

Olympism, Olympic Education and Learning Legacies

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and Learning Legacies

Edited by

Dikaia Chatziefstathiou and Norbert Müller

CAMBRIDGE
SCHOLARS

P U B L I S H I N G

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FOREWORD

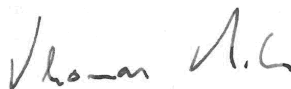
In an ever-changing world, the role of educators is more significant than ever. Because just as education is key to the future of our societies, it is also key to the healthy development of the Olympic Movement.

The founder of the modern Olympic Games, Baron Pierre de Coubertin, emphasised the role of education through sport and this should be no different today.

The mission of the International Olympic Committee has always been faithful to this principle: helping young people around the world to connect and embody the values of friendship, excellence and respect.

This publication also moves in this direction by encouraging students, experts, academics and anyone interested in human development to reflect on Coubertin's vision and the multiple educational opportunities that Olympism can provide.

The contributions of authors from myriad countries further increase our understanding of the global dimension of education through sport.

A handwritten signature in dark ink, appearing to read 'Thomas Bach', with a stylized flourish at the end.

Thomas Bach
President of the International Olympic Committee

ACKNOWLEDGMENTS

We would like to thank all the contributors of the Symposium for helping us materialise our idea to gather in Canterbury during London 2012 Olympic and Paralympic Games and exchange our knowledge on Coubertin's heritage and the future of his pedagogic ideas on Olympism.

Our thanks are extended to Canterbury Christ Church University in Kent, UK, for their help and support in the organisation of the event.

INTRODUCTION

DIKAIA CHATZIEFSTATHIOU
AND NORBERT MÜLLER

This book is largely a collection of the papers presented at the symposium *Olympism, Olympic Education and Learning Legacies*, organised by the *Comité Internationale Pierre de Coubertin* (CIPC)¹. It was held during the London 2012 Olympic and Paralympic Games at Canterbury Christ Church University in Kent, United Kingdom.

Two main reasons led to the organisation of such symposium.

First, although many conferences, seminars and symposia took place in the UK and around the world before and during the London 2012 Olympic and Paralympic Games, their themes tended to focus more on economic issues or on aspects related to the management of the Games (such as legacies and impacts). Thus we felt that there could be a missed opportunity for educators to make their own contributions in relation to the pedagogical dimensions of the Olympic Movement and a symposium focusing on education was needed to provide such platform.

Secondly, the mission of the CIPC is to spread Pierre de Coubertin's ideals of Olympism mainly through educational activities. Hosting a symposium on Olympic Education would help in advancing further this cause and encourage fruitful discussions among people from around the world. Pierre de Coubertin is *education*. As stated in the Fundamental Principle 1 of the Olympic Charter "blending sport with culture and education" is the "recipe" needed for Olympism to be expressed in action.

Therefore, hosting a symposium on education during the London 2012 Olympic and Paralympic Games was not an option but a necessity.

From the perspective of the CIPC we strongly believe that the Symposium made a successful contribution to the current debates on

¹ It should be noted that some presentations of the symposium are not included here, as not all the symposium presenters opted to develop their presentations into a chapter for the purposes of this book. Instead, some other authors have been invited by the editors to offer their contributions due to the relevance of their expertise with the theme of the book.

education and the Olympic Movement, attracting presenters and audience from twenty-five nations of four continents. The Head of Education of the London Organising Committee for the Olympic Games (LOCOG) Nick Fuller was the Keynote Speaker who opened the symposium and presented a detailed evaluation of the success factors of the Get Set, the London 2012 schools education programme. With regards to the content of the papers presented, Olympism as a philosophical and educational idea was put on purpose. Coubertin's thoughts played a central role in many of the contributions. Historical perspectives unveiled new insights such as the influence of Toynbee Hall on Coubertin's educational ideas.

The symposium also warmly welcomed new scholars to present their developing ideas and research. In particular, a Session of the symposium called "Contemporary Issues of the Olympic and Paralympic Games" opened with the presentation of the essays of the student prize winners of the "Coubertin Olympic Awards". This was an essay competition under the patronage of the Princess Royal organised by the CIPC and the Institute of Business Ethics (IBE), which invited students of British Universities to examine the connection between the values and ethics of business and sport. Thus this particular Session included papers which discussed mainly issues of ethics, such as corruption and doping, but also current issues related to the Olympic Movement, such as foreign affairs and diplomacy.

Other Sessions of the Symposium included: "Olympism, education and sport development", which offered approaches on sport education from different perspectives (e.g. psychology, education etc.); "International Perspectives on Olympic Education" which gave us the opportunity to learn more about the new developments on Olympic Education in Asia, Africa, Europe and North America and to realise once again the contemporaneity of Coubertin's ideas and beliefs; and lastly "Coubertin's vision, values and ideals/ other Historical Perspectives" which combined Asian and African perspectives. In particular the comparison between Coubertin and Confucius should stir more research in the universal aspiration and the worldwide reception of Coubertin's ideas.

For the organisation of the book, the themes of the symposium have been kept almost intact with only some minor amendments for facilitating this publication. Next follows a detailed description of the structure of the book.

The organisation of the book

The book is divided into five parts. **Part I “Olympism, values and sport development”** accommodates different views on the ideology of Olympism, its educational dimensions within sport and also more specifically on the role that values can play when taught in the context of elite sport. In Chapter One *Gary Rhodes and Jessica Zlotnicki* offer their insights about how athletes, coaches, and spectators at future Olympic Games could be engaged more with the ideals underpinning the Olympic Games. *Dikaia Chatziefstathiou* in Chapter Two gives her own account on the interpretation of Olympism within the current climate of the Olympic Movement that has redefined its emphasis on youth and sport development. In Chapter Three, from the context of sport psychology, *Tim Harkness* speaks from his own experience as a psychologist for Chelsea FC in the UK and discusses how values can be taught as “skills”. Remaining in the field of elite sport, *Jens Flatau* presents in Chapter Four the existing tensions for an Olympic athlete and how values and ideals can play a significant role in his/ her sporting career.

Part II “Contemporary Issues of the Olympic and Paralympic Games” contains several current key issues of the modern Olympic Movement. The role of volunteering for the success of an Olympic Games has long been documented in the relevant literature. In Chapter Five *Eisya Azman* examines the motivations of people who applied to volunteer for the London 2012 Olympic and Paralympic Games in London. Her research examines factors such as age, gender and geographical differences. What has also been a substantial part of the practices of the modern Olympic Movement that has contributed to its expansion is sponsorship. However ambush marketing has challenged the smooth relationships between the organisers, sponsors, athletes and spectators. *Vagelis Alexandrakis* reviews in Chapter Six how/ when ambush marketing started occurring and discusses the different possible solutions to the existing challenges. The next two chapters deal with political issues involved with the Olympics. In Chapter Seven *Yoav Dubinski* discusses the complex relations between Israel and the Olympic Movement, while in Chapter Eight *Panagiotis Trikaliotis and Dimitris Gargalianos* review the literature and discuss how nation-states have practised foreign policy through sport. In Chapter Nine *Anfisa Kasyanova* makes a proposal of developing an Olympic education programme that focuses on multicultural education for Modern Pentathlon stakeholders (i.e. the Union International Modern Pentathlon (UIPM), national federations and national sport clubs).

Finally, this part concludes with two chapters that explore the future plans and potential legacies of the Olympic and Paralympic Games from different angles. **Geoffrey Kohe** in Chapter Ten examines how the London 2012 Olympic Education initiatives could raise a sociological awareness, and continues by offering an alternative conceptualisation of Olympic education for leveraging learning legacies. In Chapter Eleven **Doralice Lange de Souza, Bárbara Schaustek de Almeida, Suélen Eiras de Castro, Arthur Bacellar Silva and Ana Paula Prestes de Souza** offer their understanding and interpretation about what are the promises of sporting legacy from Rio 2016 by the Brazilian government as declared in official documents after the development of the Olympic Bid.

The founder of the Modern Olympics, Baron Pierre de Coubertin spoke openly about his own ideas and vision with regards to sport, education and culture. In **Part III “Coubertin’s vision, values and ideals & other Historical Perspectives”**, the different authors develop their own accounts about Coubertin’s views and help us understand better his views and philosophy. This section also accommodates some historical analyses of key developments that happened in the modern Olympic Movement. In the first chapter of this section, Chapter Twelve, **Norbert Müller** gives important historical information about how Coubertin saw in the modern pentathlete the ideal of a “perfect sportsman” and introduced the Modern Pentathlon in the Olympic programme. In Chapter Thirteen, **Manfred Messing and Norbert Müller** make a significant contribution in the scholarship regarding Coubertin’s ideas by their comparisons of Coubertin and Confucius. Next, **Jean-Loup Chappelet** examines in Chapter Fourteen the political purposes underpinning the modern Olympics and discusses more specifically Coubertin’s motives and purposes. In Chapter Fifteen, **Pascal Charitas** explores the diffusion of Olympic spirit in the continent of Africa after World War II offering significant historical information about how during those times the Olympic values were incorporated into existing institutions, and how the global diffusion of the *Olympic ethic* still continues. In Chapter Sixteen, **Stephan Wassong** analyses the interpretation of the well-known motto of Olympic sport “Citius-Altius-Fortius” by athletes and sport officials and discusses how the IOC dealt and has been dealing with the challenges that are raised against it. Finally, in the last chapter of this section, Chapter Seventeen, **Jörg Krieger** examines the influence that Toynbee Hall, a settlement house in Whitechapel, London, has had on Coubertin by drawing parallels between Toynbee Hall and Coubertin’s “Popular University”.

The **fourth part “International Perspectives on Olympic Education”** includes a number of different perspectives on Olympic

Education as understood and practised by the authors in their respective countries: Slovenia, Germany, Brazil, USA, Greece and Argentina. In Chapter Eighteen, **Milan Hosta** describes a tool for promoting Olympic values in Slovenia featured by the acronym SPORTIKUS which represents nine core moral values and reflects the purpose of the European Union (EU) White Paper on sport: **S**chool for life, **P**lay fair, **O**bey the rules, **R**espect others, **T**olerate and appreciate, **I**mprove your skills, **K**now the limits, **U**nite in fun, **S**upport green sport. **Peter Kovar** approaches Olympic Education from an anthropological point of view in Chapter Nineteen and examines the components of a holistic education based on the Olympic values. Next, **Nelson Todt** from Brazil presents in Chapter Twenty the findings of an evaluation of a sport programme conducted by the Brazilian Pierre de Coubertin Committee (BPCC) in partnership with the Fundação Tênis (FT) aiming to achieve social inclusion. In Chapter Twenty-One **Constantine Psimopoulos** gives an outline of programmes and relevant courses that have incorporated elements of Olympism and maps out the scene of Olympic Education in Higher Education in the USA. Moving to Argentina, **Daniel de la Cueva** offers his own perspective in Chapter Twenty-Two about the conceptualisation of Olympic Education. In Chapter Twenty-Three, **Evangelos Albanidis and Smaragda Karasimopoulou** review the evolution of Olympic Education in Greece, while also examine its continuity after the end of the Athens 2004 Olympic and Paralympic Games through the “Kallipateira” Programme (2005-2008). Undoubtedly, an important role that Olympic Education can potentially play is to be utilised as a tool for conflict resolution. Fourth part ends with Chapter Twenty-Four in which **Alexis Lyras** presents a case study approach in order to provide evidence about the educational process and conditions under which sport served as a vehicle for positive transformation of conflict in Cyprus, an island with a long history of conflict. His chapter focuses on the conditions and the educational components of the first contact between Greek-Cypriot and Turkish Cypriot children, parents and instructors.

The **final part** of this book is dedicated to young scholars, the winners of the Coubertin Student Awards, an essay competition that took place among UK higher institutions for three consecutive academic years (2010, 2011, and 2012) under the Patronage of the Princess Royal. The competition was organised by the International Pierre de Coubertin Committee in partnership with the Institute of Business Ethics, which is based in London. The main theme of the competition was: “The Olympic Ideals Applied to the World of Business”. Student teams of 2-4 individuals

were called to write an academic essay critically discussing key challenges of the modern Olympic Movement, such as corruption, doping etc.

The **2010 Winners Alessia Fioranzi and Giuseppe di Florio** outline in Chapter Twenty-Five the Olympic values and examine their transition from the ancient to modern times, while reflecting whether/ how they could be applied to the world of business. The **2011 Winners Brenda Atuona and Luke J. Harris** argue in Chapter Twenty-Six that corruption in sport takes on many forms, and can potentially threaten the future of sport. In their essay they examine the ways in which the integrity of sport has been affected by athletes and officials breaking rules in the past 117 years. Finally, the **2012 Winners Paul Bretherton, Carla Silva and Shane Kerr** examine in Chapter Twenty-Seven the ideals and values of “Olympism” and “Paralympism” and their continuing significance in the context of sponsored Corporate Social Responsibility (CSR) initiatives at the 2012 Summer Olympic and Paralympic Games in London. In their essay they first discuss CSR and the values of Olympism and Paralympism at a theoretical level before moving on to examine specific examples of private sector CSR schemes at London 2012.

The CIPC would like to take this opportunity and express their gratitude to all the presenters and participants of the symposium. Without a doubt, all of you contributed much to its great success. This has to be highly valued as it constitutes tangible evidence that research on Coubertin and his educational endeavours for the Olympic Movement and beyond still receives an academic popularity.

We hope you will all enjoy reading this book as much as we enjoyed participating in the symposium.

Dikaia Chatziefstathiou
and Norbert Müller

PART I

OLYMPISM, VALUES AND SPORT DEVELOPMENT

CHAPTER ONE

INITIATIVES BEYOND THE COMPETITION: COMMON PURPOSES CONNECTING INTERNATIONAL SPORT AND EDUCATION

GARY RHODES AND JESSICA ZLOTNICKI

Clearly, we need to use education to advance tolerance and understanding. Perhaps more than ever, international understanding is essential to world peace -understanding between faiths, between nations, between cultures. Today, we know that just as no nation is immune to conflict or suffering, no nation can defend itself alone. We need each other -as friends, as allies, as partners- in a struggle for common values and common needs.
-Kofi Annan, Former United National Secretary General (Annan 2001)

The aim of this chapter is to define the important role that education can play in supporting athletes and coaches at future Olympic Games to engage them in the ideals of Olympism. The goal of the Olympic Movement, according to the International Olympic Committee (2011) is to “contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play” (p. 10). While competition and athletic strength is the cornerstone of the games, the other goal of ‘building a peaceful and better world’ is not as easily addressed. However, that role is the emphasis for discussion.

It is the contention of the authors that at the Olympic Games, including the London Olympic Games in 2012, more could have been done to intentionally educate athletes and coaches about issues connected to international learning, understanding, and thereby better support the ideals of the Olympic Games. This could include a range of educational resources that could be provided to athletes and coaches through a combination of on-line individualised modules as well as real-time

discussion sessions and presentations that could occur in the Olympic Village itself during the Olympic Games.

The end product would be supportive of a more internationally sensitive community of athletics and their coaches, which could help the true spirit of the games to emerge.

The authors have developed similar materials and information for college and university students who study in countries outside their home to enhance that experience. Similar to the support for student mobility, the Olympics create a cross-cultural opportunity for young people throughout the world (with varying languages, religions, experiences, perspectives and resources) to interact. While Olympic athletes are the most accomplished in the sports within which they compete, there is only limited attention given to provide opportunities to enable these athletes to learn together and take time for designed reflection both about the similarities and differences that define our world. Fair competition is one important aspect of the Olympics that translates to fair interactions between people. However, defining, developing and assessing fair interactions in real life outside of the athletic competition itself is not currently a designed part of the Olympic experience. This chapter details how to enhance international learning to enhance global understanding during the Olympic Games.

Sports, International Understanding, and Education

In a 2003 report, the United Nations Inter-Agency Task Force on Sport and Development and Peace indicated that well-designed sport-based initiatives are practical and cost-effective tools to achieve development and peace objectives (United Nations 2003, 24). Resulting dialogue on this topic suggests that in particular, the Olympic Games provide an opportunity for athletes to learn, to exchange ideas, and to foster international understanding. In this context, the Olympic Games need to become an opportunity for athletes to examine their own culture and that of their fellow competitors (Hartman and Kwauk 2011). It is also important for coaches to deepen their cross-cultural expertise to guide their athletes in this learning process.

Leaving their home countries for the Olympics, athletes may experience differences in manners, beliefs, customs, laws, language, art, religion, values, concept of self, family organisation, social organisation, government, and behaviour. Athletes bring their culture with them. As such, the Olympics has the potential to provide a space for intercultural

conversation, to gain cross-cultural awareness and where national stereotypes can be challenged (Torres 2011, 10).

Being aware of cultural differences can allow athletes to better understand each other and avoid unnecessary negative interactions. Optimally, this education can increase the opportunities for positive interactions and opportunities to engage in dialogue to better understand the countries and cultures where other athletes come from. This is important because not only is the spirit of the games one of friendly competition, but also in our globalised world, these interactions can have much deeper implications. Along with understanding the cultures of other athletes, experiencing new cultures can help athletes obtain a better understanding of the athlete's own culture and result in high impact opportunities for reflection. Showing respect to other athletes through cross-cultural awareness can help increase and enhance opportunities for the development of short-term, medium-term, and long-term relationships through the connections made during the Olympics. Similar opportunities are also available for the coaches, who, along with athletes, need specific educational intervention to enhance personal awareness. The spirit of Olympism suggests these kinds of interactions and reflections are at the core of the goals of the modern Olympic Games.

International awareness needs to be taught. Just because Olympians come together to compete does not mean that the athletes or their coaches have cross-cultural competencies. In this context, international travel and participation by athletes alone does not meet the goals of the Olympics. Moreover, interacting with athletes from other countries without education can reinforce existing negative stereotypes and misunderstandings. As such, events and interactions during the Olympics have not always translated into positive reflections of the ideals of Olympism. One example that occurred prior to the London 2012 Olympics was an example of an athlete not being sensitive to the cultures of other athletes. Greek triple jumper Voula Papachristou was eventually banned from the Olympic Games for racist comments mocking African migrants and expressing support for a far-Right political party, which she delivered, on Twitter.

Education on Olympism and the use of social media by athletes could provide opportunities for athletes to share their experiences with others to support Olympic ideals and reinforce the importance of avoiding the type of communication, which resulted in the removal of Voula Papacristou. With the ease of using technology and spreading messages using the Internet, there is a need for pro-active learning that provides cross-cultural