, it relates to the processes of interaction and decision-making among the actors involved in a collective problem that lead to the creation, reinforcement, or reproduction of social norms and institutions”.

The President of the IOC, Thomas Bach, said at the Olympic Congress in Copenhagen in 2009:

“We should go a step further in order to ensure that the ethical principles enshrined in the Olympic Charter are respected by sports organizations at all levels and that they are all committed to the principles of good governance”.

The Basic Universal Principles of Good Governance were approved by the Congress; transparency, responsibility and accountability in particular must be respected by all Olympic constituents.

- Transparency of the Rules
- Transparency of management (agenda, documentation)
- Transparency of managers (job descriptions, objective criteria for recruitment)
- Transparency of risk-management
- Efficient internal communication
- Sharing responsibility (political/management decisions)
- Controlled responsibilities: clear and regular reporting from elected and appointed office-holders
- Regular and legitimate elections

- Right to appeal about all forms of disciplinary measures
- Respect for minorities: respecting the right to expression (freedom of speech)

The consolidated minimum requirements for the implementation of the basic principles of good governance are also at the disposal of the NOCs and include a self-evaluation tool.

The Olympic Agenda 2020 addresses the topic of credibility for both competitions and organizations. The IOC already undertook major steps 15 years ago and therefore enjoys an excellent reputation in this regard. However, the world and its expectations of organizations such as ours have evolved. Recommendation 27 of Agenda 2020 refers to governance:

Recommendation 27: Comply with basic principles of good governance. All organizations belonging to the Olympic Movement to accept and comply with the Basic Universal Principles of Good Governance PPG of the Olympic and Sports Movement.

- 1. Such compliance to be monitored and evaluated. Supporting tools and processes can be provided by the IOC in order to help organizations become compliant with the principles of good governance, if necessary.*
- 2. Organizations to be responsible for running self-evaluation on a regular basis. The IOC to be regularly informed of the results of the organizations' self-evaluations. In the event of missing such information, the IOC to request such an evaluation at its discretion.*
- 3. The "PPG" to be updated periodically, emphasizing the necessity for transparency, integrity and opposition to any form of corruption.*

The idea is to explain to the sports institutions what good governance is and how it can be achieved.

DEVELOPMENT OF OLYMPIC SPORT IN MESSI & MARADONNA'S COUNTRY

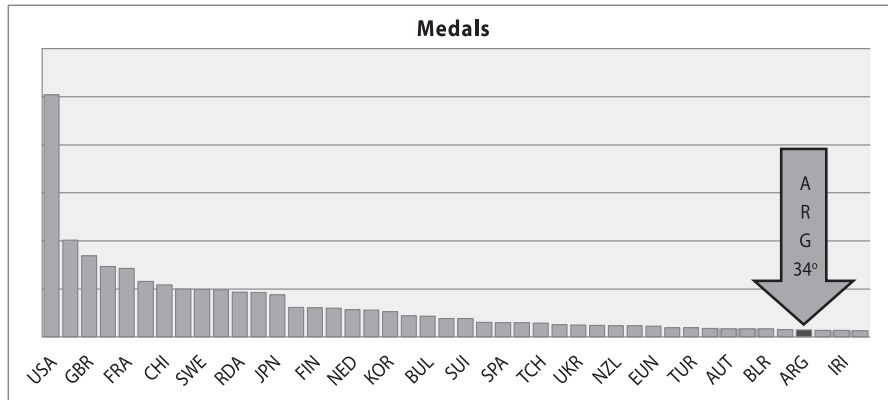
Prof. Máster Daniel G. DE LA CUEVA (ARG)

*Instituto Superior de Educación Física de Catamarca, Argentina
Comité Pierre de Coubertin Argentina*

There are several different factors that help explain the historical development of Argentina's participation and results in the Olympic Games. Below, historical facts and social circumstances are presented to help interpret the evolution from 1896 until the present day.

The outstanding teacher Dr José Benjamin Zubiaur (ARG) was the only South American representative at the La Sorbonne Athletic Congress held in 1894 in Paris at the birth of the Olympic Movement.

Despite being one of the few founding countries of the IOC, Argentina did not participate in the first modern Olympic Games in Athens 1896, and no NOC was present for the next five Olympic Games. The Argentine Olympic Committee was created for the Paris Games of 1924. The first Argentine IOC Members were unable to obtain Olympic participation for Argentina, either due to failed negotiations or to their removal from the International Olympic Committee in the light of other sports priorities.



It is probable that physical and sporting education were not even present as a paradigm in the country, so the participation of Argentina in the Modern Olympic Games was not a priority until the 8th Modern Olympics in Paris in 1924.

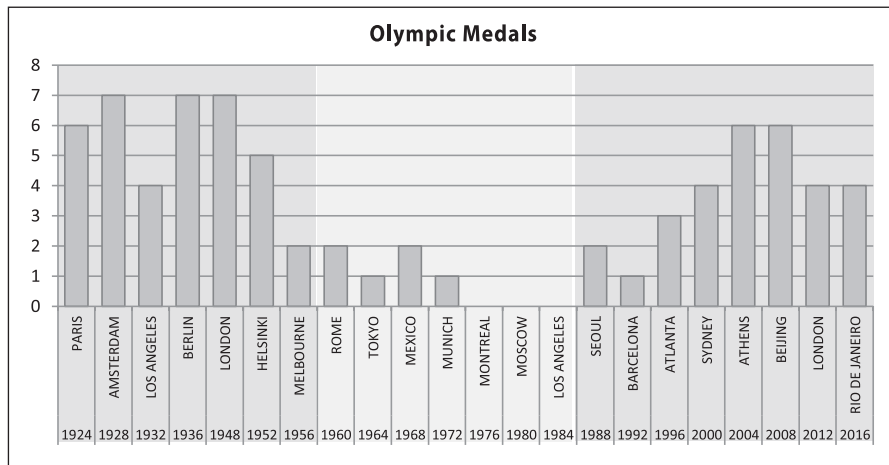
The achieving of Olympic Medals is chosen because it represents mutually comparable events, universal sport standards, a regular quadrennial period, and at the same time allows us to compare the positioning of Argentine sports with other countries in the world and the South American continent.

Argentina has been present in the medal tables since its first participation in Paris 1924. The analysis of each success shows the social and political importance of the State in the development of competitive sport, and the relevance of Physical Education in schools. The Olympic medals won by Argentina 1924-2012 clearly confirm the existence of different historical periods in sport in the country.

YEAR	CITY	FINAL POSITION	POSITION AMONG AMERICAN NATIONS
1924	Paris	15	2
1928	Amsterdam	12	3
1932	Los Angeles	11	2
1936	Berlin	13	2
1948	London	13	2
1952	Helsinki	17	3
1956	Melbourne	30	6
1960	Rome	31	2

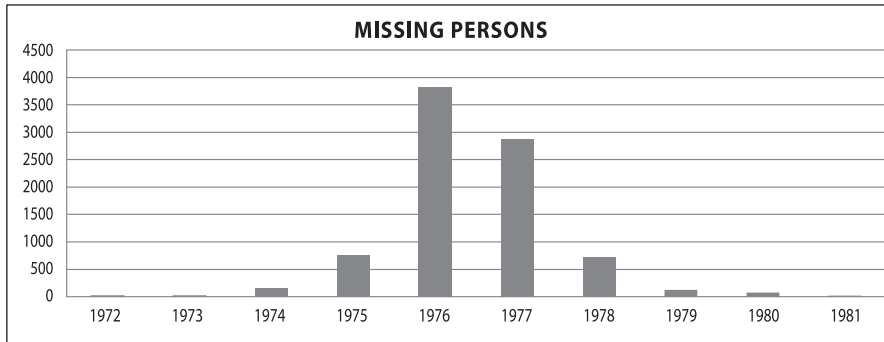
1964	Tokyo	31	5
1968	Mexico	40	8
1972	Munich	33	5
1976	Montreal	42	LAST
1980	Moscow	BOYCOTT	BOYCOTT
1984	Los Angeles	48	LAST
1988	Seoul	34	6
1992	Barcelona	54	8
1996	Atlanta	54	8
2000	Sydney	57	8
2004	Athens	38	6
2008	Beijing	34	6
2012	London	42	8
2016	Rio de Janeiro	27	7

There are at least three periods in which political and social influences are



evident, and show that the best sports performance occurred during democratic governments. These political-sports periods prove unequivocally the negative influence the *de facto* government that occurred during various military dictatorships had on Argentine sport. In particular, the period 1972-1982 when 30,000 people went missing (the *desaparecidos*) coincides with Argentine athletes mostly failing to win any Olympic medals at all.

At the beginning of the Argentine Olympic Movement, there were institution-



al and political reasons for delaying the participation of the NOC of Argentina at the Games of the first six Olympiads. Contrary to what happened with other totalitarian governments, in Argentina, the absence of democracy had a highly negative impact on Olympic Sport. Moreover, between 1955 and 1982, the frequent suppression of individual and constitutional rights resulted in the exclusion of many young people from the development of high-performance sport and the destruction of the values of Olympism.

Conclusions

- The social and political context is a determinant on high-performance sports development in Argentina.
- The best medal results at the Olympic Games were achieved during democratic governments.
- In Argentina, totalitarian governments were negative towards the achievement of medals at the Olympic Games.
- There are very good examples of Argentine sports development.

INTEGRATING THE OLYMPIC VALUES INTO THE SPORTS SELECTION SYSTEM

Natallia MATSIUS (BLR)

Educator in the Gymnastics Department

Belarusian State University of Physical Culture, Republic of Belarus

The current situation in high-level sport is very contradictory. There are many social problems which have discredited sport and the Olympic Movement. High-level sport has become commercialized and lost its humanistic essence. Athletes try to win at any cost. They are motivated to achieve victory for financial success. Frequently, conflicts between countries manifest themselves at the competitions. There are a lot of other current social problems such as doping, the intensification of the training process for young athletes, contractual victories and so on. So the problem of searching for innovative approaches to reorganizing the sports management system is a very real one.

In accordance with the Olympic Charter, practising sport is a human right. But physical culture and high-level sport have different goals; they also implement one of the most important Olympic values, the pursuit of excellent, in different ways. The highest results in sport can only be achieved with a properly organized long-term training system. The most important element in a training system is sports selection and orientation, the main aim of which is to identify future champions. These pedagogical processes often become dehumanized, because a lot of children are forced to leave sport for no good reason. And it is important to note that many of them will never return to sport again. This also emphasizes the contradiction in the implementation of the Olympic values in modern sport.

Analysis of the sports selection systems in different countries allowed us to identify ways in which a system may be optimized. In the Republic of Belarus, we implement directions such as these.

1. The main trend is involving the majority of children and young people in sports activity. The Belarusian Olympic Academy, together with the Belarusian State University of Physical Culture, organizes a large number of sport, mass sport and recreation events for children and pupils.

2. There are various forms of sports activity in our country. The majority are part of the structure of state management. Some of them are organized in a private form of ownership. It is important to reduce rivalry between private and state sports organizations and to develop and implement joint programmes for conducting quality selection and sports orientation processes. This will contribute to the implementation of the main Olympic values, because we know that the commitment to excellence begins with mass sport and leads to high-level sporting success in the future. As an example, we could mention the transfer of the most promising young athletes from private recreational schools to state sports schools of the national Olympic reserve. The transfer is carried out in line with the results of competitions. For example, in rhythmic gymnastics, we hold the annual “baby cup” tournament in Artistic Gymnastics: the “Mowgli Cup”. Most talented children enrol in sports schools after these competitions and make their first steps towards high-level sport.

3. Another important aspect is increasing the cooperation between sports and the education system by creating joint programmes with different educational institutes. The Belarusian Olympic Academy (BOA) actively implements the ideas of Olympic education within the education system. Educational and methodological approaches, educational manuals, and multimedia materials have been developed on this issue. The BOA also holds external events and festivals for children and pupils.

4. It is necessary to introduce sports projects and mass events to identify promising children in sport. In our country, the “300 talents for the Queen” programme has proved a big success. The essence of the programme is mass competitions in track and field athletics for children from different regions of Belarus. The winners are invited to join sports schools. This practice is a positive example for other sports, and similar projects for different sports are now being actively developed.

5. It is also very important to introduce innovative technologies into various sports. In Belarus, a scientific sports selection project has been created for the biathlon. This project has been implemented in cooperation with science,

sports and educational organizations. It is important to disseminate scientific approaches to other sports developing in our country.

6. An analysis of the effective selection systems currently in use in the field of sports which is constantly raising Belarus' world rank in the biathlon, freestyle and rhythmic gymnastics, etc. will make it possible to spread the positive experience of preparing the sports reserve to other sports.

The process of optimizing the sports selection system will thus also introduce a strong mechanism for managing the system for training young athletes and integrating the Olympic values into that training. Only joint and concerted action by the state and private organizations will allow the Olympic principle of a "Spirit of friendship" to be achieved. It will make it possible to create a unique concept of sports training, thus taking steps towards realizing the main aims of high-level sport: to win, to set records, to become "Citius, Altius, Fortius", and – above all else – to take into account the Olympic principle of "fair play".

INTERNATIONAL ORGANIZATION AND SPORT: THE IMPACT OF GLOBALIZATION ON SPORT GOVERNANCE

Asst. Prof. Efthalia (Elia) CHATZIGIANNI (GRE)

*Dept. of Sport Management & Organization
University of Peloponnese, Greece*

This presentation intends to demonstrate aspects of the impact of globalization on sport governance in relation, mainly, to the activity in the field of sport of two international organizations: the United Nations and the European Union. To this end, it examines globalization as a process affecting all spheres of human activity, which further “promotes the creation of networks and plurality of actors in governance” (Haas et al. 2014). Within this framework, sport governance as a term associated with globalization aims at, and is the result of, the activity of a broad number of actors participating in the policy-making process and its implementation at a global level. These actors vary and may derive from national governments, international organizations such as the United Nations (UN) and the European Union (EU), public administration, international non-governmental organizations, and other representatives of the private sector.

The role of the two aforementioned international organizations in sport governance, the UN and the EU, has increased significantly over the past three decades. The globalization process has acted as a major force that has drastically changed not only the way sport is produced and consumed, but also the way sport is governed. At a global level, the main drivers of globalization – economy and technology – have increased the opportunities for all kinds of sport interests to interact and participate to a lesser or greater extent in influencing sport-related policy formulation and implementation.

In 2001, the UN started to show a significant interest in sport as a possible tool for achieving a number of social goals such as building peace, reducing

poverty, developing education, improving public health, combatting HIV/AIDS and protecting the environment. To this end, sport was included in the Millennium Development Goals (MDGs) adopted in 2000 by the UN at one of the largest gathering of world leaders for accomplishment by 2015. Furthermore, in the first decade of the new millennium (2009), the International Olympic Committee (IOC) gained Observer status at the UN.

Building on the success of MDGs, the UN adopted the Sustainable Development Goals (SDGs) in 2015 with the aim of banishing all forms of poverty by 2030. Within the framework of the SDGs, the UN encourages member states to use sport and physical education as a means to combat poverty and promote education and a healthier lifestyle.

While the involvement of the UN in sport is mostly related to the social benefits of sport and physical education, the role of the EU in this area is more complicated and multi-faceted. On one hand, the EU uses sport as a tool to approach European citizens and promote a healthier lifestyle among Europeans. On the other hand, whereas sport is considered an economic activity which falls within the scope of the EC Treaty, the EU functions as a regulator and policy maker, formulating a European sport policy which has implications on *inter alia* the regulatory structure of sport, its institutional structure and the exploitation of sporting rights (see, among other, King 2017). Through the use of various European policy activities and tools, such as financial support mechanisms – which include regional funds and preparatory actions in the field of sport, European networks, studies and Eurobarometers (Sakka & Chatzigianni, 2012) – the EU has become a significant stakeholder in sport and acquired a decisive role in the field of European and global sport policy making which endangers the “autonomy of sport” (Chappelet, 2010, Chatzigianni, 2014).

In summary, one may argue that the increasing activity of these two highly important international intergovernmental organizations in sport-related policy at an international level is a result of globalization and supports Giulianiotti's (2011: 757) argument that “The most systematic and important growth in sport's social policy role has taken place at an international level”. Furthermore, the proliferation of sport interests in the field of policy making and implementation globally reflects the contemporary sport reality and underlines the continuous and ever increasing significance of sport in almost every sphere of human activity.

Selected Bibliography

- Chatzigianni, E. (2014). Pluralism and Corporatism in European Sport Interest Representation. *European Journal of Sport Policy and Politics*, 6(1), 19–36, DOI:10.1080/19406940.2012.694114, Version of record first published: 19 June 2012.
- Chappelet, J. L. (2010). *Autonomy of Sport in Europe*. Strasbourg: Council of Europe Publishing.
- Giuliannotti, R. (2011). The Sport, Development, and Peace Sector: A Model of Four Social Policy Domains. *Journal of Social Policy*, 40(4).
- Haas, P. M., Andersen, S. & Kanie, N. (2014). Actor configurations and global environmental governance. In N. Kanie, S. Andersen and P. M. Haas (eds), *Improving Global Environmental Governance* (pp. 1–30). London and New York: Routledge.
- King, N. (2017). *Sport Governance: An Introduction*. London and New York: Routledge.
- Sakka, S. and Chatzigianni, E. (2012). Europeanizing the Social Aspects of Greek Sport Policy, *Journal of Sport and Social Issues*, 36(2), 19–36, 195–222, DOI 10.1177/0193723511434085

OVEP, THE LAUNCHPAD TO GOOD GOVERNANCE

Assoc. Prof. A. M. NAJEEB, Ph.D. (IND)

*Head, Department of Physical Education,
National Institute of Technology Calicut, India*

Universities should own the responsibility for producing true citizens well-versed in good governance. Governance can be taught and practised in class through inclusion in the curriculum. Indian universities should, as early as possible, inculcate in their graduates a true sense of citizenship and governance, so they may contribute to saving and shaping our country for the future.

Olympism propagates good governance through the practice of sensible citizenship. Olympic values and principles stand for patriotism with respect for other patriots through the fairest of play, pursuing excellence and developing the co-ordination of the mind, will and physique. The product of Olympism is thus a totally dedicated personality which adheres to the rules of the land, displays love and concern for humans and humanity, displays rivalry on the field of play alone, and there with respect for opponents' skills and tactics. In a populous country like India, given the number of degree-seekers flocking to universities, the Olympic values can, as a rule, only be conveyed through the medium of sports activities. Hence it is felt that Indian universities can only achieve their objectives by providing sufficient infrastructure and opportunities for its students to participate in activities and by adopting Olympic Values Education in their curricula. The University Grants Commission, the final government word in Indian higher education, should deal strictly with universities that violate these basic principles.

Autonomous universities, public or private, have taken encouraging stands by including compulsory physical education and Olympic values programmes in their curricula. The National Institute of Technology Calicut, at which the author

serves as a professor, has pioneered a one-credit course in which the Olympic Values Education Programme (OVEP) occupies a prominent place. The author has also published a book entitled *Fitness Capsule for University Curriculum*, highlighting the importance of OVEP in the Physical Education curriculum of universities. A thorough application of OVEP has produced engineers with positive heads for good governance and wellness.

Governance is the action or manner of governing a state, organization, etc. It requires the establishment of policies and the continuous monitoring of their proper implementation by members of the governing body of an organization. The inclination for good governance comes naturally to practitioners of OVEP.

The author is committed to evincing the importance of Olympism and its values in the life of university students who will, in the future, serve in the government of countries, organizations, corporations and even Games federations—indeed, why not even the Olympics themselves? The author wishes to argue that the inculcation of the Olympic values alone can ensure that true citizens are “produced” who will ultimately govern without bias.

“Our world is in need of peace, tolerance and brotherhood. By blending sport with culture and education, the Olympic values can deliver these to us”, said Jacques Rogge, the former President of the International Olympic Committee, who can be considered the founding father of the Olympic values education programme. Through the practice of Olympic values and sports, we build good exponents of governance. The Olympic Movement looks forward to educating the youth of today to achieve objectives. The physical education faculties of the world look up to the IOC.

Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence and the Balance Between Mind, Body and Will are the five values of Olympism which, if inculcated in students, will produce the ideal citizen responsible for good governance. The OVEP rightly adopts the European philosophy which resonate traditionally within all other countries.

The IOC has rightly targeted the adolescent students of the world to inculcate its values in. They are characterized by rapid physiological and psychological changes from childhood to adulthood. Life skills like self-awareness, empathy, critical and creative thinking, decision making, problem solving, interpersonal relationships, and coping with stress and emotions are more than relevant to the lives of young people as they learn Olympic values.

The aim of every Olympic educator would then be to convince the powers-that-be to include an Olympic values education programme in their university curriculum. Through these values, the student not only becomes aware of the exemplary character they may possess, but also contributes meaningfully to social and community governance. The advantage of the values education is that it conveys its lessons through the practice of sports, which ensures the wellness of body and mind of governments. Further, it encourages unity, brotherhood, respect for foreign cultures beyond boundaries and for values, as well as the implementation of good governance.

Bibliography

- Binder L. Deanna, *Teaching Values – An Olympic Education Toolkit*, A Project of the International Olympic Committee, Lausanne, Switzerland (2007).
- Chelladurai P. & Modella Alberto, *Human Resource Management in Olympic Sports Organization*, Ohio, USA, Human Kinetics Publishers, (1997).
- Cousinou Phil, *The Olympic Odyssey: Rekindling The True Spirit of The Great Games*, Quest Books, New York (1997).
- Lenskyj Helen Jefferson, *Inside The Olympic Industry: Power Politics and Activism*, State University of New York Press, (1997).

DISTANCE LEARNING FOR PHYSICAL EDUCATION TEACHERS: THE MOST AFFORDABLE, EFFECTIVE AND RAPID WAY TO TEACH STUDENTS OLYMPISM

Javad AZMOON (IRI)

*National Course Director of the National Olympic Committee
of the Islamic Republic of Iran*

Faculty Member of SRTTU, Tehran, Iran

Introduction

Thomas Bach, the IOC President, on the occasion of the Opening Ceremony of the 127th IOC Session in Monaco on 7 December 2014, said:

We need to change because sport today is too important in society to ignore the rest of society. We are not living on an island; we are living in the middle of a modern, diverse, digital society (Olympic Agenda 2020–20+20 Recommendations, p. 2).

In another part of his speech, he added: “We must give the youth better access to athletes, sport, Olympic History, Olympic Culture and Olympic values” (Olympic Agenda 2020 – 20+20 Recommendations, p. 5).

In line both with these views expressed by the highest authority of the IOC in regard to Olympism education for youth and students and with the main topic of the 12th International Session for Educators of Higher Institutions of Physical Education, which is “Governance in Sport and the Olympic Movement”, as National Course Director of the National Olympic Committee of the Islamic Republic of Iran and a member of the Physical Education and Sport Sciences Faculty at the Shahid Rajaei Teacher Training University (SRTTU), I launched

a pilot distance learning course entitled “Distance learning for physical education teachers: the most affordable, effective and rapid way to teach students Olympism”. The course is supported by the National Olympic Committee of the Islamic Republic of Iran, and was designed and implemented at the beginning of 2017 (the winter of Iranian year 1395).

Overview of the implementation course

With the aim of finding the most affordable, effective and rapid way to teach Olympism to Iranian students, a pilot distance education course was run for physical education teachers. The programme was conducted as part of a comprehensive plan designed for the training of physical education teachers in Iran within OS Programmes. Physical education teachers across the country were informed about the course as well as its registration conditions, subsequent to which they enrolled within the set deadline through social networks and without using governmental communications (11 physical education teachers; six women and five men from nine provinces). Each teacher was supposed to select only one class and to teach that class the specified contents by the end of the course (275 male and female students in a variety of grades/levels). After the registration deadline, the *Sport administration manual* (one of the Olympic Solidarity Resources provided to increase teachers’ knowledge of Olympism) and *Lessons from the Olympics*, published by the IRAN NOC for physical education teachers in IRAN in 2016 were provided to participants in the form, respectively, of a pdf document and a book. The materials must be taught, according to the programme, by teachers to students within the overall period of the programme. The course officially began and lasted six weeks. According to a schedule, designated content for study and teaching was emailed on a weekly basis to teachers by the Course Director, with a task identified for each area of content. After receiving the content, teachers were obliged to implement it and send in their reports (along with photos and videos of how it was run) by email to the Course Director in a seven-day format. At the end of the course, all the participants were evaluated based on indicators and their grades were determined. Over the 50 days, a total of 286 people were involved frequently in training Olympism. A statistical overview of the course and its modes of communication are shown in Figure 1.

Summary and Conclusion

Reviewing participants' comments, as well as evaluating results and executive experiences, showed that distance learning is the most affordable (classes with lots of people, no travel costs, reduced cost of course materials, eliminated travel risks etc.), the most effective (Olympism taught to students by specialists and experienced physical education teachers), and the most rapid (using the Internet and social networks) way to teach Olympism to teachers and students at the same time.

Research suggestions for the IOA 12th International Session for Educators of Higher Institutions of Physical Education.

Participants could investigate:

1. The Feasibility of creating a global educational network named Olympism Quest (using the Internet and social networking)
2. The Feasibility of establishing a virtual school of Olympism (for students)
3. Olympism curriculum development and the production of a teaching guide

Physical Education Teachers Participating in the Course			Students		
First and Last Name	Gender	Province	Number	Gender	Grade/Level
Hamed Moradi	M	Kurdestan	26	M	High School
Jamshid Jalilvand	M	Systan and Baluchestan	27	M	High School
Hazhir Magsodi	M	Kermanshah	25	M	Elementary
Behnam Ebrahimi	M	Hamedan	15	M	High School
Mohammadhossen Mersolimani	M	Fars	9	M	Elementary
Firozeh Giyabi	F	Markazi	33	F	High School
Sahla Ghisarieha	F	Esfahan	23	F	High School
Neda Budagi	F	Mazandaran	28	F	Elementary
Masomeh Bagban	F	Ghom	34	F	Elementary
Simen Moradi	F	Esfahan	30	F	High School
Sara Nasiri	F	Mazandaran	25	F	Elementary
Course Director					
Javad Azmoon					
Communication Channel between the Director and Teachers					
E-mail + Chat					
Transmission Channels and Teaching Content to Students (by the Teachers)					
Teaching in the Classroom + Conference + Class Discussions + Physical Activity and Sport + Social Networking + Projects + Role Playing by Student + Ceremony					

Figure 1. Statistical Overview and modes of communication on a distance learning course.

SPORT GOVERNANCE IN JAPAN

Prof. Norihide ISHIDO (JPN)

Chukyo University, Japan

Member, Japan Olympic Academy

Sport governance in Law

In Japan, there are some legal provisions regarding governance in sport. The Sport Basic Act, for example, was enacted in 2011. Article 5(2) of the Act provides that:

Sports organizations, for the purpose of appropriately carrying out projects for the promotion of sports, shall endeavour to ensure the transparency of their operations and to establish standards that they must comply with in their activities.

The Sport Basic Plan (2012) of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) refers to the promotion of measures to strengthen the governance and transparency of sports organizations. In particular, it refers to the formulation and utilization of guidelines relating to the organizational management system, and to measures to ensure transparency and strengthen management functions in sports organizations.

Sport-related organizations in Japan

Sport in Japan is governed by the following organizations. At the state level, there is the Japanese Ministry of Education, Culture, Sports, Science and Technology, and recently, as a branch of MEXT, the Japan Sports Agency, established in

2015. In addition, the Japan Sport Council (JSC) is charged with managing the national stadia, provides financial assistance for projects to promote sports (e.g. Sports Promotion Fund subsidies, Sports Promotion Lottery subsidies), and covers injury and accidents involving children under school care.

Besides these national agencies, as private associations, the Japan Olympic Committee (JOC), the Japanese Para-Sports Association (JPSA) and the Japan Sports Association (JASA) operate. JASA is the umbrella organization for amateur sport. In addition, there are professional leagues for baseball, football, basketball and other sports.

Scandals in Japanese sport

In 2012, 15 top female Japanese Judoka accused the national women's judo head coach of physically abusing them. In another case, a student who was captain of the school basketball team killed himself at his home on 23 December 2012 after his coach beat him around a dozen times as a punishment for his mistakes.

In response to these incidents, the JOC, JSC and JASA declared the eradication of violence from sport. At the same time, they began to provide consultation services delivered by external experts on violence in sport activities.

However, the issue of violence in sport is interwoven deep into the history of Japanese sport. In the late nineteenth century, the concept of modern sport was imported into Japan from Europe and America. The Japanese government had adopted a policy of increasing wealth and military power, and introduced sport into physical education as training designed to produce effective soldiers. A spirit of patience and collectivity were taken seriously as part of physical education. After World War Two, the Japanese education system was democratized, but sports was seen still as belonging to physical education.

Most youth sport activity is undertaken in the context of school activities, and school teachers become coaches, even though many of them are inexperienced or lacking in expertise in the sport they are coaching. As a result, conventionally tough coaching method have been used in youth sports.

Problems with the organizational structure

Under a spirit of amateurism, it was long considered that running sport organizations should be done as voluntary work. This led to the dependence of sport organizations on government subsidies, and many organizations are chronically short of funding. As a matter of course, they also face a shortage of talented staff and experts.

Another issue is gender equality. In Japan as a whole, the proportion of women on governing boards is low. For example, according to research conducted by the Japanese Sport and Gender Association in 2016, the proportion of women in the JOC is 3.7%, in the JASA 7.1%, in the NFs 8.1%, and in the JPSA 14.9%. Only in the JOA does the proportion rise, to 29.4%.

The research notes that one of the reasons for this is the low level of gender equality consciousness in Japanese sports. The president of the sports organization exerts influence on the election of board members, but most presidents are male which supports the status quo.

Recent Moves towards Good Governance

In 2016, the Japan Sports Agency staged a conference addressing “Path-breaking into the Future of Sport” and published its Interim Report. The Report refers to the enhancement of moneymaking and governance in sport bodies and proposes the creation of human resource development programmes.

MEXT commissioned the Japan Sports Arbitration Agency (JSAA) to draw up a Governance Guidebook. In 2014, the research group issued the Fair Play Guideline for the management of NFs. JSAA has established Seven Governance Principles: (1) Clarification of Authority and Responsibilities, (2) Ethical Conduct and Compliance, (3) Enforcement of Proper Rules, (4) Transparency and Accountability, (5) Strategic Planning, (6) Stakeholders Involvement, and (7) Effective Financial Management. The Guidelines also include 49 checklist items regarding governance. The checklists might be a new tool that will help overcome the definitional issue, since the concept of governance is elusive.

However, the most important thing is to implement the PDCA (Plan-Do-Check-Act) cycle. As pointed out in relation to the Russian scandal at the Rio Olympics and Paralympics, the problem is that a scandal is likely to remain

highly confidential, since sport is a closed world and athletes do not confess to their own cheating. Therefore, while maintaining the autonomy of organizations, a kind of external monitoring might be needed to ensure the integrity of sport.

The Sport Integrity Unit, launched by the JSC in April 2014, is expected to fulfil a monitoring function in the areas of fighting against doping, harassment, and match manipulation. It will also promote good governance in Japanese sports organizations. In 2015, the Nippon Foundation opened the Paralympic Support Centre to provide a shared office for sports associations and to provide administrative and translation services and support. The Centre functions as a clearing house for information shared by 25 sports associations for the disabled.

DUAL CAREER IN SPORT: UNDERSTANDING, COOPERATION, SUPPORT

Dr Paed. Antra GULBE (LAT)

Latvian Academy of Sport Education

Dr Paed. Alida ZIGMUNDE (LAT)

Riga Technical University

The rhythm and speed of our life is growing faster by the day. This is due to developments in the global economy and information technologies.

Today you need people with experience and the capacity to think quickly and produce new and creative ideas. This is because the labour market in Latvia is characterized by frequent, fast and unpredictable changes.

In several states (for instance Great Britain, France, Denmark, the Netherlands, USA, and Australia), Dual Career Support Centres for high-level athletes have been created, which help athletes to continue their professional education without interrupting their sports careers.

The goal of these centres is to promote, develop and augment the athletes' knowledge, to develop their faculties, to give them experience in managing a dual career and overcoming difficulties and problems on the way to bolstering their competitiveness. The centres help educate individuals to be able to integrate into our knowledge-driven society when their active sports career is at an end.

For high-performance athletes, it is necessary to have both a balanced and healthy sports career and a successful continuation after their participation in active sports competition is at an end. Re-integration into the educational process and the labour market are of major importance. To establish an active career support system in the sports, educational and employment sector for athletes is necessary, but it must be done without interrupting the cohesion of their sports environment. To achieve this at a high level, a dialogue between trainers,

parents, sports functionaries, university teachers, consultants, physicians, and psychotherapists must be initiated with a view to their developing an individual plan whose goal it is to combine sports and education, and/or sport and professional activities. Of course, someone also has to supervise the plan.

The term “dual career” means that the athlete has the possibility to bring together in a flexible way a career in sport and the continuing of their educational or professional activities. Dual career infrastructure allows athletes to take part in training at the highest level, protects the athlete’s moral, health, educational and professional interests, prevents athletes being forced to give up any of their goals, and allows them to focus all their attention on their unhindered and uninterrupted formal education.

The achieving of high-level results must be coordinated with participation in the educational or professional world, where the athletes can contribute through their faculties to the society in which they are living.

Being educated as athletes, they develop knowledge, faculties and competence.

The promotion of the dual career of athletes contributes to the strategic goals of “Europe 2020”, which seeks to keep more athletes within the sports system and to develop a more effective sports policy.

The European Council asks the sports organizations of EU member states and other interested parties to act, while respecting the autonomy of the sports organizations:

- 1) to promote collaboration between all interested persons and institutions, to support innovative measures, to determine the problems and to act to solve any problems which they identify in relation to education and the workplace
- 2) to conceive political and/or legislative solutions which enable the athletes to combine activities in sport and in education
- 3) to support different measures concerning the activities of athletes
- 4) to guarantee health care and psychological care, if needed
- 5) to procure a system of financial aid and special stipends in case of need

Latvia supports the conclusions of the European Council and of the convened member states concerning the dual career of athletes and agrees that the pro-

motion of dual careers can contribute to attaining the “Europe 2020” goals concerning education and employment

Latvia accepts that it is necessary to support the dual career of athletes at all levels of education.

By developing dual careers, we are supporting the contribution of athletes in popularizing sport and physical activities in society, which develops and strengthens positive values such as justice and determination. Athletes can provide a good example while winning awards, and they can build their career in the workplace, so they can become examples for young athletes.

In Latvia, the stipends programme introduced in 2007 seeks to support a national elite of athletes by giving them material aid in education and training. It is very important that an athlete receives a good education which will most useful at the end of their sports career. Athletes have different temptations to study abroad – in the USA, for instance, where good conditions for training and studies are guaranteed. Therefore, any support for athletes who want to study in Latvia is good news, and will be viewed positively. It is important for athletes who enter competitions at the international level to be able to prepare for the events in their home country. Good results in sporting events are very motivating, because you see the results immediately. Many athletes are of the opinion that a good education and a good career are musts in life. The receivers of stipends have earned our respect to the highest degree, because it is not easy to achieve excellent results in two such different tasks as studying and sport.

A good example is the biathlon athlete Andrejs Rastorgujevs of the Latvian Academy of Sports Education, who finished with good results even when his sporting events and studies were running in parallel. Jelena Rublevska, too, was successful in sport, which she was able to combine with her successful bachelor studies. She earned her Master’s degree in parallel with winning a silver medal at the Olympic Games in modern pentathlon. Now a member of the Parliament of Latvia and President of the Latvian Olympic Academy, the canoe champion Ivans Klementjevs was very successful in combining sport with studies and successfully defended his doctoral dissertation. We should also mention the Erasmus and Sport programme which was developed as a completely new initiative in 2013 by the European Commission to support an active way of living among athletes much more forcefully. One of the goals of Erasmus and Sport is the promotion of dual careers for athletes.

At the Latvian Academy of Sport Education, it is not unusual for students who already have one university diploma to apply for a second degree in Sports Pedagogy Studies, because their occupation has more to do with sport than engineering sciences. One such case is the chemist Raimonds Bergmanis, whose professional activities have more to do with sports training than chemistry. He is of the opinion that studying at a university sharpened his mind, and that the scientific approach he learned there helps in every sort of work he undertakes. One of the students, Aleksandrs Samoilovs, a volleyball player from Jurmala, participated in both the 2008 and 2012 Olympic Games (coming 9th on both occasions). He graduated from an institution of higher education in Banking, which demonstrates that athletes do not always choose studies with obviously links to sport. This does not mean that the knowledge they acquired was not useful for their sporting career: there are many examples of engineers who became athletes using their technical knowledge to improve sports equipment, sports grounds and competition venues.

Some of these engineers are members of the Olympic team: Rolands Upatnieks, for instance, who has worked on improving bobsled shoes. Another was D. Dukurs, who helped to improve the material for the members of the Latvian Olympic Team.

All universities and institutions of higher education should think about how best to promote a career in sport, because every nation is proud of its athletes' successes. This is the accepted goal of the Riga Technical University (RTU). Starting in the 2015/2016 academic year, RTU has made 15 low-cost places available to athletes who combine good results in sport with good results in their studies. The places are allocated by means of a competition.

References

Archive materials from Riga Technical University.

Archive materials from the Latvian Academy of Sport Education.

EU Guidelines on Dual Careers of Athletes. Approved by the EU Expert Group "Education & Training in Sport" at its meeting in Poznan on 28 September 2012 http://ec.europa.eu/assets/eac/sport/library/documents/dual-career-guidelines-final_en.pdf

MEASURING THE EFFICIENCY OF COUNTRIES' ELITE SPORT GOVERNANCE SYSTEMS: THE RANKINGS OF THE INTERNATIONAL SOCIETY OF SPORT SCIENCES IN THE ARAB WORLD

Asst. Prof. Nadim NASSIF (LBN)

*Academic Adviser on the Physical Education and Sports Major
and Manager of the FIFA/CIES Sports Management
at Notre Dame University, Louaize, Lebanon*

The Olympic Medal Table, which ranks the performance at the Olympics of the 206 National Olympic Committees, is used as a reference by scholars, the media and politicians to compare different nations' elite sport governance success (De Bosscher, Heyndels, De Knop, Van Bottenburg & Shibli, 2008; Reiche, 2016). It is a ranking model that computes the gold, silver, and bronze medals obtained by the different countries in the different sport events at every edition of the Summer and Winter Olympic Games. A gold medal has more value than any number of silvers, and a silver medal more value than any number of bronzes. In the event of two countries obtaining the same number of gold medals, the country with the more silver medals is better ranked: "Where two countries obtain the same number of gold and silver medals, the country with more bronze medals will receive a better ranking".

Despite its popularity, the Olympic medal ranking system has some limitations, which prevent it from being a precise measurement tool for countries' performances in international sport (Nassif, 2016):

1. The superiority of a gold medal over any number of silver medals, and of a silver over any number of bronze medals will create situations where a country with just one exceptional athlete capable of winning a gold medal will be placed in front of another one endowed with several athletes who

were placed second or third.

2. The number of medals awarded per event takes into account neither the level of competition of the sport to which it belongs nor the number of countries and athletes it involves. For example, a sport like sailing that has ten events and is played in 115 countries, provides ten gold medals, whereas a sport like basketball, which has only two events and is played in 215 countries, provides only two gold medals.
3. Although it is the largest multidisciplinary competition in the world, the Olympics are not the pinnacle competition for several mainstream sports. For example, in men's football, teams are restricted to players under 23, with a maximum of three overage players allowed. In tennis, male and female players do not earn points towards their Professional Tennis Association (ATP) and Women's Tennis Association (WTA) rankings.
4. Only 87 countries won medals in the combined 2014 and 2016 Olympic medal tables. This means that 119 countries with National Olympic Committees were not ranked. This prevents a proper comparative analysis of countries' success in elite sport, given that almost 58% of the participants are absent.

In order to suggest a more comprehensive country sport classification, Nassif has developed an elite sport ranking methodology that was presented at the first conference of the International Society for Sports Sciences in the Arab World in 2015 (Nassif, 2016). The main features of this new model are:

1. A computation model that attributes to each country its share of points in at least one sport, and, consequently, its ranking in international sport on the basis of the total number of points this country would have garnered in all sports.
2. The introduction of universality and popularity coefficients for each sport.

In 2014, only the 35 Olympic sports were taken into consideration. Starting in 2015, new sports were included on the condition that they had coefficients of universality and popularity that were equal or superior to the least popular and universal Olympic sport.

The purpose of this methodology is therefore to create a more accurate measurement of every country's performance in elite sport, with the I3SAW ranking becoming an acknowledged scale in the future used by media, national governing bodies and scholars. Comparing all the nations in the international sport movement will make it possible to identify more accurately the key elements behind a successful elite sport governance system.

Key words:

Ranking–Countries–Elite–Sport–Governance

References

- De Bosscher, V., Heyndels, B., De Knop, P., Van Bottenburg, M., & Shibli, S. (2008). The Global Sporting Arms Race: An International Comparative Study on Sports Policy Factors Leading to International Sporting Success. *SPLISS*.
- Nassif, N. (2016) *Elite Sport Ranking of the "International Society of Sports Sciences in the Arab World": An accurate Evaluation of all Nations' Performances in International Sports Competitions*. Athens Journal of Sport (In Press). Available online 18 August 2016.
- Reiche, D (2016) *Success and Failure of Countries at the Olympic Games* (Routledge Research in Sport, Culture and Society).
www.athensjournals.gr/ajspo/forthcoming

EDUCATING THE ELDERLY

Maria SZCZEPAŃSKA (POL)

Physical Education Academy Wrocławiu, Poland

Poland is dealing with an ageing population. In 2008, the percentage of elderly people in Poland was 13.46%; in 2060, it will be 36.18%. This means that there will be three times more people in late adulthood; by 2030, one in four Poles will be a senior citizen. We hope that the economic situation will allow us to create new educational offerings for seniors; offerings which will combine competence, professionalism, and an understanding of individual needs. This is the first reason why we should educate teachers in this field. In the spirit of the mission statement of ageing prevention – “Add life to years, not years to life” – we need to remember that everyone has the right to live a full life; they just need to know how. Teachers are the ones who should show them how to do so.

Let us focus on who older students are. Who are these people we educators want to help live full lives? Primarily, they are social, biological, emotional and spiritual beings. A senior is somebody who is lost in today’s world of new technologies, where cultural change occurs every day. They often feel like they are losing their vitality; some even feel depressed, because they do not understand the meaning of their existence. They often feel lonely and left out in social situations. They experience a blurred sense of identity. People in late adulthood need a school of the third age to find a new sense of life. Seniors need our guidance and we, as experts in education, need to help them during this next stage in their lives. We also need to educate them, taking into account the new reality we are living in. Because people of every age can be educated. What is important is that we have the tools we need to teach them.

Now that we have introduced the late adulthood student, it is important to explain who the educators of these elderly people are. Despite all the incon-

veniences of this stage of life, seniors want to improve their health. Elderly people are looking for a teacher who has complete knowledge about why certain things happen at this stage in their lives. Educational activities for people in late adulthood are diverse. An instructor of elderly people must have extensive theoretical knowledge in the social and natural sciences. This knowledge will allow them to identify the causes of different changes seniors are going through and choose the best educational path for them. The educator is like a doctor: he makes a diagnosis, chooses the teaching course, then implements the educational plan. As we mentioned, a senior is a social, biological, emotional and spiritual being. That is why they need an educator who will satisfy all their needs. The social needs are satisfied by inter-generational integration, gerontological workshops, Senior Days, and events at the University of the Third Age. The biological needs are satisfied by physical activity, health education and health care. Emotional and spiritual needs are satisfied by providing support for the lonely, teaching students how to deal with stress, and enabling them to stay in touch with culture. An educator is someone who makes the modern reality inclusive for elderly people.

Ageing societies have become a fact. The areas mentioned above show that there is a need for specific actions to be taken in the field of the education of the elderly. Professor Andrzej Pawłucki mentions that “A senior at this stage of life is an educational orphan” (Pawłucki 2013, s.4).

Seniors need signposts, and we as specialists need to help them during this third phase in their lives; we need to educate them anew in a way which takes into account the changing reality in which we live.

Bibliography

- Błędowski P, Stogowski A., Wieczorowska- Tobić K., Wyzwania współczesnej gerontologii, Wyższa Szkoła Nauk Humanistycznych i Dziennikarstwa, Poznań 2013.
- Leszczyńska- Rejchert A., Człowiek starszy i jego wspomaganie. W stronę pedagogiki starości, Olsztyn 2010.
- Obuchowski K., Starość i osobowość, Wydawnictwo Akademii Bydgoskiej, Bydgoszcz 2002.
- Osiński W., Gerokinezyjologia, Wydawnictwo Lekarskie PZWL, Warszawa 2013.
- Parnowski T., Edukacja osób starszych, Warszawa 2013.

- Pawłucki A., Wychowanie fizyczne ucznia późnej dorosłości. [W] Wychowanie Fizyczne i Zdrowotne. Redakcja Czasopism Pedagogicznych EduPress, Poznań 2010.
- Pawłucki A., Nauki o kulturze fizycznej, Wydawnictwo Akademii Wychowania Fizycznego, Wrocław 2013.
- Trafiałek E., Starzenie się i starość. Wybór tekstów z gerontologii społecznej, Wszechnica Świętokrzyska, Kielce 2006
- Zych A., Starość darem, zadaniem, wyzwaniem, Stowarzyszenie Przyjaciół Domu Pomocy Społecznej "Pod Dębem" w Dąbrowie Górniczej, Sosnowiec- Dąbrowa Górnicza 2014.

GOVERNANCE: MUNICIPAL SPORTS POLICY

Isilda DIAS (POR)

Teacher at the Manoel de Oliveira Group of Schools (Porto)

Teacher at the Maia University Institute

*Researcher at the International Centre for Research
in Human Development and Sport (Portugal)*

Today, access to sport is one of the rights of social equality. Its practice is therefore a factor in improving quality of life and promoting socialization.

To ensure accessibility for all as a civil right, sport requires the development of structural and functional models, involving changes in design, organization and politicization in order to respond to the various types, needs, preferences and interests of citizens in the context of sporting activities.

Thus, it seems important that in their political and public management, municipalities should cease to function in the traditional way and adopt a sports policy shared by a number of partners based on a horizontal platform, with clearer and more transparent decision-making. This concept is called “governance”. The traditional, narrower concept of “government”, with a centralized, strong, vertical power structure, where decisions are often taken without external actors being aware of the criteria, must be changed to a new concept, a new way of “making” sports policy: governance. This concept is defined as the process by which the Board sets strategic directions and priorities, defines policies, manages expectations, characterizes and manages risks, and monitors and assesses an organization’s achievements while ensuring accountability (SPAR, 2009, “Nine Steps to Effective Governance”). Governance in this context differs from traditional forms of governance in so far as it involves not only the public sector but also the private sector and volunteers. The parties are involved in partnerships and other forms of networks that are more or less independent of the state.

The partners are willing to participate, because they believe this maximizes their benefits, both individually and collectively. This mode of governance is presented as one of the key concepts for understanding the relational dynamics of contemporary societies.

Etymologically, “governance” comes from the Latin “gubernare” and the Greek “kybernan” or “kybernetes”. The term “kybernetes” was used by Plato to refer to the art of conduct or rule. At present, the concept of governance is widely discussed, with particular emphasis on the social sciences (Stoker, 1998).

Rhodes (1996) characterizes governance as a change in government understanding, meaning a new process of governing, either a change in the rules or a new method by which society is governed.

Traditional forms of governance are perpetuated in many traditional sports organizations and unawareness of the instruments and models of strategic management and in-depth performance evaluation sometimes translates into:

- weaknesses when taking rational decisions
- enormous deficiencies in the use of financial resources, and
- an insufficient production of information to allow for the most demanding and refined type of performance management and evaluation.

“Good governance” (Kooiman, 2008) translates into a set of rules for the conduct or management of a particular organization or institution through:

- ensuring transparency and participation
- providing efficiency and effectiveness in the provision of services to the public
- promoting well-being
- creating an environment conducive to economic growth

According to the World Bank (2003), good governance must:

- be citizen-centred
- defend fairness
- aim at accountability
- ensure participation and consultation in planning and decision-making

- ensure efficiency and effectiveness in public management
- involve civil society.

That is to say that good governance should:

- be legitimized through participatory processes
- fight corruption
- use available resources efficiently and effectively
- promote the participation of the private sector and civil society to protect their interests
- develop bureaucratic processes that lead to accountability.

Local governance is inherently the most favourable context for the development of more participatory democratic models. Local authorities play the role of orchestrator by building processes that act as catalysts for cooperation and innovation.

In Portugal, based on the interactions in the triangulation between technical agencies, decision-makers and civil society, there exists a hierarchical organizational culture that does not favour (in any of these elements, individually, institutionally or in partnership) targeted governance in individual freedoms and participation rights. Political decisions that determine public investment in the fields of municipal competence (socio-economic development, regional planning, public procurement, sanitation, health, education, culture, environment or sport) are taken within closed and hierarchical processes of discussion and decision-making, and are largely determined by the more or less charismatic figure of the mayor.

In the context of local governance, the integration of civil society requires democratized mechanisms supported by administrative decentralization and the active participation of citizens in municipal management. Representing local networks, municipal governments can act as collective actors in the dynamics of the economy; they must promote the interests of the community over partisan or ideological differences and defend their specific interests in dealings with national governments.

Bibliography

- Kooiman J. (2003) *Governing as Governance*. SAGE Publications. London.
- Rhodes, R. (2007): "*Understanding governance: Ten years on*", *Organization Studies*, 8 (27), pp. 1243–1264.
- Stoker, G. (1998): "*Governance as Theory: Five Propositions.*" *International Social Science Journal*, 50, pp. 17–28.

PHYSICAL EDUCATION

Prof. Angel Javier PEREZ (PUR)

Secretariat for the Caribbean, RAFAPANA

General Coordinator, RAFAPUR

Secretary General AEFR

Empirical research, theory and experience indicate that, as an essential tool for society, a new curriculum should be made in view of the prevailing need to impact public health.

Physical Education: Kindergarten through to fifth grade, taught from a health perspective, including play, healthy nutrition, dancing, basic rhythms and mastery of fundamental patterns. Boost values.

Physical Education: Sixth through to eighth grade, emphasize the components of health-related physical fitness, dance, basic training knowledge and healthy nutrition, introduction to sport. Boost Values.

Physical Education: ninth through to twelfth grade, emphasize the components of physical fitness, dance, intermediate and advanced knowledge of training, healthy nutrition and individual and group sports. Boost Values.

Physical Education must impact all students from kindergarten through to twelfth grade, five days a week for at least 60 minutes (World Health Organization, 2017). The class will not be graded until grade 5, when the classifications will be: a) approved, b) to be monitored, c) needs improvement. The class has to include 90% physical activity. From the sixth grade on, the classifications will be: a) approved and b) not approved. The class will be approved with 80%. Being a 70% impact on physical activity.

Red de Actividad Física de las Américas [Physical Activity Network of the Americas]

- The Physical Activity Network of the Americas (RAFA-PANA) was created to build a network of public and private, national and international institutions to promote health and quality of life through physical activity.
- Its mission is to promote healthy lifestyles by facilitating the integration and dissemination of policies, programmes, strategies and experiences from and to institutions and communities around the world.

AGITA Mundo

- An international organization that encourages research, promotes information on the benefits of physical activity and effective strategies to increase the level of physical activity.
- Defend physical activity, health and support for national and regional development programmes and networks to promote physical activity.

Vision: to raise awareness of the collective.

Mission: to improve public health.

Agenda: creativity and innovation.

AGITA Mundo's main goals are:

- 1) To promote the World Day of Physical Activity (6 April) as well as other community-based events.
- 2) Inform government leaders about the importance of physical activity to create new public policies.

World Day of Physical Activity

- Celebrated since 2002 on 6 April every year in 170 countries. This activity is approved and endorsed by the World Health Organization. It is promoted in individual countries through AGITA Mundo. RAFA-PANA has also supported it in North America, Central America, the Caribbean and South America.

- Impacting on its main objective, which is public health, since its approval is intended to mobilize all countries in the world; developing mass physical activities. (Matsudo, 2017)

International Day of Sports for Development and Peace

Due to its vast reach, unparalleled popularity and foundation of positive values, sport is ideally positioned to contribute to the United Nations' objectives for development and peace. In the *Declaration of the 2030 Agenda for Sustainable Development*, sport's role for social progress is further acknowledged:

Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.

To raise awareness of this potential, 6 April was declared International Day of Sport for Development and Peace (IDSDP) by the UN General Assembly. The adoption of this Day signifies the increasing recognition by the United Nations of the positive influence sport can exert on the advancement of human rights and social and economic development.

In its Resolution (A/RES/67/296) establishing the Day, the General Assembly:

Invites States, the United Nations system and, in particular, the United Nations Office on Sport for Development and Peace, relevant international organizations, and international, regional and national sport organizations, civil society including non-governmental organizations and the private sector, and all other relevant stakeholders to cooperate, observe and raise awareness of the International Day of Sport for Development and Peace. (United Nations, 2017)

We are proud to inform you that the Olympic Committee of Puerto Rico (COPUR), together with the Puerto Rico Physical Activity Network (RAFAPUR), celebrate both activities and their worldwide impact.

NURTURING FUTURE SPORT MANAGERS: THE NATIONAL UNIVERSITY OF PHYSICAL EDUCATION AND SPORT WAY

Prof. Florin PELIN, Ph.D. (ROU)

*Rector of National University of Physical Education
and Sports, Bucharest*

Founded on 17 June 1923 after the publication of the Law on Physical Education in the 59th edition of the Official Monitor, the National University of Physical Education and Sport (UNEFS) has gone through different periods of development down the years. It has gone by various names, but has never lost its identity or lost sight of the reason it was founded: to prepare specialists for careers in physical education and sport and to conduct scientific research. Through its specialists and graduates, the university has succeeded in taking its place within sports and the Olympic Movement.

Legendary individuals from the annals of Romanian sport and the Olympic Games, such as Iolanda Balaş Söter, Nadia Comăneci, Ecaterina Szabo, Ivan Paşaichin, Ion Ţonac, Iosif Sîrbu, Cristian Gaţu, Gabriela Szabo, Andreea Răducan, Laura Badea and many more are graduates of this University.

Many years ago, as a gift for those who had proved themselves worthy at the Olympic Games, UNEFS management decided, along with the National Ministry of Education, to let these individuals join classes without an entry exam. This system has been working successfully ever since. That is why UNEFS will always support great sports people, and can pride itself on the legendary individuals from Romanian sport and the Olympic Games that have been part of it.

A representative from UNEFS sits on the Romanian Olympic and Sports Committee's Olympic Technical Commission, and our University seeks through its programmes to contribute to the development of Romanian sport.

In the 2008-2009 academic year, five Master's programmes, each lasting

four semesters, were accredited:

- Sport performance
- Physical education and recreational movement activities
- Adapted physical activities
- Management and marketing in sports structures, activities and events
- The science and technology of educating human resources

An integral part of sport, management implies specific specialized knowledge, an ensemble of clearly stated competences, and original trans-disciplinary strategies which seek to create a value system capable of shedding new light on the organization and functioning of the sport system. In this context, in UNEFS we considered it beneficial to develop a programme dedicated to moulding graduates to work in this domain.

We consider that sport management, at this stage, represents a proprietary field for sports activities in Romania. We espouse the idea that sport must be treated differently from any other form of economic activity, and we aim to prepare specialists competent for this special area. In a spirit of openness and transparency, the teaching curriculum is public and posted on the UNEFS site (MM I, MM II).

The purpose of the “Management and marketing in sports structures, activities and events” (MMSAES) programme is to create professional sports managers by empowering them with theoretical, methodological, scientific, practical and organizational skills and knowledge. We want these authorized specialists to monitor and/or efficiently lead the available human resources and sports structures and to properly manage possible risks. We also want our graduates to be capable of elaborating marketing projects and strategies, research and analysis and to be able to organize sports events and activities. Our goals are social development for sports and forming people capable of organizing, leading and assembling.

The UNEFS MMSAES programme taps into aspects regarding the organization and functioning of sports structures, policies and legislation, as well as managerial communication and public relations – all with application in this field.

The programme seeks to mould human resources specialized in sports-

specific structures, activities, event management and marketing, and thus to ensure more efficient and productive processes.

The implementation of the programme aims to empower graduates with proactive abilities and the knowledge necessary for efficient and competitive managerial activity at both the national and international level.

For the purpose of developing the graduates' ability to self-manage, we have included information regarding structures, policies and sports legislation, entrepreneurship and career management in this programme. There have been cases when students created their own clubs or sports associations before finishing their Master's programme.

As far as the future is concerned, we plan to permanently update the curriculum to better emphasize all the elements which give substance to this field, bound in equal measure by social and civic measures.

The teaching process is informed by the Teaching Plan, discipline content sheets, and the structure of the academic year as elaborated by the College of Physical Education and Sport.

From a total of 23 disciplines, 30% are optional and tackle issues regarding organization management, human resources, communication and public resources in sport, ITC implementation and using virtual statistics programmes, developing and managing sports events etc. There are also courses addressing marketing, sport services and events management, sports organization analysis techniques, project management, quality management, social aspects of sport management, managerial psychology, management of change, and public relations.

I must underline the fact that disciplines such as Deontology and Ethics in Sports, Sport Communication, Sports Facilities Ecology, Negotiation and Moderation in sport are taught at UNEFS.

Annually, the MMSAES students organize and stage a sport event – the “Ileana Sima” Cup – for very young gymnasts. They are also involved in organizing the traditional UNEFS “Leon Teodorescu” Cup. Through both activities, we aim to encourage innovation and openness to change.

The mandatory practical classes, which are present in the teaching plan starting from the second semester, target the hands-on application of knowledge, skills and attained habits as well as personal development in actual situations that occur while managing sports facilities or groups.

After completing a certain discipline, students fill in an evaluation sheet in which they assume the role of “critical friends” with a view to improving the teaching of the course in the future.

For more than 90 years, UNEFS has been moulding and promoting specialists, creating in this way the managerial pillars of the national physical education and sports system. We are looking forward to welcoming sports lovers who are interested in deepening their knowledge in these subjects.

VALUES AT STAKE: A PROJECT ABOUT REFLECTION AND CRITICAL THINKING IN SPORT

Dr Maria PRAT GRAU (ESP)

*Centre for Olympic Studies (CEO-UAB)
Universitat Autònoma de Barcelona (UAB)*

Abstract

The “Values at stake” project is an educational proposal for reflection and critical thinking about values in the context of physical and sporting activities.

It is a website that deals with subjects of social interest that are often not explicitly addressed in formal school curricula. It is organized around five main areas: Fair Play, Health, Racism, Gender and Effort.

The website offers a range of innovative proposals and materials for interdisciplinary teaching. It is specially designed for boys and girls aged 10-16, covering their late primary through to early secondary education.

The project also aims to become a framework for teachers to exchange experiences and for teacher training.

We will present the site (<http://valorsenjoc.net>) of the project that is being implemented in schools in Catalonia and reflect on its objectives, motivation, proposed activities and evaluation.

The project is being promoted by the UAB Olympic Studies Centre (CEO-UAB) in coordination with the Olympic Values Education Programme of the International Olympic Committee and in collaboration with the Consell Català de l'Esport.

**THE OLYMPIC STUDIES CENTRE
OF THE AUTONOMOUS UNIVERSITY OF MADRID:
ITS GENESIS (ORIGIN), STRUCTURE AND GOVERNANCE**

Dr Ismael SANZ ARRIBAS (ESP)

*Olympic Studies Centre of the Autonomous University of Madrid
Departamento de Educación Física, Deporte y Motricidad Humana
Faculty of Teacher Training & Education
Universidad Autónoma de Madrid (Spain)*

After attending the first International Olympic Academy (IOA) Session in 1961 as a representative of Spain, Conrado Durántez Corral created the Spanish Olympic Academy (AOE), which came into operation in 1968. It was the first national academy in the world. Its vision was to create an institution that fulfilled in Spain the aims for which the IOA had been created:

The spread and defence of the ethical and moral values that permeate the philosophical code of the Olympic Movement, as well as reporting the negative impact of foreign pressures on the principles that the Olympic Charter contains.¹

This initiative was followed by other countries and later promoted by the IOC itself. Currently, there are 148 National Olympic Academies spread all over the world.

With the aim to fulfil these objectives, Conrado Durántez, the AOE President, conceived the idea of an institution that could achieve the same purposes among

1. Durántez Corral, C. (2003). *Academias Olímpicas Nacionales*. Madrid. Comité Olímpico Español. Academia Olímpica Española, p. 5.

Spanish university communities. This is how Olympic Studies centres came into being in Spain. As for the motives that underlay his idea, Conrado Durántez affirmed:

The Academy has a general dimension in society, from the school period to the adult one. However, its place must be in the university where the Olympic Movement was born, through the initiative taken by Pierre de Coubertin at the Sorbonne University in 1894. The university is the place where a man with the mental status of a university student can understand the appeal of humanistic Olympism. That is why I think it is the right place to develop the Centres, so they can be promoters of these principles within their own communities. The university is a suitable environment for the dissemination of the Olympic spirit.²

As a judge, Durántez wrote a document adapted to the normative needs and rules of the Spanish legal system. That document was later turned into a paradigm for the creation of every OSC. The Olympic Studies Centre of the Autonomous University of Barcelona was created on 28 June 1989. It became the first Centre in Spain.

The OSC is created by dint of an Agreement signed by the President of the OSC, the Rector of the University in question and the President of the AOE. The OSC-AOE cedes a bibliographical fund on Olympic themes to the OSC and both contracting parties promise to organize cycles of conferences, seminars or courses of Olympic dissemination, towards whose costs they will contribute proportionally.³

The dissemination goals of this initiative encouraged the creation of other Olympic Studies Centres in other universities. The OSC of Corunna was created in 1990. Five years later, in 1995, the OSC of Granada was born. Currently, there are 35 OSCs in Spain. The aforementioned agreement stipulates that the

2. Durántez Corral, C., Entrevista realizada el 18 de Abril de 2013 en Madrid, en la sede del Comité Olímpico Español.

3. Academia Olímpica Española (2008). *Academia Olímpica Española 1968-2008 XL Aniversario*, p. 15. Madrid. Academia Olímpica Española

OSCs are managed and headed by a professor on behalf of her/his University. Additionally, a monitoring Commission consisting of six members (three designated by the AOE, three by the university) supervises the OSC.

The Olympic Studies Centre of the Autonomous University of Madrid (CEO-UAM) is one of the 35 Spanish OSCs. It was created in 2006 on the initiative of its current director, Professor M^a Eugenia Martínez Gorroño. Since its foundation, the CEO-UAM has promoted multiple activities to accomplish its goals and to encourage research into and the dissemination and promotion of the Olympic philosophy, values and ideals within the university community. These objectives are accommodated within the framework of “creating a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles”, as the Olympic Charter states.

Its activities include courses hosted every other year which contribute to the students’ academic requirements (two “free configuration” credits). These courses are staged in tandem with exhibitions in different spaces around the Autonomous University’s campus, mostly in the Faculty of Professorship Formation and Education.

The First Autonomous University Olympic Week took place in 2011. It consisted of conferences, exhibitions and two contests on Olympic subjects: one in the Plastic Arts, the other in Poetry. The “Pierre de Coubertin: 150 years of Olympic Humanism” seminar was organized in order to commemorate the 150th anniversary of the French IOC President. Among other significant academic personalities, this seminar was honoured with the presence of the Dean of the IOA, Konstantinos Georgiadis.

Furthermore, the CEO-UAM has established other strategies, some of which are outlined below:

- Managing IOA grant scholarships and selecting the participating students. The grants have made it possible for 17 members of the CEO-UAM to participate in different IOA Sessions: seven degree students, six postgraduate students and four professors have travelled to Ancient Olympia, Greece, to take part in these Sessions.
- The academic journal *Citius, Altius, Fortius: Humanismo, sociedad y deporte* [Citius, Altius, Fortius. Humanism, society and sport] was launched in 2008 with the encouragement of the AOE. It aims to disseminate Olympism, its history and its values, in Spanish. The journal has been evaluated

by the Spanish Scientific Research Centre (CSIC) and passed 32 quality criteria out of 33. It has published papers by professors, researches and scholars based in Spain, Greece, France, Germany, Brazil, Canada, Australia and elsewhere.

- Creation of the Conrado Durántez Olympic Values Prize, which every year acknowledges students who have already finished their degree studies in the Science of Physical Activity and Sport. These students must demonstrate that their academic career has developed in accordance with the Olympic spirit. The awarded students are voted for by their classmates and colleagues in the Autonomous University. The prize thus seeks to encourage students to achieve those Olympic values that Professor Deanna Binder highlights in the book *Teaching values: an Olympic education toolkit* (2007) during their university careers. In conclusion, the prize aims to promote the joy of effort, fair play, respect for others, the pursuit of excellence and the balance between body, mind and will among the university community.
- Staging the Conrado Durántez Games in May 2014 and May 2016. Both editions were managed through the CEO-UAM by an enthusiastic group of professors and students from the Physical Education and Human Motion Department. The Games are a multidisciplinary and inclusive sport event which was developed to promote the participation and inclusion of pupils with a disability. The Games thus include competitions or sports and ludic activities such as wheelchair basketball, indoor soccer, relay races, goal-ball for persons with visual disabilities, beach volleyball and a rhythmic and expressive gymnastics masterclass. These new ideas were proposed by Augusto Jiménez de la Fuente, a student member of the CEO-UAM. Competitions take place without a referee; the participants themselves decide the result of the meeting, detailing the assessable aspects on a card. In this way, prizes are granted in accordance with a series of criteria in which the sports result is not the only parameter considered. The participants fill in a specially-designed card to assess the intervention of the different teams, with evaluations of sports efficiency, fair play, sportsmanship, respect for team-mates, respect for opponents, effort, team gender equality and the inclusion of participants with disabilities.

Bibliography

- Academia Olímpica Española (2008). *Academia Olímpica Española 1968-2008 XL Aniversario*. Madrid. Academia Olímpica Española.
- Binder, D. (2007). *Teaching values: an Olympic education toolkit*. A Project of the International Olympic Committee. Lausanne Switzerland.
- Comité Olímpico Internacional (2015). Olympic Charter. Lausanne Switzerland. Consulted on 12/02/2016 at <https://www.um.es/documents/933331/0/CartaOlimpica.pdf/8c3b36b2-11a2-4a77-876a-41ae33c4a02b>
- Durántez Corral, C. (2003). *Academias Olímpicas Nacionales*. Madrid. Comité Olímpico Español publicaciones Academia Olímpica Española.
- Durántez Corral, C., Entrevista realizada el 18 de Abril de 2013 en Madrid, en la sede del Comité Olímpico Español.
- Academia Olímpica Española (2008). *Academia Olímpica Española 1968-2008 XL Aniversario*. Madrid. Academia Olímpica Española.

GOVERNANCE AND OLYMPISM: THE SPANISH MODEL

**Prof. Dr María José MARTÍNEZ PATIÑO¹ (ESP),
Prof. Dr Covadonga Mateos Padorno
and Prof. Xesús Pena Pérez**
University of Vigo

Olympic education is one of the so-called Fundamental Principles of Olympism and as such is recognized by the International Olympic Committee (IOC), which in its Olympic Charter mentions the word “*education*” eleven times in relation to its own activities and those of the International Federations (IFs) and National Olympic Committees (NOCs).

There is a great variety of organizational structures within the National Olympic Academies (NOAs) – indeed, almost as many structures as there are Academies! We have those that are integrated into their NOC, to which they belong; those that work through a commission or committee created for that purpose; those that function as a partnership with dozens and even hundreds of people interested in Olympic education; and even those which survive purely due to the personal commitment of their directors or presidents.

We find a similar heterogeneous situation in the Olympic Studies Centres (OSCs). Although an overwhelming majority depend on a higher educational institution, their structure, functioning and interrelation with their national NOCs and NOAs differ in each case.

Our analysis in this paper will be focused on the Spanish model, whose internal strengths and weaknesses will be identified along with threats and external opportunities.

Choosing the Spanish model of Olympic education to analyze led us to iden-

1. Prof. Dr María José Martínez Patiño participated in the Session and presented the paper.

tify some of the main **strengths** it presents:

1. The Spanish Olympic Academy is the oldest in the world and will celebrate its 50th anniversary in 2018.

The Spanish Olympic Academy (SOA) was born under the protection of Spain's highest educational institution at the time: the National Institute of Physical Education (INEF) at the Polytechnic University of Madrid. Its foundation was promoted by three great figures in Spanish sport: the President of the Spanish Olympic Committee, Mr Juan Antonio Samaranch; the future Founding President of the SOA, Mr Conrado Durántez, and Mr José María Cagigal (the eminent sports philosopher and INEF Director).

2. The figure of Mr Conrado Durántez as a promoter of Olympic education in the Spanish-speaking world.

The Spanish Olympic movement (represented by Mr Conrado Durántez) was present at the institution of the International Olympic Academy (IOA) in 1961 in Olympia. Durántez returned from those first meetings bursting with the ideas of the IOA pioneers: professors Carl Diem, Ioannis Ketseas, Franz Lotz et al. Taking the Greek model as an example, Durántez had the vision to involve the Spanish Olympic and sports authorities in the creation of a NOA based in Madrid. Since 1968, Conrado Durántez has published dozens of research papers on pedagogical and Olympic subjects in Spanish.

3. A community of National Olympic Academies sharing a common language spoken by billions.

Because of the untiring pedagogical work of Conrado Durántez, the last fifty years have witnessed the creation of more than twenty NOAs in Spanish-speaking American countries. If we include, as we must, those countries that speak Portuguese, we reach almost thirty NOAs, all of which are now part of the Pan-American Association of National Olympic Academies or APAO. Officially recognized by the IOC, APAO is truly *sui generis*: there is nothing like it anywhere else in the world.

4. A wide network of OSCs spread across Spain.

The significance of Conrado Durántez as a reference point for Olympism in Spain inspired many professors, athletes and researchers to create OSCs in their respective institutions to reach as many people as possible and to

facilitate research into Olympism at Spanish universities. Thus, there are currently 36 OSCs spread across the country, making Spain's the world's largest network of centres dedicated to the Olympic movement.

5. The creation of other institutions which share the goals of Olympic education.

In addition to those already mentioned, other institutions have been created in Spain which also seek *inter alia* to contribute to the Olympic education of society. To name but two, both the *Spanish Pierre de Coubertin Committee* and the *Spanish Union of Olympic Philately* carry out important pedagogical work.

However, this model presents **weaknesses**, aspects that can be improved in organizations for more effective performance:

1. Blurring of the message

Although the creation of a range of bodies whose ultimate mission is Olympic education can be beneficial, this plurality can also cause the message to be diluted or concealed behind a sea of acronyms. In such cases, the recipient of the message may not be convinced of the reliability of the emissary.

2. Multiple organizations impede operability

We must add that many of the organizations that have been created, especially the Spanish OSCs, lack a formal structure, efficient organization and even a rudimentary programme of annual activities. The existence of multiple centres which are not engaged in any real activity reduces the credibility of those that work on a daily basis and in a structured way. It should be remembered that, while there are 36 OSCs registered with the SOA, only nine are included in the list published by the IOC Olympic Studies Centre.

The following weaknesses exacerbate the threats facing Olympic education:

1. Ignorance of the basic principles of Olympism.

As Conrado Durántez has said on many occasions, the Olympic principles are those that establish the difference between an Olympic Committee

and a high-performance sports centre. Without the work of the NOAs and their related organizations, we risk turning sports into a mere mechanistic instrument. This point is even more important when we talk about the OSCs, because they work directly with athletes or researchers in different areas of sport.

2. Social acceptance of myths or false realities propagated by ill-informed sources.

Without the work of the Olympic educational organizations, there is a real risk that myths, half-truths and even lies will take root in the public's understanding of the history of sport, Olympism and its protagonists – first and foremost, the French humanist Pierre de Coubertin. The pedagogical, informational and research work done by the OSCs is fundamental to providing scientific evidence that overturns these falsehoods.

3. Isolating the messenger.

It is very important that educational organizations do not conduct their debates, training and reporting on Olympism purely internally. It is imperative that NOAs and OSCs can be naturally incorporated into the full range of contemporary media. Societies are increasingly demanding higher quality content that is also useful and reliable, since every day sees more information available of decreasing reliability.

But all the above provides an **opportunity** for the implementation of new educational programmes or the improvement of existing ones:

1. Collaboration between organizations

Synergies between organizations in different fields, at different levels, from different countries and even with different objectives are fundamental to getting the message across to the greatest number of people possible. Sessions such as those organized by the IOA are thus essential, as they put the organizations in touch with each other and spread information about projects underway.

2. Applications to supranational projects

Because of the previous point and given the importance that society attributes today to the implementation of continuous improvements in educational projects, it is essential that collaborations between organizations

in different countries are able to apply for and win support, financial and otherwise, from supranational entities such as the IOC, UNESCO, and the European Union.

3. Improving the structure and operation of organizations

One of the main problems facing many Olympic educational organizations is their lack of recognition by the official education system. It is imperative that their mission, objectives, internal functioning and workers are officially acknowledged by an NOA or an OSC in order to enhance the professionalism of the work being done in Olympic education.

4. Links to other areas of knowledge

We are all familiar with the intimate relationship between Olympism and sport, but we must go further and propose educational projects that involve other areas of knowledge that are also closely linked to the Olympic Movement: classical studies, architecture, medicine (through the fight against doping), nutrition, sports law, media, voluntary programmes, sport and its relationship with the environment, new technologies applied to sports performance, athlete psychology, and many others.

GOOD GOVERNANCE IN SPORT AND THE OLYMPIC MOVEMENT: KING BHUMIBOL ADULYADEJ'S PICTURE IN OUR HOMES

Prof. Sarayut NOIKASEM (THA)
Kasetsart University, Thailand

We looked at the reason why the picture of King Bhumibol Adulyadej of Thailand hangs in almost every house in Thailand. What we found is a well-known fact: namely, that the King devoted himself to enhancing the quality of life of the Thai people. The king fulfilled his accession oath throughout his reign and contributed to the enhancement of sport.

His Majesty Bhumibol Adulyadej affirmed in his accession speech that “I shall reign by Dhamma, for the benefit and happiness of all the Thai people” on his Coronation Day in 1950. Dhamma can be defined as a Dasarajadhamma, or the ten principles of a righteous king, which are Theravada Buddhism-based fundamental principles. His accession oath transformed the ten principles of Dasarajadhamma from religious and moral principles into constitutional principles and practices. These constitutional principles form the basis of a modern-day democracy, and are compatible with the principle of constitutional monarchy.

The way in which the King practised these Dasarajadhamma principles was designed to help us develop a sense of meaning and well-being through our work. The principles focus on the fundamental elements of our profession, which are essential to the practice of administrators and members of a society. The ten principles of Dasarajadhamma include: 1) giving in a beneficial way, 2) maintaining good conduct, 3) making selfless sacrifices for the greater good, 4) loyalty, truthfulness and honesty, 5) being gentle and open-minded, 6) diligence in consistently performing His royal duties, 7) not showing anger, 8) not afflicting harm, 9) being patient and persevering, and 10) being steadfast in

righteousness. Borwornsak Uwanno (2008) points out that “If carefully analyzed, Dasarajadhamma is a governance principle from within: i.e. an instrument restraining the spirit or the mind of the King, guiding His physical and vocal conduct in a righteous way”.

King Bhumibol Adulyadej was recognized by the International Olympic Committee for his distinguished contributions to sports and his efforts to enhance the availability of sport. The International Olympic Committee awarded the King the “Insignia of the Olympic Order” in 1987. This award was the first ever given to a reigning Monarch. Additionally, the King was also awarded the Lalaounis Cup in 2001 for his leading role in supporting and promoting sport.

Sports pictures are often dramatic, capturing the spirit and passion that make sports great. My special sport pictures include pictures of the king skating and playing ice hockey, pictures of the King and Princess Ubol Ratana standing on the podium at Thailand’s national stadium, when both were presented gold medals by Her Majesty Queen Sirikit at the 4th Southeast Asian Peninsular Games (now the SEA Games) in 1967, and pictures of His Majesty building a number of boats in his palace.

Pictures are lessons in history. The King’s pictures in our homes are brilliantly colourful and informative, which can help our children learn valuable lessons from his life. With his passion and commitment to sport, the King brings years of experience in sport to his practice and offers the principles of good governance to ensure that good governance is practised at all level for the benefits of social stability, security, and happiness.

References

- Bangkok Post*, 30 December 2016. A Royal Tradition all Set to Continue.
 Borwornsak Uwanno (2008). *Ten Principles of a Righteous King and the King of Thailand*, Nonthaburi: King Prajadhipok’s Institute.

A REVIEW OF ISTANBUL'S AWARENESS OF "OLYMPIC LEGACY"

Assoc. Prof. Pinar GUZEL
and Assoc. Prof. Selhan OZBEY (TUR)
*Manisa Celal Bayar University,
Faculty of Sport Sciences, Manisa, Turkey*

Introduction

The notion of legacy is relatively new within Olympic circles: it emerged in the 1990s, during the organizational process of the Atlanta Games in 1996 (Mangan, 2013). The IOC's specific focus on the concept of legacy states that the role of the IOC is "to promote a positive legacy from the Olympic Games to the host cities and host countries" (IOC, 2007, p. 15).

The Olympic Games bring with them a chance to extend the application of sports across every layer of the host population, as well as to promote Olympic values including fair play, respect for others, joy of effort, achieving balance between body will and mind, and the pursuit of excellence among the young residents of the host city (Tojari and Jafari, 2013).

As IOC President Jacques Rogge (Gold and Gold, 2008) stated in a speech in Chicago in November 2007:

Legacy ensures that the Olympic Games are more than metres and medals [...]. Values, partnership and legacy are all required to turn the Olympic Games into an enduring celebration of the human spirit. Once an Olympic City, always an Olympic City. Wherever the Games have appeared, cities are changed forever.

Because of this importance, Istanbul wants to leave a meaningful legacy for future generations by hosting the Olympic Games.

As such, the overall purpose of this presentation is to discuss the awareness of the legacy of the Olympic Games in order to ensure sustainable benefits from hosting. In the light of these evaluations, the aim of this research was to review Istanbul's awareness of Olympic Legacy.

Method

The study consists of descriptive research designed as a survey method. Descriptive models are research approaches that aim to describe the past or present as it exists. The survey included 621 volunteer participants aged 18 years and over with different demographic characteristics across the country. There were 353 female and 269 male participants.

The "Personal Information Form" developed by the researchers and a 10-item questionnaire were used with expert opinions on the subject in order to evaluate the Turkish people's hosting of the Olympic Games in Istanbul and their approaches to Olympic Legacy.

The questionnaire was completed online to ensure the responses could be safely, reliably and easily assessed. The data obtained were evaluated by frequency distribution, a simple statistical method, and the significance level was calculated as 0.05.

Findings & Results

This research covers 621 individuals over 18 who had different demographic characteristics. 353 female (56.8%) and 268 male (43.2%) participants participated in the research. The average age of the participants was 28.59 years (Figure 1-2).

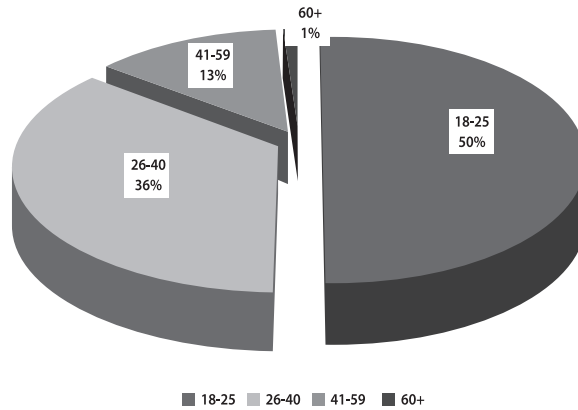


Figure 1: Age of the participants

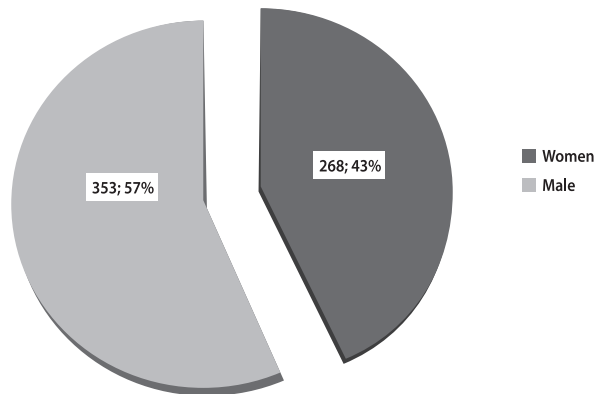


Figure 2: Gender of the participants

The education, profession and sporting background of the participants would play an important role in creating a mega-event legacy in a city, as does the participants' place in the sports culture and their opinions on hosting the Olympic Games. For the Turks, the most important reasons for hosting an edition of the Olympic Games are national pride, boosting sport culture, and earning international respect. 86% of the participants thinks that hosting the Olympic Games is a legacy for generations of Turks to come. This legacy rests in basic areas like sporting, social, economic and general sustainable gains in the host cities and, in particular, host countries (Table 1).

SHORT PRESENTATIONS BY THE PARTICIPANTS

		f	%
EDUCATION	Primary School	9	1.4
	High School	50	8.1
	Bachelor Degree	346	55.7
	Graduate Degree	139	22.4
	Other	77	12.4
PROFESSION	Student	223	35.9
	Public Sector	267	43.0
	Private Sector	109	17.6
	Other	22	3.5
SPORTING BACKGROUND	Yes	409	65.9
	No	212	34.1
PLACE IN SPORT CULTURE	Athlete	189	30.4
	Sport Educator	77	12.4
	Trainer	48	7.7
	Referee	38	6.1
	Manager	26	4.2
	Spectator	242	39.0
	Other	1	0.2
MOST IMPORTANT REASON FOR HOSTING AN EDITION OF THE OLYMPIC GAMES	Political Power	44	7.1
	Economic Earnings	45	7.2
	National Tourism	54	8.7
	National Pride	108	17.4
	Job Creation	8	1.3
	Sport Culture	108	17.4
	Infrastructure	10	1.6
	Sustainable Environment	10	1.6
	Sporting Success	21	3.4
	International Respect	89	14.3
	Promoting Olympic Values	70	11.3
	Acculturation	18	2.9
	Healthy Genes	36	5.8
DO YOU AGREE THAT "HOSTING THE OLYMPIC GAMES IS A LEGACY TO FUTURE GENERATIONS"?	Yes	534	86.0
	No	14	2.3
	Partly	73	11.8

ADDITIONAL AREAS OF THE DIVERSE LEGACY OF THE OLYMPIC GAMES	Sporting	78	12.6
	Social	66	10.6
	Economic	44	7.1
	Sustainable Gains	39	6.3
	All	394	63.4
	Total	621	100.0

Table 1. Participants' awareness of the Olympic legacy.

When considering the Olympic legacy for the populations of host cities, the most important criteria was looking at the impact of Games hosted in other cities. We therefore asked our Turkish citizens to consider the cities that have hosted the Olympic Games in the past, asking them which city they thought had been changed most by hosting the Games (Figure 3).

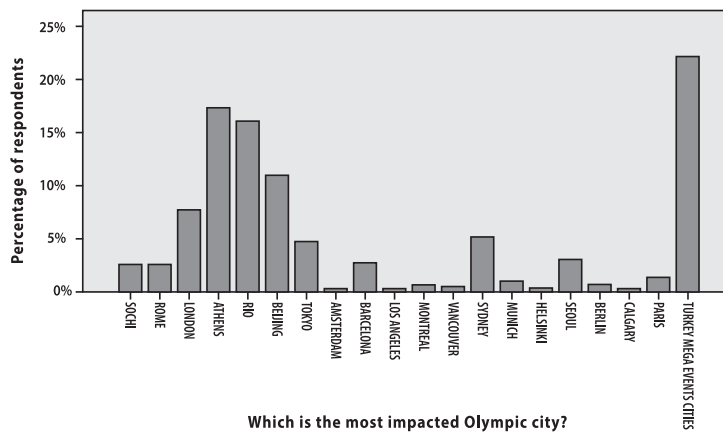


Figure 3: Opinions on the cities that had hosted the Olympic Games.

Even though Turkey has not hosted the Olympic Games, Turkish people also mentioned provincial cities like Izmir, Erzurum, Mersin as the Olympic city that has been affected by other mega events staged in the country.

One of the serious concerns of the IOC and host countries is to leave a positive Olympic legacy. The legacy of the Games is examined under two basic headings: "Sporting legacy" and "Urban legacy". Sporting legacy includes successfully organizing Games, renovated and newly-built sports facilities, sporting

services, sports culture, and positive impact for future generations. Urban legacy deals with the concept of inheritance in spatial, economic, social, cultural, environmental, administrative, emotional and perceptual terms. So, as can be seen from the results of this research, Turkey has a high awareness of hosting the Olympic Games and believe that the Olympic Games will bequeath some changes to future generations.

Selected References

- Gold J.R and Gold M.M (2008) *“Riding the Mexican Wave? Deciphering the meaning of Olympic Legacy”*, Proceedings of the first annual conference on Olympic Legacy, University of Greenwich, ISBN 978-1-861-66-259-0
- International Olympic Committee (2007). *Olympic Charter*, Rule 2, Article 14, Lausanne.
- Mangan, J.A. (2013). *Olympic Legacies: Intended and Unintended: Political, Cultural, Economic and Educational Sport in the Global Society*, Routledge, p:2. ISBN: 9781317966623
- Tojari F. and Jafari M. (2013) *New Motto Of The Olympic Games: “Faster, Higher, Stronger, Cleaner”*, IOA Blue Books, 10th International Session for Educators and Officials of Higher Institutes of Physical Education.

MANAGEMENT OF SPORT TOURISM IN POLAND: NEW TRENDS IN HIGHER EDUCATION

Ewa MALCHROWICZ-MOSKO and
Joanna POCZTA (POL)

University of Physical Education in Poznan, Poland

Sports tourism is currently one of the fastest growing sectors in the tourism industry. The development of this new trend in travelling is becoming more and more visible in Poland, as well. Sports tourism is most frequently understood as “travelling far from the place of residence to take part in sports activities for recreation or competition, a trip to watch popular and elite sports events, and also a trip to visit sports attractions (i.e. halls and alleys of fame, famous parks and sports stadiums, sports museums, etc.)” (Gibson 1998: 155–179). Sports activity has recently increased tourist mobility in societies across almost all continents on an unprecedented scale, and sports tourism has become increasingly popular, especially as manifested by the participation of tourists in major sporting events. The *World Travel Market Report* published at the Sports Tourism Conference in London in 2011 clearly highlighted that big sporting events sometimes attract more tourists than beautiful beaches, monuments and unusual landscapes, and as many as 80% of the cities and regions hosting the largest sports events in the world have noticed that not only athletes, but also, more and more frequently, fans are quickly becoming “typical” tourists.

This is one of the reasons why sports tourism (especially sporting events tourism) is now one of the fastest-growing sectors in the tourism industry; it is estimated that 15–30% of the world’s tourism economy is currently sports-related travel, and tourism development prospects for the immediate future also indicate a further increase in travel motivated by sport (*World Travel Market Report* 2011). In today’s world, sport (including mass / recreational sport) is becoming

increasingly important from a socio-cultural point of view, which includes tourism, and sports tourism is to be perceived as an autonomous phenomenon of our time, reflecting current trends, needs and lifestyles.

At present, the observable strong links between sport and tourism could equally well be dubbed the “touristification of sport” or “the sportification of tourism”. Today, sports tourism is becoming a significant element in the lives of people for whom sport plays an important role in their lives. Never before has sports tourism been so popular, and sport and tourist activity has become a mega-trend in the modern world. Interest in these activities is, among other things, the result of a social change in respect of values, which are more and more focused on experiences and sensations. The factors underlying these changes include an increase in leisure time and higher incomes. Thus, the leisure time activity of societies is growing, while the ways on offer for spending that leisure time are constantly expanding. Changes are occurring at both the qualitative and quantitative levels.

Sport and tourism have become important elements of the globally developing entertainment industry, leaving their imprint on the material and media dimensions of modern mass culture as a whole. As multi-dimensional socio-cultural systems that form a network of connections at the local, regional and national levels, they interconnect with almost every area of social and economic life and appear as dynamic forces. They occur in almost all culture circles around the world, building bridges and barriers between cultures and influencing national and international political decisions. Spectacular examples of this include the world championships and Olympic Games, which have become events of social, cultural, media, economic, ecological, image-building and political significance, especially when competition between rivals becomes rivalry among nations. Hence, scientific studies on the development of sports tourism are becoming increasingly important – not only in terms of economics and marketing, but also in the context of the social sciences, including sports and physical education sciences.

Eugeniusz Piasecki University of Physical Education in Poznan is one of the oldest such institutions in Europe. It currently educates students in the following fields: Physical Education, Physiotherapy, Sport, Dietetics, Dance in Physical Culture, Neurobiology, Tourism and Recreation, and Animation for People 50+. In 2015, the first specialization in the field of sports tourism in Poland

was launched within the Faculty of Tourism and Recreation. It aims to educate staff in the sustainable development of sports tourism, especially in the scope of managing sports events on both a micro and macro scale. Sports tourism is considered from a socio-cultural as well as an economic and ecological perspective. The “Sports Tourism” specialization comprises nine subjects:

The first one is “Propedeutics of Sports Tourism”, which seeks to acquaint students with basic knowledge in the field of sports tourism: i.e. its history, definition, scope, specificity, etc. Both Polish and foreign academic literature is analyzed, as well as the current state of research in this field.

The second subject is “Sport as a Social Phenomenon”, in which students analyze current problems in the field of the sociology of sport at both the regional and global level.

The third subject is entitled “Sports Event Tourism” and consists of both theoretical and practical classes. The lectures address *inter alia* such issues as the history of sporting events, including the Olympic Games, the contemporary functions of sporting events, and current trends in sports events tourism, such as running or football tourism. They also analyze the effects of sporting events in economic, ecological and socio-cultural terms. Students’ attention is also focused on the sustainable development of the Olympic Games. In addition, lecturer-practitioners, such as the Sports Department staff at City Hall in Poznan, who organize sports events on a daily basis, or travel agents who specialize in fan tourism and organize trips to football matches and other sports events, are invited to address classes and give lectures. Students also have the opportunity to participate in the organization of selected sports events in Poznan as volunteers.

In the classes on “Traditional Sports and Game Tourism”, students learn about traditional sports and regional games from around the world. The classes are of a mixed theoretical and empirical nature and are based on the World Encyclopedia of Sports by Wojciech Lipoński, published by UNESCO.

An important segment of this specialization is the subject entitled “Image of sports events and destinations”, where sports tourism, especially sports events, are analyzed from an economic and marketing perspective. There is no denying that one of the basic functions of modern sports events, including the Olympic Games, is to build a positive image for cities and regions.

Sustainable development in tourism is another subject that aims to raise

students' awareness of the negative aspects, too, of the organization and development of sports tourism in general and sports events in particular. Those responsible for the management of sports events should also know what the risks and rewards are in terms of the development of sports tourism in a given region.

The classes on "Heritage of Sport in Tourism" allow students to become familiar with the tangible and intangible cultural heritage of sport and its importance in the development of sports tourism in Poland and the world. They learn to design sport-related tours, which they later participate in. They visit Polish sports museums and famous sports stadiums, they play the roles of tourist guides, etc. Abroad, this form of travel is often referred to as "nostalgic sports tourism", and it is also an important pillar of sports tourism from an economic point of view (Fairley, Gammon 2005: 182–197). The lecturers hope that "passive" participation in sport – getting to know its history in the form of a sightseeing tour, for example – may encourage the participant to actively participate in sport. Active sports tourism itself may also still be an incentive to sustain physical activity beyond graduation from school. The lecturers also seek to make students aware that sports tourism is a form of travel that can appeal to every age group, and that one of its most important segments is sports tourism for seniors, due to the current aging of European society.

Another subject is "Voluntary Service in Sport and Tourism". It is obvious today that major sporting events can no longer succeed without volunteers and the help they provide. Worldwide, the role of volunteering in sport is growing, and this phenomenon has also been observed in Poland in connection with the organization of the country's first sports mega-event in 2012: the UEFA EURO 2012 tournament.

The last subject is entitled "Media in Sports Tourism". In it, students learn how to promote healthy behaviours related to sport and tourism in the media, and how cooperation between sports events organizers and the media can be managed.

The planners and lecturers of the Sport Tourism specialization very much hope that an interdisciplinary approach to the phenomena within the scope of sport and tourism will prepare students for responsible work in the leisure sector, and inculcate in them due respect for the principles of sustainable development, without which today's sports events should no longer be organized. The authors of this project are also convinced that studies in this specialty will allow better

management of sports events and will contribute to the even more dynamic development of sports tourism in Poland.

Bibliography

Fairley S., Gammon S., *Nostalgia's expanding role in sport tourism*, "Sport in Society" 8 (2), 2005, pp. 182–197.

Gibson H., *Active Sport Tourism: Who Participate?*, "Leisure Studies", 1998, 17, 2, pp. 155–179.

World Travel Market Report 2011.

AN EXAMPLE OF GOOD GOVERNANCE IN NATIONAL OLYMPIC ACADEMIES: THE CREATION OF OLYMPIC STUDIES CENTRES FOR THE MAXIMUM DISSEMINATION OF OLYMPIC VALUES

Maria Teresa CALLE-MOLINA (ESP)

*Olympic Studies Centre of the Autonomous University of Madrid
Departamento de Educación Física, Deporte y Motricidad Humana
Faculty of Teacher Training & Education
Universidad Autonoma de Madrid (Spain)*

The term “good governance” is used to describe how institutions and organizations behave and make their most important decisions. That is why good governance is a process and not an event, and requires the design and implementation of a strategy that remains focused on the well-being of the community as its main driver (Gobodun, 2017).

Good governance is included as the fundamental axis of the Olympic Movement in the International Olympic Charter, a key element in the development of the Fundamental Principles from which Olympism stems. Governance structures significantly affect the permanence of sports organizations. However, ineffective governance practices do not only affect particular sports, they also undermine confidence in sport as a whole. Therefore, there is a need to strengthen *good governance*, as well as transparency and ethics (Gobodun, 2017).

The International Olympic Charter (2005) states in Fundamental Principle 5 that:

Recognizing that sport occurs within the framework of society, sports organizations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organizations, en-

joying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.

Good governance can be present in the simplest organizational structures to the most complex. Following the characteristics ascribed to it by Bulatova (2017), good governance is participatory, consensus-oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and respects the rule of law. To disseminate some of these characteristics, institutions such as the National Olympic Academies have decided to spread the Olympic values through the creation of new structures: the Olympic Studies Centres (OSCs).

Conrado Durántez Corral was the creator of the Spanish Olympic Academy (SOA), the first National Olympic Academy. He conceived the idea of its creation from the positive impact of his first contact with the International Olympic Academy during the first course held in Olympia in 1961. That experience, plus having met José Maria Cagigal, a pedagogue who taught at the National Institute of Physical Education (NIPE) in Madrid, led to its creation on 25 November 1968 with the approval of the President of the Spanish Olympic Committee, Juan Antonio Samaranch (Gutiérrez & Martínez, 2015). It was born with the mission to:

Introduce the Fundamental Principles of Olympism at a national level within the system of sports, and also contribute to the diffusion of Olympism in the teaching programmes of physical education and sport in schools and universities (SOC).

Four years later, in 1972, Conrado Durántez created the first Olympic Studies Centre. It was established at the NIPE in Madrid and had two main objectives: disseminating the Olympic Movement and its values, and providing an academic grounding in Olympism for people attending the annual courses held at the International Olympic Academy (Tarín, 2013).

Currently, there are 35 OSCs in Spain, 29 of which are based in Spanish universities, where they expand the scope of the SOA's action by disseminating the Olympic Movement in their academic locale, always with the collaboration, support and joint action of the SOA (Martínez-Gorroño, 2015). The other six OSCs form part of local councils and autonomous bodies dependent on local

councils and foundations. Despite the differences between the various centres, all OSCs cooperate, promote the values of the Olympic Movement, organize activities, and document and disseminate academic and scientific material relating to sport and Olympism.

The decision to establish the OSCs and to house many of them within universities was made to enable the National Olympic Academies to reach a greater number of people. Students and scholars from different parts of the country bring to the table their own unique characteristics, culture and experiences, and therefore support the emergence of specialized OSCs. Through these OSCs, the Olympic Movement, Olympic pedagogy and its values are brought closer to the various centres of higher education, thus enabling their dissemination among students. They also provide the means to extend Olympic values education into many primary schools, since the students at the universities who have received training from their respective OSCs will go on to be teachers in schools across Spain. Alongside this, there is the possibility of conducting Olympic research within universities which house OSCs. All of this permits the growth and expansion of work carried out by the National Olympic Academies in order to reach different segments of the population, taking into account individual circumstances and differences.

References

- Bulatova, M. (May, 2017). Good governance: what it means for a National Olympic Academy. *14th International Session for Presidents or Directors of National Olympic Academies*. International Olympic Academy. Ancient Olympia, Greece.
- Goboodun, S. (May, 2017). How can we build on the structure and environment that will provide the best opportunities for NOAs? *14th International Session for Presidents or Directors of National Olympic Academies*. International Olympic Academy. Ancient Olympia, Greece.
- Gutiérrez Sanchez, C. B., & Martínez Gorroño, M. E. (2015). Los Centros de Estudios Olímpicos como parte de la estructura de la Academia Olímpica Española: una iniciativa y alternativa para la renovación y actualización del Olimpismo dentro de las universidades españolas. *Citius, Altius, Fortius: Humanismo, Sociedad y Deporte: Investigaciones y ensayos* 8(2). Comité Olímpico Español y Universidad Autónoma de Madrid.
- Martínez Gorroño, M. E. (2015). Conrado Durántez Corral: La Academia Olímpica

- Española y el olimpismo. *Materiales para la Historia del Deporte*, 158–181. Universidad Pablo de Olavide, Sevilla.
- Spanish Olympic Committee (SOC): <http://www.coe.es/2012/HomeOlimpismo.nsf/FHomeOlimpismoN3?ReadForm&Nivel3=Academia%20Ol%C3%ADmpica>
- Tarín, M. (2013). Historia de la génesis de la Academia Olímpica Española. Contexto, herencia y consecuencias de su creación. *Citius, Altius, Fortius, Humanismo, Sociedad y Deporte: Investigaciones y Ensayos* 6(2). Comité Olímpico Español y Universidad Autónoma de Madrid.



CONCLUSIONS OF THE DISCUSSION GROUPS

FRENCH-SPEAKING DISCUSSION GROUP

Reflections on Governance and Olympism From Theory to Practice

What is Governance? A Portuguese example

To demonstrate clearly the notion of governance and make it more comprehensible, we took a concrete example: the policy implemented by the Portuguese government in relation to refugee groups on its territory, who were offered sports activities with a view to integration and socialization. In this context, we can understand governance best through the following:

- Stakeholders: Governance involves three parties: citizens (athletes and others), private organizations (clubs, associations, etc.) and public organizations (government, community, etc.). In this case, there was a need for a relationship between the Portuguese government, the Olympic Academy and the Olympic Committee, but also between clubs / associations and NGOs (non-governmental organizations).
- Horizontality: unlike the notion of governing, governance runs horizontally among peers. No decisions are imposed; rather, joint decisions are taken by the various parties involved. In our case, horizontality was present in the meetings, exchanges of opinions and observations that took place before any decisions were made. Horizontality thus implies a participatory and consistently democratic operation in which every project is both transparent and comprehensible. In the case of Portugal, budgets and agendas etc. were all published.
- Evaluation: in order to optimize governance, it is necessary to evaluate its operation and results, but also the context of its implementation. Indeed, how can we discuss decisions and efficient projects without a critical study?

There are various tools that can be used to achieve this, and we will be exploring them later. Governance needs to be examined both internally and externally. From an internal perspective, as far as the Portuguese project is concerned, the analysis of the number of people participating in these sporting activity sessions and the qualitative interviews conducted with those concerned allow for a concrete and constructive self-evaluation of the project's effectiveness. From an external perspective, analysis by a body not involved in the implementation of the project (e.g. an NGO) based both on indicators such as the rate of socialization and the simple observation of the sessions provided interesting insights into the results of this action.

- Communication: the three characteristics described above cannot be achieved without communication. Communication is necessary both during the discussion stage of the project and during its implementation and evaluation. In Portugal, this was achieved through meetings, publications, reports, etc.

Addressing the question: How is it possible to differentiate between “good” and “bad” governance?

To answer this question, we will focus on the evaluation aspect of governance. Indeed, this part is essential for identifying any failures and ensures optimization of both the project and the policy. We chose two broad types of approach to study the effectiveness of governance: the social sciences and the economy. As regards the economy, indicators are crucial tools that provide concrete figures for use when analyzing governance. As regards the social sciences, quantitative and qualitative analyses make it possible to weigh up and even explain the observable results from an economic point of view. It is necessary to link these two tools in order to have the clearest and most accurate approach. They are not the only possible approaches, but they are the ones we focused on.

How can Olympism and Governance be made to coexist?

As we have seen in various lectures given during this Session, the governance of the Olympic and sport movement has evolved and will continue to evolve. It is through this evolution that we can see how the theory of Olympism contrasts with Olympism in practice. Indeed, with the various scandals that may have

tarnished the image of Olympism's values and governance (doping, corruption, etc.), and with the debates about the current meaning of the Games, it is necessary to rethink governance in relation to Olympism. The symbolic power of the Olympic Games is important and fundamental. To this end, we put forward two proposals which we believe will allow us to rethink the relationship between Governance and Olympism:

- increasing the budget for Olympic Education that will promote the Olympic values of Friendship, Excellence and Respect and create a new image of Olympism. This can be done through actions like OVEP 2 or by funding more scholarships
- rethinking the way the Olympic Games are organized in the light of the problems caused by mega events (see the lectures by Prof. Marijke Taks and Prof. Roberto Maluf de Mesquita).

We make these proposals, but there is one question we cannot answer that concerns the co-existence of Olympism and Governance: how to bridge the disparity between theory and practice and actually promote the original values of Olympism in the world of today.

ENGLISH-SPEAKING DISCUSSION GROUP 1

Following a discussion, we agreed to focus on these topics.

1. Is the structure of the Olympic Movement a catalyst for good governance?
2. Will sportspersons make good governors?
3. Participation in organized physical activity or sports helps develop values that lead to good citizens.
4. The positive and negative roles of Big Computer companies on Olympism (might be combined with broader technology and its impact on students.)

We discussed the first topic in Session One and decided to develop this topic further going forward and, if time permitted, to discuss other topics.

Is the structure of the Olympic Movement a catalyst for good governance?

There are a lot of assumptions that underlie the role of sport in the development of both individuals and society at large. Through participation in sport, we expect athletes to become good citizens, but do they? It is an ideal worth striving for, but is it possible? The assumption that sport is beneficial for the development both of individuals and of society in general is an idea that is rooted in the Olympic values.

The original ideals of the Olympic Movement, as prescribed by Baron Pierre de Coubertin, were:

- Citius–Swifter
- Altius–Higher
- Fortius–Stronger

These three words underpin the fundamental purpose of the Olympic Games, the reason they were established: promoting sport as a forum for achieving the Joy of Effort; striving for excellence for no other reason than using sport as a vehicle for self-actualization and for the development of a cohesive and happy society at large. More recently, these values have been revised to emphasize values more social than physical in nature, namely:

- Friendship
- Respect
- Excellence

Underpinning the above is the principle of Universality, which grants the right to ALL countries to be represented at the Olympic Games, regardless of the standard of their athletes. The principle of Universality has evolved from the early edict that: “The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well” (Pierre de Coubertin).

Universality reinforces this ideal and allows for wild card entry for athletes across selected sports. This serves to demonstrate that the ideal is being respected, but does it work?

The question is this: how can we manage the implementation of the Olympic values? It is a very important question, and – alas – it was easier to draw on examples of poor practices in governance than good ones.

If sport reveals elements of corruption, opportunism and practices that flagrantly abuse the underlying principles of Olympism, then how can the Olympic values themselves lead to good governance? The governance of the Olympic Movement needs to reflect the values of Olympism if the Olympic Movement is to maintain any credibility as a force for good as opposed to a commercially insensitive mega-sport event.

We spoke about the Olympic values and agreed that they have very little impact on sport, let alone society. To go further, it appears that these values may have no influence at all.

Who is responsible for transmitting and communicating these values? We can discuss the structures of the Olympic Movement, governance and the Olympic values, but none of these will have any impact if the theory cannot be put

into practice. There are many nice ideas being discussed, but it appears that these ideas are rarely applied to the governance of Olympic Sport Organizations (OSOs). Here are some examples to illustrate this point:

Example 1

Theory: The most important thing is taking part, not winning. This is a fundamental tenet of the Olympic Movement.

Reality: This lies at the heart of de Coubertin's vision for the Olympic Games. However, have you ever seen highlights from recent competitions on TV? The emphasis is on the winners, of course, with only occasional references to 'RARE' feats of sportsmanship or endeavour, such as completing a marathon in a state of hypoglycaemia or playing on with an injury (actually these are not messages we should be promoting!) The famous race of Eric the 'Eel' Moussambani is used to highlight the essence of participation. The reality is that he wasn't even dedicated enough to learn how to swim in the first place, and the attention lavished on him was an insult to the many swimmers who competed with no chance of winning, but who had at least striven for perfection for a considerable period of time. The principle of Universality has allowed a litany of "sport tourists" to enjoy three weeks of free meals and accommodation in the Olympic Village. This is hardly what de Coubertin envisaged, nor is it a representation of the spirit of Olympism.

Example 2

Theory: The Olympic Games bring economic benefits to the cities that host them.

Reality: This is not true. There is no evidence to support this. Cities are choosing not to host the Games as they are too expensive and place too many demand on the cities for the returns they get. Despite numerous discussions on this issue, the IOC continue to push for city-based bids. The evidence is overwhelming that the demands placed on cities to host the Games are well in excess of what the cities needs in terms of sport infrastructure after the Games. There are obvious examples of poor facility legacies, including Athens and Rio, that are plain for all to see. Despite any general infrastructural improvements made, there is a strong case for reviewing the structure of the presentation of the Games to make

them more viable and beneficial for the city or cities involved in hosting them. Alas, there does not appear to be any will at the IOC to address this beyond the bidding process. The Games are held, the IOC walks away with the money, the city is left with a legacy of cost overruns and maintenance that flies in the face of the Olympic values.

Example 3

Theory: Olympic values are expressed by symbols: the rings, the flag, the anthem. These symbols convey a powerful message and are an important way of communicating; they represent an ideal platform for promoting Olympic values and Olympism.

Reality: The Olympic symbols are the sole property of the IOC, with the NOC emblem—which includes the rings—belonging to the IOC and the NOC. They may therefore only be used with the express permission of the IOC and the NOC in the home country of the organization that may wish to use them. The consensus view was that using the Olympic symbols to promote the Olympic values was virtually impossible in most countries. The Olympic Rings and the various symbols cannot be used for public and school activities. Their use is prohibited at worst and costly at best. Using the symbols more freely would greatly enhance the proliferation of the Olympic ideals, but the symbols are currently used for financial gain rather than promulgating Olympic messages. The IOC and the NOCs jealously guard the Olympic symbols instead of using them to promote Olympism. In the spirit of friendship alone, surely this is an important issue to be addressed.

Example 4

Theory: The NOCs are the bearers of the Olympic values and organize everything connected with taking athletes to the Olympic Games. In addition to sending teams to the summer and winter editions as well as the Youth Games, NOCs may also access funding from a variety of sources to educate and promote Olympism and the Olympic ideals.

Reality: The NOC concerns itself with corraling funding for sport to distribute to its member federations, which take priority over the community and educa-

tion-based programmes.

Elements of the Olympic Movement appear to ignore the evidence that is presented to them. This occurs at every levels within the Movement. Consequently, decisions made as part of governance are not based on accurate and informed sources of evidence. This leads to problems.

NOCs lose the respect of people working in sport. As a result, the Olympic values are no longer taken seriously as new NGOs are established to carry out activities that should ideally remain within the sphere of the OSOs.

To answer the question

We feel that the structure of the Olympic Movement is not a catalyst for good governance. The discussion spotlight a number of issues relating to the way in which the Olympic values are promulgated and recognized that the relationship between the OSOs and other stakeholders is not effective for a variety of reasons. Living the Olympic values, OSOs will naturally propagate the principles of good governance by putting the organization first and working in the name of Olympism rather than Olympic results.

The solution may be to learn from the mistakes made at the ancient Games and take the movement back to its original purpose. The Games should be about sport, not money. While the Olympic Games strive to be the biggest and best mega-event in the world, the Olympic values will continue to demonstrate their irrelevance to the world of sport and society in general; consequently, they will ultimately become redundant. Given that the Olympic values underpin good governance, we have to recognize that if the structures of the Olympic Movement cannot disseminate the values of Olympism effectively, the Movement will not serve as an effective catalyst for good governance.

Understanding and learning the values needs to start in schools. This is where they are taught and understood. The Olympic Movement therefore needs to connect directly with education systems, rather than operating outside them. Alas, despite the best will of some, the general consensus was that the structure of the Olympic Movement fails overall to effectively engage with those partners who can deliver the Olympic values and disseminate them through the school and education systems worldwide.

There is often the need to circumnavigate governance structures in Olympic

Sport Organizations (OSO) to get things done. It only takes a lack of interest on the part of a single OSO leader to prevent us from getting our good ideas implemented. This is increasingly manifesting itself in developing countries in the proliferation of NGOs which engage specifically with sport for development activities, but which operate entirely separately from the country's sport governing bodies. Despite the fundamental and often grandiose speeches made about the value of Olympism and the role of the Olympic Games in developing the individual and society at large, it appears that there are an increasing number of NGOs operating "outside" the official structure of Olympic sport and taking it upon themselves to promote the ideals of sport.

Recommendations

Good governance requires accountability, transparency and responsibility; as such, good governance inculcates the Olympic values. For the Olympic values to have a significant impact on the implementation of good governance:

1. We need to address the election and selection of board members.
2. The school system needs to engage with OVEP. It is a great programme, but needs to be contextualized. The PE Teacher can impart the knowledge, but the problem may lie with administering the programme.
3. The job of disseminating Olympism is too large to be done by the IOC and the NOCs alone. We need to work through the schools and use every instrument available to us in order to embed the Olympic values into the curriculum, where it exists. Where there is no curriculum, the NOC must play a more central role through its academies in implementing values education through its member NFs, and in embedding these values into coaching curricula.
4. The IOC needs to have mechanisms in place for putting pressure on NOCs to prioritize the implementation of OVEP and values-based programmes. The structures and relationship between the NOCs and the IOC appears to be problematic. Sport programmes and funding with development activities are available, but may not be fully utilized. Motivating NOCs to actively pursue relationships with organizations with a view to the latter taking up sport for development initiatives needs to be encouraged.

5. The NOCs need to be culturally responsive to contextualize the Olympic values through OVEP for their country; this alone can ensure relevance.
6. The IOC learning platform needs to facilitate the implementation of the education programmes. This includes making the symbols of the Olympic Movement more available.
7. The marketing of the Olympic values needs to be prioritized over the marketing of the Games. There needs to be better governance on this issue to ensure that the resources made available through the IOC are effectively used around the world. In turn, there needs to be a greater emphasis on the role of OSO Boards; this will embed a sense of “stewardship” through the Olympic values and serve to actively counter the “agency” effect that appears to pervade all levels of the Olympic Movement.

ENGLISH-SPEAKING DISCUSSION GROUP 2

Main issues addressed:

- 1- Strengthening good governance in the international sport movement
- 2- Establishing an international curriculum for pre-school (ages 4–6) physical education

Strengthening good governance in the international sport movement

What is good governance?

Good governance is a clear and transparent regulation of the statutes of each organization's procedures, including the election processes of their governing bodies and adequate financial supervision of these bodies. Establishing effective control systems prevents any misuse of their powers of representation.

Why good governance?

It is necessary to have good regulation to avoid corruption in relation to:

- (primarily) the unfair and disproportionate distribution of funds to sports federations
- the use of bad practices during doping procedures
- payments for convenient results
- money laundering in sports organizations
- country bids for sporting events
- violation of national and international rules

These threats to the sports system in general and the Olympic Movement in particular affect the DNA of a system that is based on ethics and values. The

protection of these core elements through the principles of good governance will bring another benefit: increased trust in the sports bodies and government bodies involved.

What must be done?

To achieve the above, in the short term it is necessary for the International Olympic Committee (IOC), the International Olympic Academy (IOA), the Association of National Olympic Committees (ANOC) and the National Olympic Committees (NOCs) to collaborate effectively. To do so, they should make documents available including:

- Audit reports on money spent on national federations
- Minutes certifying that proper elections were conducted within national federations
- Anti-doping reports

This task must be supervised by an autonomous, IOC-recognized structure that will ensure good governance, establishing its benefits and applying its principles transversally at different levels in order to turn them from theory into practice.

In the long-term, we propose to reinforce the international sustainable educational programme in good governance that has been proposed for national federation administrators.

Establishing an international curriculum for pre-school (4 to 6 years old) physical education

Why?

A pre-school physical education programme is an essential asset for developing the physical, mental, psychological, motor and social skills of future citizens.

It is important to develop an international network at the International Olympic Academy that will establish an international curriculum for pre-school physical education, allowing the Olympic values education programme for young people to be efficiently instilled.

What needs to be done?

1. Gather information from different National Olympic Committees on the pre-school physical education programmes in their countries
2. Evaluate these programmes and develop a common international programme
3. Propose this international programme to the NOC with different variables
4. Provide a one-year trial for countries that agree to implement the programme
5. Ask for evidence-based feedback from the respective NOCs at the end of this trial year. Based on this feedback, re-evaluate the next strategy.

ENGLISH-SPEAKING DISCUSSION GROUP 3

Improving the governance of sport by adopting the Olympic values: a proposal for an interactive on-line educational tool

** The title of this paper is based on the question: How can we improve governance in sport by using/adopting the Olympic values?*

Overview and Purpose

The purpose of this paper is to propose the use of an interactive on-line educational tool to improve the Governance of Sport through Olympic-value-based education. The Olympic values would underpin the IOC interactive on-line educational tool on Sport Governance and leverage the existing assets of the IOC and IOA: namely, the athlete learning gateway community and the Olympic channel.

There is an opportunity to address a gap in the provision of a comprehensive resource of this kind to support organizations in delivering education on sport governance that is informed by the Olympic values enshrined in the International Olympic Charter. For example, this could be proposed as a component of OVEP with a focus on Sport Governance.

We anticipate that individuals within National Olympic Committees, Olympic Studies Centres, National Governing Bodies of Sport, educational institutions and other organizations could adopt the educational tool as a resource for learning more about good governance and strategies for increasing in-country partnerships and collaborations. **Our long-term aim is to foster an increase in sport (and physical activity) participation by improving governance structures.** The following figure (Figure 1.) illustrates the relationship among these ideas.

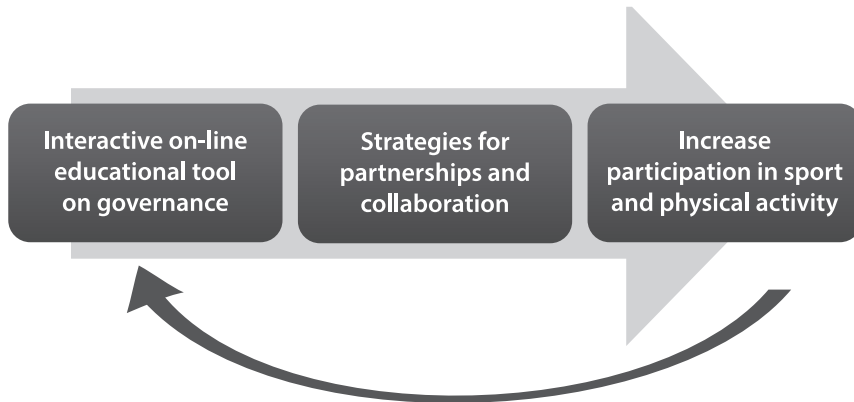


Figure 1. Summary of the interactive on-line educational tool process and outcome.

Conceptual framework

For this proposal, the concept of governance relates to *organizational* governance which “is concerned with the exercise of power within organizations and provides the system by which the elements of organizations are controlled and directed” (cited in Hoyer et al, 2016). In other words, we refer to the stakeholders working within the sport bodies and other agencies. The fundamentals of good governance that we refer to include Transparency, Accountability, Democracy, Responsibility, Equity, Efficiency, and Effectiveness (Henry and Lee 2004). For the purposes of Olympic education, we can consider there to be a relationship between these fundamentals and the Olympic values.

Olympic core values are concerned with Respect, Friendship, and Excellence; these encapsulate all the values of the Olympic Movement, which include fair play, respect for others, and the balance between body, will and mind. To enhance governance in sport, we may apply these core values to sport organizations (Figure 2). Here, “Respect” stands for more social responsibilities and humanitarian concerns about equal resources and distribution; “Friendship” for enhanced relationships among all the sporting stakeholders including athletes, coaches, referees, teachers, and administrators; the pursuit of “Excellence” represents the maximization of efficiency, accountability and transparency.

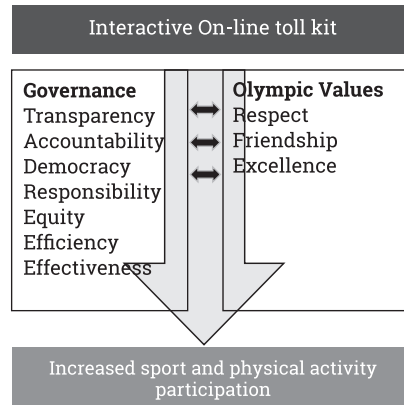


Figure 2. Relationship between the characteristics of good governance and the Olympic core values

Proposal

We propose the development of an open-access, interactive, on-line educational tool relating to sport governance that includes (but is not restricted to) audio-visual, multilingual content which will deliver resources that live on the IOC learning gateway. The content of the tool may include:

- An introduction to governance and the principles of good governance as these interrelate with the Olympic values
- A tool kit to improve the *process* of Olympic values education within countries. This could include a suite of strategies to support:
 - a. Partnerships and collaborations among stakeholders (e.g. National Olympic Committees, Olympic Studies Centres, National Governing Bodies of Sport, educational institutions and other organizations) which seek to increase the participation and inclusion of diverse community members (e.g. youth, refugees, culturally and linguistically diverse groups) in sport and physical activity
 - b. The creation of Olympic Studies Centres, or encouraging extant Olympic Studies Centres to facilitate/mobilize the education of future teachers, sport practitioners and leaders
 - c. Reflection on stakeholder engagement and representation within governing organizations and adopting change where needed

- d. An evaluation of governance / Board performance informed by a deep understanding of the practice and principles of good governance.

We propose that a quality control mechanism be established to support the implementation and evaluation of the tool kit.

Recommendations and key considerations for moving forward

- The interactive on-line educational tool should be regularly evaluated by a representative and expert advisory group
- A working group should be developed to create the on-line interactive education tool utilizing the Olympic channel as a platform
- Country contexts and specificities need to be recognized
- The evaluation framework should be supported by an external advisory / accreditation committee as a quality control mechanism
- Quality assurance should be extended to existing governing bodies
- A pilot programme for IOA alumni.

Summary message

This proposal aims to create a standard of good sport governance education that is accessible to all stakeholders.

References

- Henry, I., & Lee, P. C. (2004). Governance and ethics in sport. *The business of sport management*, 25–41.
- Hoye, R., Smith, A. C., Nicholson, M., & Stewart, B. (2015). *Sport management: principles and applications*. Routledge.

ENGLISH-SPEAKING DISCUSSION GROUP 4

How can good governance enhance the possibilities for Olympic education in different countries around the world?

The 12th International Session for Educators of Higher Institutes of Physical Education encouraged us to consider the concept of governance within the Olympic Movement. In this paper, we have tried to find out how the concept of good governance can enhance the role of Olympic education programmes around the world. First, we present case studies spotlighting different experiences of Olympic education from Albania, Egypt, Finland, the Czech Republic and Aruba. These case studies represent Olympic education programmes at different levels of development. Following this discussion, we utilize the concept of good governance to develop recommendations to enhance the possibilities for Olympic education for countries where the provision of Olympic education might be limited.

Case Studies

Albania and Egypt

Physical activity and sport is considered an opportunity to improve the quality of peoples' lives and to prepare PE teachers who will help to teach Olympic values. As a subject, physical education is the subject of many governmental programmes in many countries. In these two countries, one of these programmes sought to re-evaluate physical education and the place of sport both in the national curriculum and as extra-curricular activity. Sport also featured prominently in pre-university and university education reform. Starting in the 2014–2015 academic year, a new curriculum was drafted as part of the governmental programme for pre-university and university education reform. The content of the

curriculum was reviewed, and subject's designation changed from "Physical Education" to "Physical Education, Sport and Health", to reflect this new content. The content is divided into three sub-strands:

1. Education through physical activities
2. Sporting activities
3. Education in the service of health, well-being and community (which has four sub-strands)

For seven years, Albania has organized a compulsory Olympic week in close collaboration with the NOC and regional directorates of education.

Finland

In Finland, Olympic education is provided for six years in primary school and three years in middle school. Students can then choose if they want to go to a vocational school (where they learn to do specific jobs), school or high school (where they prepare for university); it is the student's choice which path they follow. In the vocational schools for PE students ("Sport Institutes"), there is a social and cultural knowledge learning module which includes Olympic education (50 hours of learning). It consists of three parts: Cultural knowledge, Art and Culture, and Ethics (Compulsory). Sport Institute students can choose how they use the 50 hours and structure the learning, but the ethical part is compulsory.

If you are training to be a PE instructor with students in high school, the students will need to organize an Olympic or/and Paralympic day for a school or schools. They will use the same material or resources as the other pathway (teachers have different education pathways through university). Just over 100 PE instructors graduate every year. In addition, materials are provided for elementary school teachers and sports clubs. The aim is to inspire different target groups to increase Olympic education.¹ Sport institutes now have anti-doping programmes and will develop ethical programmes in the future; perhaps Olympic values could form part of this?

1. Material online (in Finnish): https://peda.net/su/vt/olympiakasvatus/uoo/o:file/download/ef2c06bfbad0e027fdc7922fc98d08ad85f7c48e/Olympiakasvatusmateriaali_2016_pdf.pdf
Finnish Olympic Academy: <https://www.olympiakomitea.fi/briefly-in-english/>

Czech Republic

At the Faculty of PE and Sport at Charles University, there is an Olympic education course for future PE teachers. At secondary school, there is an educational programme for the entire country for pupils aged 11-15. Every school has the opportunity to adapt the programme in accordance with the specific context of the region or its history. There is a limited discussion of Olympic values within this programme. Health education is provided to students aged 11-15; one of the challenges facing teachers is that the students have little interest in the class. The subject has little history or relevance to the students, and no reference to Olympic values is made in it. However, there are some activities organized by Olympic athletes, who promote the importance of physical activity. One might say that Olympic values education occurs in a more informal manner here.

Aruba

Changing Physical Education standards in Aruba: The goal in Aruba is to introduce children to sport culture and inculcate in them the qualities they need to be able to perform in society and in sport. A list of sport domains are focused on in Aruba, including Gymnastics, Dance, Sport & Games, Self-defence and Swimming.

Changing Health Education standards in Aruba: The goal of health education in Aruba is to provide students with the knowledge and skills needed to lead healthy lives. A skills-based approach is a best practice for delivering high-quality health education.

These policies are still under development. The Olympic values are not explicitly referred to in these policy directives. Aruba celebrates an Olympic Day every year, which is the extent of Olympic education in the country at the moment.

Recommendations

The recommendations we make here build on the discussions at the 12th Session of International Educators about good governance in sport:

- **Communication** – Close collaboration is required between governmental institutions, research centres and Olympic institutions in order to implement the Olympic education policies.

- **Accountability** – NOCs need to be held accountable for developing Olympic education and programmes.
- **Resources** – Funding for Olympic education should be increased in countries that do not currently have these programmes.
- **Equality** – Efforts must be made to ensure that people from diverse backgrounds are represented at the development stage for Olympic education programmes.
- **Olympism** – Olympic values need once more to be taken into account while formulating Olympic education policies.
- **Effectiveness/Efficiency** – Evaluation criteria need to be developed to ensure policies are being well implemented.
- **Knowledge exchange** – Partnerships need to be developed between countries to share resources. For example, a country that has a well-developed Olympic education programme could share their resources or policies with countries which do not have these resources.
- **Transparency** – The transparency of these organizations and programmes should be increased, so there is an opportunity for continual evaluation and input from all the individuals impacted on by the programmes.
- **Democracy** – All group interests have to be considered.
- **Flexibility** – There needs to be a degree of flexibility in developing different Olympic education programmes. For example, in the Czech Republic, individuals have organized Olympic education programmes but have not been able to use the Olympic symbols because of strict trademark protections.

We hope that these recommendations can be implemented by physical educators, sport administrators, governmental agencies, National Olympic Committees, National Olympic Academies, and researchers.

ENGLISH-SPEAKING DISCUSSION GROUP 5

Good governance of venues post Games. How should bid proposal evaluation include governance sustainability of venues after the OG?

Historically, there have been issues surrounding the sustainability of venues post-Games. “The good intentions of architects and clients have gotten even better. But sport and recreation facilities remain a challenge for proponents of sustainable design” (Cohen, 2009).

The key to smart sustainable design is using what the location and site have to offer.

As per the candidature acceptance procedure manual provided by the International Olympic Committee, there are expectations as to what candidate host cities would be required to fulfil as part of hosting the Games. This discussion paper, a result of the 12th International Session for Educators of Higher Institutions of Physical Education held at the International Olympic Academy, will propose recommendations in order to address the question stated above.

Sustainability

Sustainability can be defined as the ability to be sustained, supported, upheld or confirmed. The ability for something to generate indefinitely without reducing its natural productive capacity. This concept is inherent in considering all bid proposals, as future planned and developed bids need to take into account how venues will be sustained by the local communities after the Games.

Social impact

Social impact can be defined as a significant positive change that addresses a pressing social challenge. Having a social impact is the result of a deliberate set of activities with a goal centred on this definition. Impacts on the local community must be considered prior to a bid being proposed. Local communities must be considered for post-Games venues. Members of the local community also need to be included in the planning and conversations relating to post-Games venue plans.

Accountability

Accountability can be defined as an obligation to accept responsibility for one's actions and decisions. Responsibility and accountability need to rest with three sectors: the public sector (federal, government and city), private/corporate investors, and NGOs. They need to be involved in the planning and design phase of sports facilities now and into their future. Technical considerations relating to temporary venues need to be considered in terms of sustainability. Adapting local venues to meet the needs of events needs to be considered. Sport facilities should also be considered as future venues for cultural and/or social events, as well as for sport. In this way, all sectors of society benefit from the Games.

Transparency

Transparency can be defined as the minimum degree to which agreement dealings, practices and transactions are open to all for verification. Transparency with regards to future venue management needs to be explicitly documented in bid proposals, and who will take responsibility for individual venues also needs to be considered. This consideration needs to be shared with the public, private and NGO sector.

Conclusion

In conclusion, the governance sustainability of venues after the end of the Olympic Games is a complex response that requires input and commitment from

several levels of government, stakeholders and NGOs. Evaluation needs to be prioritized, as this aspect is often neglected post-Games, and we need to learn from past mistakes and lessons learned. Evaluations could be conducted by the IOC, government officials, local community organizations, local academics, independent auditors and NGOs.

Possible recommendations include keeping the local organizing committee intact until the Games' proposals have been implemented. Another possible recommendation is for a yearly post-Games plan to be included and the need for bid promises to have been implemented before a new bid process can be entered into. How will these venues be supported, either publicly or privately, within the community after the Games? This may also include withholding funds promised to the host city until commitments are made good on. With future Games, the hope is that the values of the Olympic spirit will live on through Excellence, Respect and Friendship. The organizing committee and all institutions connected to the Games should bear these values in mind throughout the bidding process and the entire Games cycle.

ENGLISH-SPEAKING DISCUSSION GROUP 6

Introduction

Our group discussed many issues. However, we decided to take a closer look at these two topics:

1. What is good governance?
2. How can we increase the physical activity of children and their parents?

Good governance

We began by discussing the term “governance”. We defined it as follows: “governance is the system of rules according to which entities of an organization – e.g. the governing body – are directed, controlled and regulated”. These regulations should in sum contribute to the improvement of an organization’s management practices.

Our opinion is that good governance should include the following aspects:

- Rights and obligations: Most fundamentally, any sports organization should establish governance regulations. These should clearly define who is allowed (and obliged) to do what, when and how.
Of, course, the responsible entities should be held accountable for what they are “doing”. Governance regulations should also therefore focus on establishing an appropriate management control system, especially in cases where the responsible manager or committee has the formal power to distribute the organization’s financial resources among its members.
- Checks & Balances: The (exercise of) power should be separated. Governance regulations should clarify which body plays the legislative, executive

and judicial roles. The judicial body (or bodies) should also cover ethical issues. So, apart from the traditional disciplinary and control committee, an ethics committee could be founded on top.

- **Transparency & organizational structure:** The (power) relationships between the different positions and bodies should be made transparent not only internally, but also externally. This can be done by publishing, on the one hand, the guiding rules (e.g. the Code of Ethics), and on the other hand, an organizational chart (i.e. a graphical illustration of the existing official connections).
- **Management of external relations & external control:** Governance-related regulations should also include a framework for managing relations with external stakeholders (e.g. sponsors and the Press). What is an appropriate way of including their views in the organization's decision-making process? Should they act as an adviser alone, or should they have the right to vote? And relating to the control issue, which external control institutions should be accepted? What are the relevant criteria for selection?
- **Promotion of Gender equality (through gender quotas):** We discussed this issue, but we did not come to an agreement. Some were against gender quotas in governing bodies, some in favour. The members of the group who were sceptical about the introduction of gender quotas explained that they thought they would not help women generally. On the contrary, the image of women, for instance, would suffer, as it could always be argued that they have qualified for the governing body mainly because they are female and not due to their competence. Furthermore, it is far from evident why an organization would improve its management performance simply by including women in their governing bodies.

Increasing physical activity of children and their parents

According to the World Health Organization (WHO), insufficient physical activity is one of the leading risk factors for death worldwide. It is a key risk factor for non-communicable diseases (NCDs) such as cardiovascular diseases, cancer and diabetes. Globally, one in four adults is not active enough. More than 80% of the world's adolescent population is insufficiently physically active (WHO, 2017).

As parents are the role models for the children, we need to improve their physical activity in order to increase physical activity among children. During the course of our discussion, we agreed on the need to develop programmes for parents in schools (especially in elementary schools). The programmes should include:

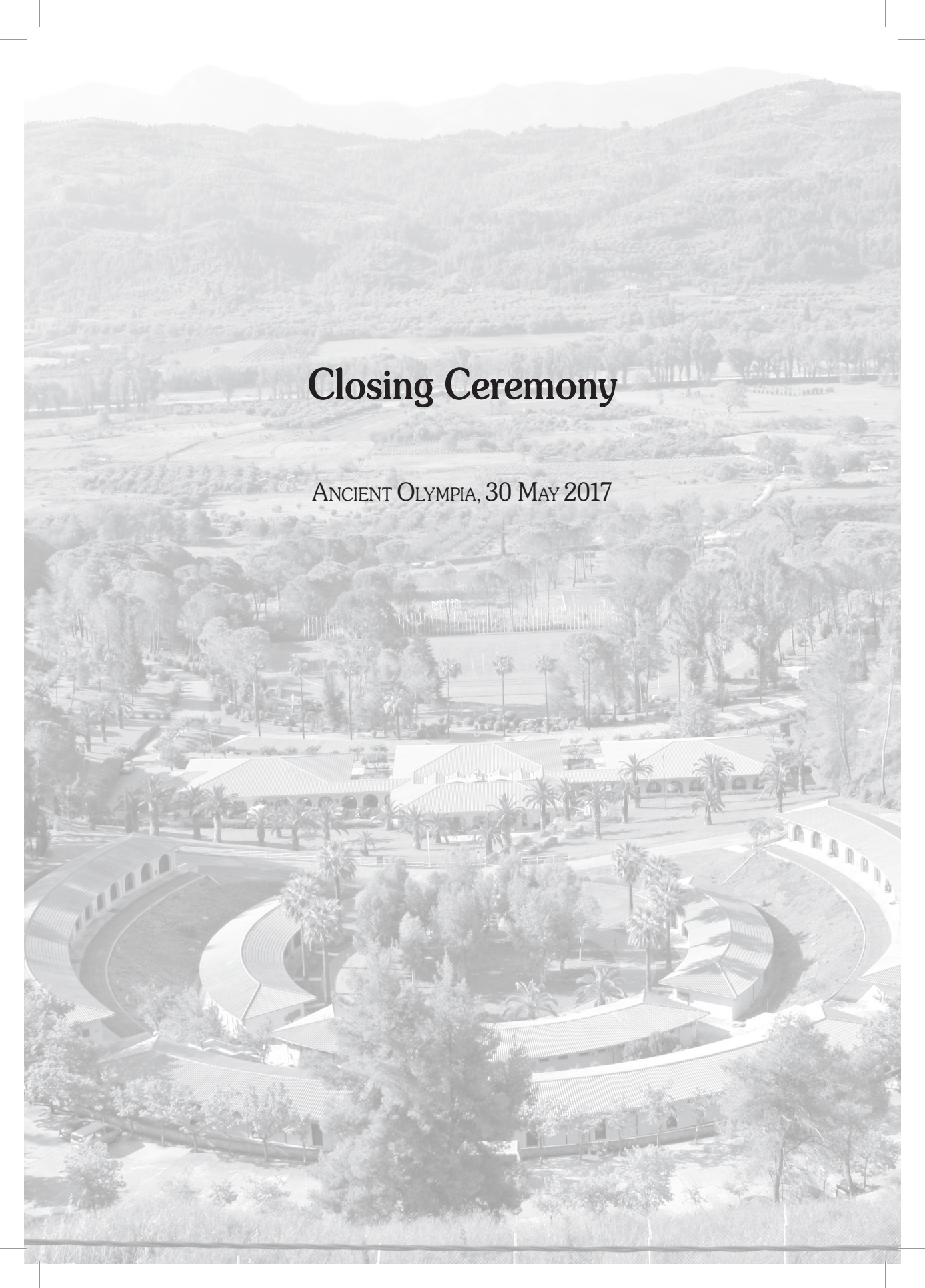
- Workshops to help parents understand Olympic values and the value of their children engaging in physical activity: it is important to remind parents, firstly, of the importance of sport in children's growth and development and, secondly, of their role in supporting and encouraging young people to participate in sporting activities. This could be done through workshops given by sports teachers, scientists and health professionals.
- Inviting parents to participate in the Olympic Days organized by schools. This would stimulate parents to have a more active lifestyle and improve parent-child relationships.
- Keeping schools open all day long to allow parents to actively involve themselves in physical activity: having a place to be physically active in would be helpful for both parents and children.
- Cooperation between professors, health professionals (including paediatricians and psychologists) and coaches from club and schools: the objective here would be closer collaboration with a view to finding new and innovative solutions to the question of how to deal with and motivate inactive children and parents.

Conclusion

A proper working sports system needs both good management practices through governance regulations and innovative ways of promoting participation.

References

WHO (2017): "Physical activity Fact sheet", retrieved 19 June 2017, URL: www.who.int/mediacentre/factsheets/fs385/en/.

An aerial photograph of the Ancient Olympia archaeological site. In the foreground, there are several large, semi-circular structures with tiled roofs, likely part of the modern Olympic village or stadium complex. These are surrounded by lush greenery and palm trees. In the middle ground, a large, open area with many tall, thin columns (possibly a reconstructed temple or altar) is visible. The background shows rolling hills and mountains under a clear sky.

Closing Ceremony

ANCIENT OLYMPIA, 30 MAY 2017

CLOSING ADDRESS
on behalf of the Participants of the Session
by Nelson TODT (BRA)

Kalimera to all!

The Greek god Chronos tells me that I have a few minutes to speak.

It's 1999, and I thought I would never ever get to experience again what I felt in Olympia that first time. I had no faith that the geographical distance that separates us would allow me a second chance.

But Chronos is relentless. Now it's 2005 and here I am again, filling my lungs in the Olympic paradise once more!

Yeah, the future awaits us patiently; when I realize it's been 18 years...

"Become what you are" Pindar once said.

After our arrival, what an incredible atmosphere! We were all a little tense, due to the natural combination of an exhausting trip, changes in routine, and our predictable anxiety about what was to come.

We were finally able to meet one another in the motherland of the Olympic Games of antiquity, which are so beautifully described by Pausanias and Pindar. Each of the Olympic rings are represented by 90 "educators" who came here to share their experiences.

It wasn't long before we went to pay homage: every time I have come to Olympia, I have visited the place where the heart of Baron de Coubertin lies.

It has a symbolic energy surrounding it all. After all, the heart conveys the idea of feelings, and in a certain way, in this case, it represents the romanticism of the ancient Greek Games that also served as inspiration for the Baron in the late 19th and early 20th century. In Lausanne, the seat of the International Olympic Committee, the symbolism is other; unfortunately, it can sometimes make one think the Games no longer have the "heart" they once had.

Hermes is sending me a message, reminding me once more of Chronos. As

a poet of my city, Mario Quintana, once wrote:

*If I was given one day, another opportunity,
I would not even look at the clock.
I would always go ahead and throw the golden
and useless fragments of the hours along the way.
Another day begins and we were invited to visit the past,
perhaps to learn how to not make mistakes in the future.
Did we learn something? How to deny it?
Many stories have been told and shared ...*

It is time to talk about “Governance in Sport and the Olympic Movement”. These are the elements that we use to talk about something much bigger than sport itself, even bigger than the Olympic Games, because we are talking about people in all their uncountable dimensions.

We still had time to put Olympic values into practice, which showed us that the people we talked about are just like us.

Okay, okay! I know it was far more than that. Our group discussions taught me that we need to be critical, but also purposeful; after all, legacy is not given, legacy is built!

After 12 centuries in antiquity and over a century in the modern era, might the Olympic Games, physical education itself and sport be threatened with extinction?

We still have the Summer Games, we have the Winter Games and even the Youth Games.

But along with them we have corruption, injustice, inequality. We have vulnerable children, the elderly, the disabled, refugees.

So now, in physical education and in sport, our adage must be this: “There is much to do!”.

So what will it be? What will the result of all our efforts here be?

Is “Olympism and Governance” a possible marriage?

Only Chronos can answer that.

After all, life is like this, as our elders used to say: time is the master of all things.

I almost forgot the time...

Chronos is calling me, but while there is still time, I will thank my colleagues who honoured me with the simple fact of being my colleagues and for accepting me exactly as I am.

If my heart could talk right now, it would thank each one of you for putting your hearts entirely into the moments we lived here together. We may think Olympia is very far from our homes, but for our hearts... well, it is no distance at all, because it is already part of them.

Thank you for the privilege, the emotions, and the joy of this meeting.
Forever Olympia!

CLOSING ADDRESS
on behalf of the Lecturers of the Session
by Prof. Vassil GIRGINOV (GBR)

The 12th International Session for Educators of Higher Institutes of Physical Education provided a lively forum for exchanges about the current status and the future of the Olympic Movement. I feel particularly privileged to have been given the opportunity to contribute to the Session as one of the invited speakers more than 30 years after I first came here as a young participant. Olympia is indeed special, and I would like to extend my heartfelt thanks to the President, the Dean and the entire staff of the IOA for their professionalism and hospitality.

While I completely share the genuine enthusiasm of most participants and their passion for the Olympics, the past few days have also made me think about the role this Forum plays in encouraging critical thinking. Ancient Olympia is sacred for the Olympic Movement, but its status should not turn it into a place for the promotion of hagiographies. This is to say that, as educators, we need to be vigilant and scrutinize lofty claims about the Olympics and their relevance to the real world we live in, regardless of who makes them.

Education has always been a hugely ideological and political enterprise, and we ought to recognize its utmost function when applying it to sport and Olympic education in particular. In this regard, educators have a responsibility to interrogate the role of the Games in spreading Olympic ideals and to offer both their praise and criticism when these are due.

Olympic Movement Agenda 2020 encourages diversity in various forms, and with diversity comes the appreciation of different cultural values and world

views. Educators ought to nurture and promote different interpretations of the Games, because this is how new ideas and solutions to seemingly irreconcilable issues are found.

I would like to wish you all a safe journey home and to extend a plea to stay in touch so we can continue to grow the world-wide Olympic community and use it to harness the power of sport for the prosperity of our societies.

CLOSING ADDRESS¹
of the Session proceedings
on behalf of the President of the International Olympic Academy
Michael FYSENTZIDIS

Dear friends and participants,

With the conclusion of this Session, I would like to thank you all for your creative participation in the work of the International Olympic Academy in cooperation with the Higher Institutes of Physical Education. The international network of educational institutions that has been created through the Academy's international Sessions constitutes the web of Olympic Education connecting all the countries that have relevant institutions. It constitutes the most important effort to diffuse the values of the Olympic Movement through contemporary society and seeks *inter alia* to educate the youth, to utilize the Olympic Games as a tool for research, to develop Olympic education, and to manage mega-sporting events.

Despite its short duration, we have heard very interesting things during this Session. Most importantly, many questions were posed – questions that will make us all think about the future and the quality of governance in the contemporary Olympic Movement. The modern needs and demands of life, the socio-political and financial changes all over the world demand a drastic reaction through a governance system in which democratic and humanistic values prevail.

For this reason, I would like to personally thank the lecturers for the substantial contributions they have made with their well-documented presentations

1. The address was read to the participants on behalf of the IOA President by Assoc. Prof. Athanassios Strigas.

on the subjects addressed by the Session. They are excellent academics and members of the global educational and sport community, who have asked crucial questions and taken a stand on issues such as the use and leveraging of the Olympic Games by educational institutions, good governance practices in the Olympic Movement and Sport, the management of Olympic events, and the role of the Olympic Movement *vis-à-vis* the ongoing refugee crisis.

Dear friends, I believe that this Session has left us all with a positive and creative feeling and shown us the multiple meanings of the notion of governance in the Olympic and Sport Movement. I would like to personally assure you, as President of the International Olympic Academy, that I am deeply moved and fully satisfied with the works of this Session. I promise you that I will always be close to you and that we will work together to tackle the issues we discussed in this Session, but also everything that may occur in the future. I wholeheartedly wish you a pleasant trip home.

As we close this Session, and before we leave this conference hall, I would like to thank on behalf of us all the IOA staff for organizing this Session, the discussion group coordinators, and of course the great ladies who translate for us and who have once again provided their valuable services.

Thank you all.

A black and white photograph of a long row of flagpoles with flags flying, set against a backdrop of a dense forest and a grassy field. The flagpoles are arranged in a line, receding into the distance. The flags are flying, and the background is a dense forest of trees. The foreground is a grassy field with some low-lying vegetation.

List of Participants

**TEMPORARY EPHORIA
OF THE INTERNATIONAL OLYMPIC ACADEMY
(February – July 2017)**

Mr Michael FYSENTZIDIS

*IOA President, HOC Member,
Vice-president of the National Olympic Academy
of Greece,
Secretary General of the European Union
of Taekwondo*

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE
E-mail: ioa@ioa.org.gr

Prof. Dr Athanassios STRIGAS

*IOA Vice-President
Associate Professor, Department of Sport Management,
University of Peloponnese*

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE
E-mail: ioa@ioa.org.gr

Mrs Polyxeni ARGEITAKI

*IOA Ephoria Member
HOC Member
President of the HOC Committee “Women and Sport”
Assistant Professor, University of Athens*

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE
E-mail: ioa@ioa.org.gr

Prof. Konstantinos GEORGIADIS

*IOA Honorary Dean,
Dean of the Faculty of Human Movement and Quality
of Life Sciences, University of Peloponnese,
Director of the Master’s Degree Programme
“Olympic Studies, Olympic Education,
Organization and Management of Olympic Events”,
Member of the IOC Commission for Olympic
Education,
Member of the Executive Board of the International
Society of Olympic Historians (ISOH)*

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE
E-mail: ioa@ioa.org.gr

LECTURERS

Prof. Christo DE CONING (RSA)

*Extraordinary-Professor
Specialist in Monitoring & Evaluation,
Sport Policy & Governance*

SOUTH AFRICA

E-mail: cdec.evaluation@mweb.co.za

Prof. Vassil GIRGINOV (GBR)

Reader in Sport Management/Development

UNITED KINGDOM

Email: vassil.girginov@brunel.ac.uk

Dr Roberto Maluf DE MESQUITA (BRA)

Physical Education Programme Coordinator

BRAZIL

Email: roberto.mesquita@unilasalle.edu.br

Sir Craig REEDIE (GBR)

IOC Member, WADA President

GREAT BRITAIN

Email: Craig.reedie@boa.org.uk

Dr Uri SCHAEFER (ISR)

*President of the International Council of Sport
Science & Physical Education (ICSSPE)
Former President of the International Council
for Coaching Excellence (ICCE)
Former Deputy Director General and Sport
Authority Director of Israel's Ministry of Culture
and Sport*

GERMANY

Email: uschaefer@icsspe.org
urischaefer50@gmail.com

Prof. Marijke TAKS (CAN)

Professor

CANADA

E-mail: marijke.taks@uottawa.ca

Prof. Dr Yannis THEODORAKIS (GRE)

Professor

GREECE

E-mail: theodorakis@pe.uth.gr

OVEP WORKSHOP

Mrs Elizabeth SLUYTER-MATHEW (IOC)

*Project Manager
Department of Public Affairs and Social
Development through Sport, International
Olympic Committee*

SWITZERLAND

Email: elizabeth.sluyter_mathew@olympic.org

Ms Elaine COOK (CAN)

*Faculty of Kinesiology and Physical Education
University of Toronto*

Email: cookelaine@bell.net

LIST OF PARTICIPANTS

Ms Narin HAJTASS (JOR)

*Knowledge, Education and Training Manager,
NOC Jordan*

Email: nhajtass@joc.jo
nhajtass@gmail.com

Prof. Dr Marion KEIM LEES (RSA)

*Director, Interdisciplinary Centre of Excellence
for Sports Science and Development (ICESSD)
University of Western Cape
South Africa
Chairperson of the Foundation of Sport,
Development and Peace, Member of the
Commission of Olympic Education of the
International Olympic Committee*

SOUTH AFRICA
E-mail: mkeim@uwc.ac.za
marioncapetown@gmail.com

GUESTS

Ms María Teresa CALLE MOLINA (ESP)

SPAIN
E-mail: maytecalle@msn.com

Mrs Rosi GIRGINOVA (GBR)

GREAT BRITAIN

Mrs Melpomeni TSIRIDOU (GRE)

GREECE

Mr Rob ZEISLER (USA)

USA

PARTICIPANTS

ALBANIA (ALB)**Dr Elvira BAZE**

*Head of Sport of Educational Institutions
Ministry of Education and Sport*

ALBANIA
Email: secretariat@nocalbania.org.al

Ms Brunilda DHAMO

Regional Director of Education in Fier

ALBANIA
Email: brunilda.dhamo@yahoo.com

ARGENTINA (ARG)**Prof. Master Daniel Gustavo DE LA CUEVA**

*Instituto Superior de Educacion Fisica de
Catamarca
President Comite Pierre de Coubertin Argentina*

ARGENTINA
Email: danieldelacueva@yahoo.com.ar
danieldelacueva@gmail.com

Prof. Msc Javier VILLARREAL DOLDÁN

Universidad Nacional del Litoral

ARGENTINA
Email: jevillar@unl.edu.ar

ARMENIA (ARM)

Dr Meghmik Sarkis KHACHATOORIAN
Armenian State Institute of Physical Culture and Sports

ARMENIA
 Email: meghmik@gmail.com

Dr Anahit Seryozha MARTIROSYAN
Armenian State Institute of Physical Culture and Sports

ARMENIA
 Email: anna-0966@mail.ru

ARUBA (ARU)

Mr Francisco GOEDGEDRAG
Instituto Pedagógico Aruba

ARUBA
 Email: pachico_goed@hotmail.com

AUSTRALIA (AUS)

Dr Caroline RIOT
Griffith University, Brisbane

AUSTRALIA
 Email: c.riot@griffith.edu.au

BELARUS (BLR)

Ms Natallia MATSIUS
Belarusian State University of Physical Culture

BELARUS
 Email: natalliamatsius@yandex.by

BRAZIL (BRA)

Ms Natália KOHATSU QUINTILIO
University of Sao Paulo

Email: nataliakq@usp.br
 nataliakq29@gmail.com

Prof. Dr Flávio Antônio DE SOUZA CASTRO
Universidade Federal do Rio Grande do Sul

BRAZIL
 Email: souza.castro@ufrgs.br
 flaviosouzacastro@gmail.com

Prof. Nelson TODT
Pontifical Catholic University of Rio Grande do Sul

BRAZIL
 Email: nelson.todt@puers.br

CAMEROON (CMR)

Ms Marie Chantal Desiree TOUA EBODE

CAMEROON
 Email: marychantou@yahoo.fr

CANADA (CAN)

Ms Laura BOYKO
University of Toronto Scarborough

CANADA
 Email: lboyko@utsc.utoronto.ca

Ms Katrina GALAS

CANADA
 Email: katrina.galas@gmail.com

CHILE (CHI)

Mr Rodrigo ALVARADO STRANGE
Saint Thomas University

CHILE
 Email: rodrigoalvarado@santotomas.cl

LIST OF PARTICIPANTS

Mr Leonardo LUCERO MEDINA

Saint Thomas University

CHILE

Email: leonardo@coch.cl

CROATIA (CRO)

Dr Dario ŠKEGRO

University of Zagreb

CROATIA

Email: dario.skegro@kif.hr

CZECH REPUBLIC (CZE)

Dr Libor FLEMR

Charles University, Prague

CZECH REPUBLIC

Email: flemr@ftvs.cuni.cz

EGYPT (EGY)

Prof. Dr Mohamed Y. GHIEDA

Mansoura University, Faculty of Sport Education

EGYPT

Email: drghieda@mans.edu.eg

FINLAND (FIN)

Mr Sampsa KIVISTÖ

Finnish Regional Sport Organization

FINLAND

Email: sampsa.kivisto@hlu.fi

Ms Heidi Susanna SOKKA

Finnish Centre for Integrity in Sports

FINLAND

Email: susanna.sokka@suek.fi

FRANCE (FRA)

Mr Matthias FRANTZ

FRANCE

Email: matthias.frantz@gmail.com

Mr Déniel THIBAUT

FRANCE

Email: thibault.deniell@live.fr

GERMANY (GER)

Prof. Dr Stefan CHATRATH

BiTS University

GERMANY

Email: stefan.chatrath@bits-laureate.de

Mr Rory FLINDALL

Olympic Studies Centre of the German Sport University of Cologne

GERMANY

Email: r.flindall@dshs-koeln.de

Mr Norman HÄNSLER

Johannes-Gutenberg University, Mainz

GERMANY

Email: n.haensler@gmail.com

Mr Markus URBANOWSKI

University of Education, Schwübisch Gmünd

GERMANY

Email: markus.urbanowski@ph-gmuend.de

GREAT BRITAIN (GBR)

Mr Brian MINIKIN

University of Stirling

UNITED KINGDOM

Email: b.r.minikin@stir.ac.uk

GREECE (GRE)**Ms Christina ARVANITI***University of Peloponnese*

GREECE

Email: arvanitichristina8@gmail.com

Dr Efthalia CHATZIGIANNI*University of Peloponnese*

GREECE

Email: echatzi@uop.gr

echatzi1@hotmail.com

Prof. Maria KOUTSOUBA*National and Kapodistrian University of Athens*

GREECE

Email: makouba@phed.uoa.gr

GUATEMALA (GUA)**Ms Karla SLUSHER**

GUATEMALA

Email: kslusher26@gmail.com

INDIA (IND)**Dr Arayilakath NAJEEB***National Institute of Technology Calicut*

INDIA

Email: najeeb@nitc.ac.in

ISLAMIC REPUBLIC OF IRAN (IRI)**Mr Javad AZMOON**

I.R. of Iran

Email: jazmoon@srttu.edu

JAPAN (JPN)**Prof. Norihide ISHIDO***Chukyo University*

JAPAN

Email: n-ishido@mecl.chukyo-u.ac.jp

LATVIA (LAT)**Assist. Prof. Antra GULBE**

LATVIA

Email: antra.gulbe@lspa.lv

Assoc. Prof. Alida ZIGMUND

LATVIA

Email: alida.zigmunde@rtu.lv

LEBANON (LBN)**Prof. Nadim NASSIF***Notre Dame University – Louaize*

LEBANON

Email: nnassif@ndu.edu.lb

LITHUANIA (LTU)**Ms Audrone VIZBARIENE***Lithuanian Sports University*

LITHUANIA

Email: aerobikajump@gmail.com

MALTA (MLT)**Dr Andrew DECELIS**

MALTA

Email: andrew.decelis@um.edu.mt

LIST OF PARTICIPANTS

MEXICO (MEX)

Mrs Norma GONZÁLEZ

MÉXICO

Email: olygg@hotmail.com

NEW ZEALAND (NZL)

Ms Suzanne McBAIN

NEW ZEALAND

*Centre of Olympic Studies, Ara Institute of
Canterbury, Christchurch*

Email: sue.mcbain@ara.ac.nz

Dr Nicolien VAN LUIJK

SWITZERLAND

University of Lausanne

Email: nicolien.vanluijk@unil.ch

POLAND (POL)

Dr Jolanta KOWALSKA

POLAND

University of Lodz

Email: jolanta.e.kowalska@gmail.com

Dr Ewa MALCHROWICZ-MOŚKO

POLAND

Email: ewa.malchrowicz@poczta.onet.pl

Assist. Prof. Joanna POCZTA

POLAND

Email: jpoczta@awf.poznan.pl

Ms Maria SZCZEPANSKA

POLAND

The Academy of Physical Education in Wroclaw

Email: marszc07@gmail.com

Dr Malgorzata TOMECKA

POLAND

Sport Academy, Warsaw

Email: tomeckam@poczta.onet.pl

PORTUGAL (POR)

Dr Isilda DIAS

PORTUGAL

University Institute of the Maia, Porto

Email: isildias@gmail.com

idias@ismai.pt

PUERTO RICO (PUR)

Prof. Angel Javier PÉREZ

PUERTO RICO

*Asociacion de Educacion Fvsica y Recreaciop
de Puerto Rico
Red de Actividad Fvsica de Puerto Rico*

Email: rafapur2016@gmail.com

ROMANIA (ROU)

Prof. Dr Florin PELIN

ROMANIA

*National University of Physical Education and
Sports, Bucharest*

Email: noc.romania@cosr.ro

RUSSIA (RUS)**Dr Dmitrii BELIUKOV***Velikiye Luki State Academy of Physical Education
and Sport, Russia*

RUSSIA

Email: da197@yandex.ru

Dr Vasilii CHUMAKOV*Tchaikovsky State Physical Education Institute,
Russia*

RUSSIA

Email: tchaik.nauka@mail.ru

SOUTH AFRICA (RSA)**Ms Nariman LAATTOE***University of the Western Cape*

SOUTH AFRICA

Email: narimanjacobs@gmail.com

SPAIN (ESP)**Prof. Dr Maria José MARTÍNEZ-PATIÑO***University of Vigo*

SPAIN

Email: mjpgatino@uvigo.es

Dr Lourdes MEROÑO GARCIA*Catholic University of Murcia*

SPAIN

Email: lmerono@ucam.edu

Dr Pilar MARTOS FERNANDEZ*University of Granada*

SPAIN

Email: pmartos@ugr.es
sociologia.sport@gmail.com**Prof. Maria PRAT GRAU***Universitat Autònoma de Barcelona*

SPAIN

Email: maria.prat@uab.cat

Dr Ismael SANZ ARRIBAS*Autonomous University of Madrid*

SPAIN

Email: ismael.sanz@uam.es

CHINESE TAIPEI (TPE)**Mr Hua-Wei LIN***National Taiwan University of Sport*

CHINESE TAIPEI

Email: international@tpe-olympic.org.tw
boss@ntupes.edu.tw**THAILAND (THA)****Prof. Sarayut NOIKASEM***Kasetsart University, Bangkok, Thailand*

THAILAND

Email: nsarayut@hotmail.com

TURKEY (TUR)**Prof. Dr Pinar GUZEL***Manisa Celal Bayar University*

TURKEY

Email: pnrguzel@yahoo.com

Prof. Dr Selhan OZBEY*Manisa Celal Bayar University*

TURKEY

Email: selhanozbey@gmail.com

LIST OF PARTICIPANTS

UKRAINE (UKR)

Mr Denys BIELOKUROV

National University of Ukraine

UKRAINE

Email: byelokurov@gmail.com

UNITED STATES OF AMERICA (USA)

Dr Laurel ZEISLER

SUNY Delhi, NY

USA

Email: robzeisler@msn.com

SCHOOLS PIERRE DE COUBERTIN

Mr Petr NÝVLT (CZE)

CZECH REPUBLIC

Email: p.nyvlt@email.cz

Ms Merlin PONNA (EST)

ESTONIA

Email: merlin.ponna@yle.edu.ee

Mr Erland SANDVIK (NOR)

NORWAY

Email: erland.sandvik@oppland.org

Mr Konstantinos TSAKLIDIS (GRE)

GREECE

Email: nbitko@otenet.gr

Mr Christoph WOHLISCHLAGER (AUT)

AUSTRIA

Email: cwohlschlager@gmx.at

MASTER'S DEGREE STUDENTS

Mr Dominik SANDLER (AUT)

AUSTRIA

Email: d.sandler@gmx.at

Ms Dineo TSHOSA (BOT)

BOTSWANA

Email: ramaolo.dinnie@gmail.com

Ms Daiana de Sena FONSECA (BRA)

RJ-Brazil

Email: daianadesena@yahoo.com.br

Ms Han LU (CHN)

PEOPLE'S REPUBLIC OF CHINA

Email: gandongruchu@outlook.com

Ms Christothea CONSTANTINOU (CYP)

CYPRUS

Email: cchristothea@gmail.com

Mr Jiri KOURIL (CZE)

CZECH REPUBLIC

Email: 213777@mail.muni.cz

Ms Greete KEMPEL (EST)

ESTONIA

Email: greetekempel@gmail.com

Mr Yorro NJIE (GAB)

GAMBIA

Email: president.utgsa@hotmail.com

Ms Georgia MOUROUTI (GRE)

GREECE

Email: mourouti.g@gmail.com

Ms Elli KOTZAKOLI – PAPAIOANNOU (GRE)	GREECE Email: ellie.kotzakoli@gmail.com
Mr Georgios XYDIS (GRE)	GREECE Email: xidis_13@hotmail.com
Mr Sergio Rodolfo VARGAS DAETZ (GUA)	GUATEMALA Email: sergiovargasdaetz@yahoo.com
Mr Umapathy JAYAKRISHNAN (IND)	INDIA Email: umapathy_ur@yahoo.com
Ms Maureen Mwende MUNGUTI (KEN)	KENYA Email: mwendemaureen@ymail.com
Mr Charbel RICHA (LIB)	LEBANON Email: charbelr86@gmail.com
Ms Laura Monica VILLALPANDO MORENO (MEX)	MEXICO Email: monicavm90@gmail.com
Mr Clement IYALUEGBEGHE (NGR)	NIGERIA Email: clemjack45@yahoo.com
Mr Jaber Mohamed Said ALSHABIBI (OMA)	OMAN Email: jbr.shabibi@hotmail.com
Ms Nina MALYSHEVA (RUS)	RUSSIA Email: nina5malysheva@gmail.com
Mr Andrew Marq ROBERTS (RSA)	SOUTH AFRICA Email: andrew.roberts.za@gmail.com
Ms Johanna Hendrina WESTMAN (RSA)	SOUTH AFRICA Email: handriwestman@gmail.com
Ms Maria Teresa GARCIA GUTIERREZ (ESP)	SPAIN Email: mariate_91blasco@hotmail.com
Mr Chen HUI-JUNG (TPE)	PEOPLE'S REPUBLIC OF CHINA Email: rudychen69@gmail.com
Mr Fambisai ZIZHOU (ZIM)	Zimbabwe Email: zgambisai@yahoo.com

LIVE STREAMING

Mr Dorre BREUERS (NED)	Digital Broadcast 1, GmbH Vaalser Strasse 540 D – 52074 Aachen, GERMANY E-mail: Dorre.Breuers@mepmail.com
-------------------------------	---

LIST OF PARTICIPANTS

Mr Theo BREUERS (NED)

Digital Broadcast 1, GmbH
Vaalser Strasse 540
D – 52074 Aachen,
GERMANY

E-mail: theo.breuers@composoftware.eu

IOA PREMISES

Mrs Kalomoira NIKOLOPOULOU

*Responsible of the premises in Ancient
Olympia on behalf of the HOC*

International Olympic Academy
270 65 Ancient Olympia
GREECE
E-mail: olympia@hoc.gr

IOA ADMINISTRATION STAFF

Ms Antonia BORBOTSIALOU

Administration Office

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE

E-mail: a.borbotsialou@ioa.org.gr

Ms Alexandra KARAISKOU

*President's Office
NOAs Relations*

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE

E-mail: a.karaiskou@ioa.org.gr

Ms Marilena KATSADORAKI

*Administration Office
Sessions' coordination*

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE

E-mail: m.katsadoraki@ioa.org.gr

Mr Christos SKALIARAKIS

*Financial Services
Logistics*

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE

E-mail: c.skaliarakis@ioa.org.gr

Mr Panos TRIKALIOTIS

Academic Programmes Coordinator

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE

E-mail: p.trikaliotis@ioa.org.gr

Ms Roula VATHI

Publications

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri, Athens
GREECE

E-mail: r.vathi@ioa.org.gr

IOA TECHNICAL DEPARTMENT

Mr Evangelos FRIGGIS <i>Responsible of the Premises in Ancient Olympia on behalf of the IOA</i> <i>Electrician</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: v.friggis@ioa.org.gr
Mr Panagiotis GIANNARAS <i>IT Engineer</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: p.giannaras@ioa.org.gr
Mr Konstantinos KARADIMAS <i>Logistics</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: k.karadimas@ioa.org.gr
Mr Themis VLACHOS <i>Electrician</i>	International Olympic Academy 27065 Ancient Olympia GREECE E-mail: olympia@ioa.org.gr

HISTORIC ARCHIVE ATHENS 2004

Mr George MARGARITIS <i>Scientific Staff</i> <i>Responsible for the Historic Archive Athens 2004</i>	International Olympic Academy 270 65 Ancient Olympia GREECE E-mail: oma11043@gmail.com
---	---

LIBRARY

Ms Ourania GREZI <i>Librarian</i>	International Olympic Academy 27065 Ancient Olympia GREECE E-mail: olympia@ioa.org.gr
---	--

HELLENIC RED CROSS

Ms Maria ATHANASOPOULOU <i>Medical Doctor</i>	GREECE Email: mairi.vasileiou@gmail.com
Mr Nikolaos GIATRAS <i>Hellenic Red Cross Rescuer</i>	GREECE E-mail: nikolakis60@gmail.com
Ms Eleni HALIOTI <i>Hellenic Red Cross Rescuer</i>	GREECE Email: chaliotis1971@yahoo.gr

LIST OF PARTICIPANTS

Mr Nikolaos PLOTAS

Hellenic Red Cross First Aid

GREECE

Email: plotasn@gmail.com

Mr Nikolaos ZIKOS

Hellenic Red Cross First Aid

GREECE

Email: nikosfil58@gmail.com
