

2014



THE OLYMPIC IDEA QUO VADIS?

3rd International Symposium for
Olympic Research



ABSTRACTS



Monday, September 8th, 2014
Johannes Gutenberg University Mainz



time	main room	parallel room		
9:00 - 9:30	Registration			
9:30 - 9:50	Prof. Dr. M. Dreyer (Vice President Johannes Gutenberg University, Mainz) Prof. Dr. Dr. h.c. G. Doll-Tepper (Vice President DOSB and Chairperson DOA) MinDir G. Böhm (Head of the Department for Sports, Federal Ministry of the Interior)			
9:50 - 10:10	Aim of Symposium & First Research Report: Holger Preuss (GER)			
10:10 - 10:20	Laudatio			
10:20 - 11:00	Key Note: Lamartine DaCosta (BRA): The Key Role of the Olympic Values for the Legitimacy of the Olympic Games			
11:00 - 12:00	Round Table I: Olympic Idea - Quo Vadis (6 panel members - 5 continents) moderated by Holger Preuss			
Lunch				
13:00 - 13:25	Olympic Values	Olympism		
13:25 - 13:50			Girginov (GBR): Olympic Values and Censorship	Hsu (TPE): An Inquiry on Compatibility between East Asian Confucianism and Modern Olympism – a Humanistic and Global Perspective
13:50 - 14:15			Guala (ITA): Perception of Olympic Values on Citizens of a Former Host City - Torino 2006	Kang (KOR): An East Asian Perspective on the Olympics Idea: The Human Body and the Olympic Games as The Raw and the Cooked of Claude Levi-Strauss
14:15 - 14:40			Kaplanidou (USA) & Berber (TUR): The Sochi 2014 Olympic Games - Event Image and Olympic Values	Schütte (GER): How to Get Attracted to the Games – Types and Role of the Starting Moment
14:15 - 14:40	Schnitzer (AUT): The Legacies of the Youth Olympic Games on the Local Youth	Sehlikoglu (TUR): Muslim Female Olympians vs. Hijabi Olympians: How to Handle the Outfit Regulations?		
Coffee Break				
15:00 - 15:25	Agenda 2020	Ideals as seen by stakeholders		
15:25 - 15:50			Gargalianos (GRE), Toohey (AUS), Stotlar (USA), Asimakopoulos, (GRE), Chelladurai (USA): A Managerial Perspective on the Complexity and Simplicity of Organizing the Olympic Games	Straub & Preuss (GER): Olympic Values as Seen by Sport Students in Germany and Austria – A Comparison of Surveys from 1992 to 2014
15:50 - 16:15			Chappelet (SUI): Towards a more Inclusive Olympic System	Fleischmann (GER): Paralympic Youth Camps - an Attempt to Activate Olympic Ideals
16:15 - 16:40			Chatziefstathiou (GBR): Olympism in Action: Keep Olympism Alive 365 Days a Year	Rodrigues (BRA): The 'Vilas Olímpicas' of Low-income Communities in Rio de Janeiro
16:15 - 16:40	Klos (GER): Agenda 2020 - A Perspective of NOCs	Binder (CAN): Olympic Values & Olympic Education of School Children		
Coffee Break				
17:00 - 18:00	Round Table II: Olympic Idea and its implication in Agenda 2020 (6 panel members - 5 continents) moderated by Holger Kühner (Southwest German Radio - SWR)			
18:00 - 18:20	Presentation of results from the workshops 1. Agenda 2020: What is the scholarly position on the Olympic Agenda 2020? 2. Values – population: How should the Olympic Idea be activated among the population of Olympic host cities? 3. Values – fundamental principles: How current are the fundamental principles of the Olympic Charter? 4. Values – measurement: How can we collect valid perceptions on the Olympic Idea in different cultures?			
18:20 - 18:30	Closing Ceremony			
20:00 - 22:00	Official Dinner			

THE OLYMPIC IDEA QUO VADIS?

3rd International Symposium for
Olympic Research

The Olympic Games is the most prestigious sport event in the world which provides extraordinary sporting, social, cultural, and environmental opportunities for the host city and the region. Furthermore the Olympic Games are the only peaceful festival which is celebrated by humans from all nations under the same understanding of rules (sport competition) and being fascinated by its ceremonies and rituals.

However the Olympic Movement cannot be guided or further developed by the IOC without knowing its position. Under the new president, Dr Thomas Bach, Agenda 2020 was announced which is an attempt to address major changes in the Olympic Movement.

Olympic scholars agree that the values attributed to the Olympic Games are essential ingredients that make the Olympic Games special and keep the interest in such event. In the run of the time the environment changes as well as the perception on Olympic values is not stable over time. Values and value propositions are changing at a fast pace today.

In 2012 the Olympic Movement had to learn that Italy withdraw from its Rome 2020 bid due to the lack of support from the Italian government (<http://www.bbc.co.uk/news/world-europe-17030257>). Just recently, Vienna (Austria) did not bid for the Olympic Games 2024 and Graubünden (Switzerland) and Munich (Germany) not for Olympic Games 2028. All cities failed by public votes against the respective event. However, the past Olympic Games in London 2012 as well as the great interest in the Sochi 2014 Winter Games somewhat proved that there is interest in such mega-event and the Olympic Movement behind.

The values and principles of Olympism (as written in the Fundamental Principles in the Olympic Charter) claim to be universal. They must not change over time, but at all times we see rule changes reflecting social changes. For many stakeholders and probably also for the IOC it is of interest to learn about the current structure of Olympic Idea and how particular values are perceived.

The Organisers of the Olympic - Idea Quo Vadis:

Prof. Dr. Holger Preuss – OIN researcher

Johannes Gutenberg University Mainz

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Johannes Gutenberg University Mainz

Bogdan Coman – Local coordinator

Johannes Gutenberg University Mainz

Thomas Könecke – Local coordinator

Johannes Gutenberg University Mainz

Dr. Norbert Schütte – OIN researcher

Johannes Gutenberg University Mainz

Prof. Dr. Lamartine DaCosta – OIN researcher

State University of Rio de Janeiro

Prof. Dr. Köningstörfer - OIN researcher

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Dear colleagues and friends,

One goal of this symposium is to bring Olympic scholars together. We are happy to announce that the symposium will gather scholars from 21 nations. The frame is set to enable all of us to exchange thoughts and meet hopefully interesting people as well as to meet with old fellows.

But we are not limited to 21 nations and approximately 70 scholars. The symposium is open and will be live streamed worldwide. A blog will enable everyone in the world with internet access to attend the symposium and contribute to the discussion.

Another purpose of this symposium is to add knowledge to the multi-step research project "OIN - Olympic Idea Nowadays".

An excursion to the wine valleys, focus group interviews, workshops, presentations and podium discussions should enable everyone to bring new ideas and thoughts into the group. Additionally, many parts of the symposium will be recorded in order to capture your thoughts and bring your ideas in the overall research project.

We aim to investigate the structure of values that are explicitly and implicitly associated with the Olympic Games as perceived in different cultures. During the symposium in Mainz, it will be discussed whether the Olympic Idea is still in good health present or declining. If the latter, we would like to explore which of the Olympic values are threatened today and which values may just have changed over time.

We wish you a great time in Mainz

Yours



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Keynote: The Key Role of the Olympic Values for the Legitimacy of the Olympic Games

Lamartine DaCosta, State University of Rio de Janeiro

Abstract

Historically the Olympic Games have been an international values-led cultural and social achievement. Thus far, in the 1990s I had proposed for the historical re-interpretation of the Olympic values, the framework of “process philosophy” to follow-up the continuing changes toward an adaptation to external influences into the Olympic Games and their partner organizations (DaCosta, 1998). Later, in 2005, Dikaia Chatziefstathiou demonstrated “that Olympism may be defined, not as a set of immutable values, but as a process for consensus construction in terms of values in the world of global sport.” This understanding today might be presented itself as opposed to the common vision toward the Olympic Movement’s future which would be dependent of the capability to reinforce its organization facing external challenges. However, managing mixed-motives situations usually found in international relationships, the IOC deals with ambivalences by its all-embracing kind of mediation. But ambivalent decisions usually demand a benchmark for their clarifications and so forth Olympic values might as well stand to legitimate those mediations. In short, values-led legitimacy is the synthesis of the search of the IOC towards the continuation of Olympic Games’ existence and development (DaCosta, 2013). Unsurprisingly, Preuss, Schütte, Könecke and DaCosta (2014) surveying “suggestions to keep the Olympic Movement alive” found that most of the consulted Olympic scholars (n=190) “set focus on Olympic values” as the preferable option among 13 choices. For those respondents the Olympic values might as well be associated with the Games as a matter of “good governance”. Should this proposal be a solution to the Olympic Games at 2016 in Rio de Janeiro, creating an “acid” test for future versions of Olympics taking into account the growing public opposition to sport mega-events worldwide?

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THE OLYMPIC IDEA QUO VADIS?

Olympic Values

Papers:

Girginov (GBR): Olympic values and censorship

Guala (ITA): Perception of Olympic Values of citizens of a former host city - Turin 2006

Kaplanidou (USA) & Berber (TUR): The Sochi 2014 Olympic Games - Event Image and Olympic Values

Schnitzer (AUT): The legacies of the Youth Olympic Games on the local youth

Olympic values and censorship

Vassil Girginov, Brunel University, vassil.girginov@brunel.ac.uk

Abstract

This paper addresses the underexplored link between the promotion of Olympic values and the role of censorship exercised by the 2012 London Organising Committees of the Olympic Games (LOCOG). Organising Committees of the Games are only the custodians of Olympic values for a limited period of time and they have a duty to actively promote them in a consistent and fair manner. This urges scholars to pay more attention to the practices of OCOGs in promoting Olympism. The study draws on the author's own experience in working with LOCOG on a multidisciplinary study concerning the 2012 Games. Conceptually, the study builds on Sheriff's (2000) notion of cultural censorship to interrogate the creation of 'loud' and 'silent' places of Olympic history in the context of London. It reveals that the main mechanism for enforcing cultural censorship has been through 'bracketing' or the provision by the government of exclusive privileges, tax reliefs, exclusion zones and other exemptions for LOCOG. Bracketing is discussed as a discursive practice which has given political significance to certain themes while silencing others, which would have undermined the 'official story'. Moreover, bracketing has also determined what counts as valuable knowledge and what does not. The implications of discursive practices for the ownership of knowledge on the Olympic Games are also examined.

Perception of Olympic Values of Citizens of the Former Host City - Turin 2006

Chito Guala, University of Turin

Abstract

In the context of the 20th Olympic Winter Games 2006 six surveys have been conducted on Turin's population. The aim of the project was investigating the public opinion regarding the Games (attitudes, problems, concerns, opportunities, expectations, etc.). The surveys were conducted through four polls before the Olympic Games, in November of 2002, 2003, 2004, 2005, and two polls after the Olympic Games, in March and November 2006. Each sample contained 900 interviews. The data was gathered through computer assisted telephone interviews (CATI), with representative samples based on gender, age, education and territorial distribution in the city of Turin (900.000 inhabitants). The sampling error of the study is plus/minus 3%.

The methodology used was a longitudinal with the same sampling strategy (it was not a *panel* study, with the same sample along the time). Parts of this study's results have been presented in other publications on the subject of main expectations of the population. Furthermore, the results were also used in order to show how the public opinion can change analogue to the preparation phases of the event (first projects, noise pollution, problems related to construction works, structural interventions, etc.).

In past presentations minor attention has been paid to values and symbols related to the Games; after the Games, the two polls carried out in 2006 dealt with the evaluation of positive and negative outputs, and with the material and immaterial legacy.

On the contrary, this presentation considers some results of the 2002, 2003 and 2004 surveys on Turin's population. The general attitude about the Olympics, the image of the Games, and their qualitative meaning is investigated (sport or media event, economic or cultural event?). Other results deal with the general interest and curiosity toward the 2006 event, considering also the availability of people interviewed in serving as volunteers (in the first survey 9% were surely positive and 35% slightly in favour).

The interviews also consider other questions, related to the main concerns (e.g. corruption, risk investments or environmental damages); some figures have already been presented at other conferences, but now it is possible to consider some of the quoted answers as indicators of a more general attitude towards the Olympic movement and its values.

Results show that Olympic values could be neglected as people rather pay attention to "useful" legacies (material and immaterial): they know that the legacy is more important than the Games themselves, since the Games generally run ok while a bad legacy would be tragic. The Olympic values alone are not involving so much, but if they are not respected in the real policies, then the public opinion is very concerned. It is distinguished between a more theoretical approach and a more practical one: if the Olympic values do not fit with real behaviours and decisions, they risk to remain abstract, and far from the sensibility of the local community

Based on the results, the IOC has two opportunities:

>> The first opportunity is to leverage traditional (positive) symbols and defend the original message and values, paying attention to the theoretical issues and the "pillars" of Olympism

>> The second opportunity is to pay more attention to the material legacy (re-use of facilities and villages, new buildings and infrastructures), and considering at the same time the immaterial legacy (local pride, new image of the host city, new skills derived from to the Olympic experience,

the capacity of facing other new mega events, etc.). In this case, the Olympic values and symbols remain in the background, not connected to decisions, organizational issues and the outputs after the Games.

These two opportunities should be balanced in a unique project, preserving the role of the traditional issues, and at the same time focusing on the overall effects of the Games in the short and long run. However, the boundaries between these two options risk to shift, and require a high level of dedication and monitoring.

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The Sochi 2014 Olympic Games: Event Image and Olympic Values

Kyriaki Kaplanidou, University of Florida, kiki@hhp.ufl.edu

Serkan Berber, Anadolu University, serkanberber@anadolu.edu.tr

Abstract

Put forth by the International Olympic Committee (IOC) in February 2014, the Olympic Agenda 2020 aims to explore how to sustain the Olympic values (excellence, friendship, respect) to ensure long term development of the Olympic movement (IOC, 2014). One of the key themes in that agenda was the topic of differentiation that focuses on understanding the characteristics of the Olympic Games that are distinct. Within this mindset, this study aimed to explore what are the top of mind thoughts about the Sochi 2014 Games among onsite spectators and how these relate to the Olympic values. Data were collected by two trained interviewers from February 9 till February 17, 2014 from 205 spectators that were in primarily restaurants within the Olympic Park in Sochi during the Games. A two-page self-administered survey was used.

The majority of the respondents (62.4%) were male, with an average age of 32 (SD=7.51). The annual household income for 63% of the respondents was from €20,000-€40,000. The majority of the respondents were university graduates (84.4%) and Caucasian (96.1%). Two third of respondents (66.8%) were European, followed by American (12.7%) and Canadian citizens (11.2%). The majority of the respondents (85.4%) said that Sochi Olympics is their first Olympic experience while 14.6% visited one more Olympic Games in the past. For most of the respondents, it was the first time visiting Sochi (92.2%) and Russia (73.2%).

The survey asked the respondents to write the three words that come to mind when they think of the 2014 Sochi Games. The results focus on the first word to remove bias from further cognitive processing that could happen in the second and third word reference. A large percentage of the respondents offered words related to the Sochi Games tagline "hot, cools, yours" (46.3%, n=95), followed by words related to the event management and organization (16.1%, n=33), the host destination (12.2%, n=25), emotional aspects (n=7.8%, n=16) and the sport competition (6.8%, n=14), event prestige (2.9%, n=6), socio-cultural (2%, n=4), commercial (2%, n=4), nationalism (1.5%, n=3) and athletes (1%, n=2). The resulting themes suggests some relationship and differentiation from the Olympic values. For example Excellence relates with the theme of event prestige and event organization/management, and socio-cultural with the Olympic value of friendship. Taken together the results suggest that the Olympic values permeate to some extent the perceived event image of the Games. These results therefore, allow for a deeper understanding of the Olympic Games image that can assist the development and application of strategies related to each separate Games. These strategies will create a platform of differentiation for the Olympic identity. Certainly, the results from Sochi suggest the effective promotional efforts of the Sochi organizers given that the Sochi tagline of Cool, hot, yours was mentioned the most. Thus, promotions could have utilized more Olympic value content which would have had a positive impact on increasing the knowledge of the Olympic values among onsite Olympic Games spectators.

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The Legacies of the Youth Olympic Games on the Local Youth

What about Olympic ideals? A case study of Innsbruck 2012

Martin Schnitzer, University of Innsbruck

Conrad Götzl, University of Leipzig

Aim of abstract

The Youth Olympic Games (YOG) were officially inaugurated with the first summer edition in Singapore in 2010. Being an international sports event targeting young athletes aged 14-18, a major innovation of the YOG is its unique Culture and Education Programme (CEP) which aims to introduce young athletes to Olympism and the Olympic values (IOC, 2013). The organisers of the Winter YOG 2012 in Innsbruck, Austria aimed to reach also the local youth by integrating them in the "School Sports Challenge" (SSC) programme and the "World Mile Project" (WMP). The aim of this abstract is to give an insight, whether the local youth has been enriched by the Olympic ideals and values or not.

Theoretical background

The idea of the CEP at the Innsbruck 2012 YOG was giving young locals the chance to interact with each other and to learn about different cultures and other topics such as Olympism or social responsibility. Most of the research of the YOG illuminated the CEP (Krieger, 2012; Wong, 2013; Kristiansen, 2013; Schnitzer et al, 2014) from an athlete's perspective. No extensive scientific research apart from Götzl (2013) has been found that specifically analyses the CEP and its impacts towards the youth of the host city.

Methodology

A survey of 349 school pupils in the region of the Tyrol was conducted prior (53 classes in 34 schools) and after (34 classes in 16 schools) the YOG 2012 in order to understand whether participation in CEP activities (in this case the WMP) would influence the pupils' interest in the YOG 2012 in general and the Olympic ideals. For the research project a group of 311 school pupils participating at the WMP and a control group of 38 school pupils (not participating at the WMP) was chosen. Both groups filled out online questionnaires during their classes being supervised by their teacher. The quantitative data were evaluated using SPSS at a significance level of $\alpha=0.05$.

Results, discussion and conclusions

The results of the survey reveal that school pupils have positively linked Olympic ideals to the YOG (an exception was "amateurism"). Between the two groups (participants at the WMP and control groups) no significant differences have been noticed. Furthermore results show that the Olympic ideals (apart from "amateurism") have a high importance to the school pupils irrespectively their participation at the WMP. Finally, school pupils participating at the WMP have shown more interest in Olympic topics than the control groups after the YOG 2012.

From an overall perspective the results reveal that local pupils in the Tyrol have positively linked the YOG to Olympic ideals and that Olympic ideals have an importance to the youth. Offering a CEP for school pupils creates interest in Olympic topics amongst the local youth.

It must be noted that participants in the SSC haven't been integrated in the survey and therefore the results do not draw a complete picture. Furthermore also a qualitative approach (e.g. conducting interviews, focus groups) would help getting a deeper understanding on single aspects of the WMP (e.g. issues related to the organisation of the CEP).

The results do not reflect the CEP's long-term effect on the school pupils. They represent only a 'snapshot' in a very dynamic process of single experiences. Therefore a large research project analysing the legacies of the YOG and its CEP three years after the WYOG 2012 is planned.

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THE OLYMPIC IDEA QUO VADIS?

Olympism

Papers:

Hsu (TPE): An Inquiry on Compatibility between East Asian Confucianisms and Modern Olympism – a humanistic and global perspective

Kang (KOR): An East Asian Perspective on the Olympics Idea: The Human Body and the Olympic Games as the Raw and the Cooked of Claude Levi-Strauss

Schütte (GER): How to Get Attracted to the Games – Types and Role of the Starting Moment

Sehlikoglu (TUR): Muslim Female Olympians vs. Hijabi Olympians: How to Handle the Outfit Regulations?

An Inquiry on Compatibility between East Asian Confucianisms and Modern Olympism – a humanistic and global perspective

Leo Hsu, Da-Yeh University Taiwan

Abstract

There has been growing concern recently from members of EASSOS (East Asian Society for Sport and Olympic Studies)¹ on whether it is necessary to believe firmly on Olympism with its Western emphasis on the value of universalism. In contrast, it can be argued that it is important to establish East Asian reflective perspectives of "olympism" and sport studies that may be seen as post-"Olympism". The purpose of this paper is to evaluate whether western oriented Modern Olympism can be compatible with East Asian Confucianisms. Confucianism normally refers to the ethical and philosophical system developed from the teachings of the Chinese philosopher Confucius (551BC-479BC). Confucius stresses two central phenomena "righteousness" (yi, 義) and "human-heartedness" (ren, 仁). "Righteousness (yi, 義) means the "oughtness" of a situation. "Human-heartedness" (ren, 仁) means to act with consideration toward others. The emphasis of Confucius' teaching is on virtue. While modern Olympism and Confucian teachings have several ideas in common, there are also some other criticisms about Confucianism concerning anti-physical culture, gender equality, class/hierarchy distinction and narrow family style paternalism. This paper clarifies the different notions of their philosophical nuclei and explains why sports in Taiwan or other regions in East Asia are less important compared with other educational activities. While it is not an easy task to evaluate a philosophy which is fundamentally different in terms of different physical culture, it would be inappropriate to assume that the ideals of Modern Olympism and East Asian Confucianisms have nothing in common. Despite some criticism about Confucianism, certain positive educational implications (i.e. character education and harmony) have been derived also and can be considered as a potential contribution for universal humanistic sport education.

Keywords: Olympism, Confucianism, Humanism, East Asia, West

¹ The East Asian Society for Sport and Olympic Studies (EASSOS) was founded at The Centre for Olympic Studies (COS) of Hong Kong Baptist University, 18th May, 2012. The EASSOS organizes bi-annual formal academic seminars intended for researchers engaged in scholarly research on the East Asia Olympic movement, its history and the impact of the Olympic Games on the various aspects of contemporary society and culture. The Society also encourages exchange of information and intercultural networking of East Asian experts in order to promote better cross-cultural sports-related educational programmes for East Asian regions.

An East Asian Perspective on the Olympics Idea: The Human Body and the Olympic Games as the Raw and the Cooked of Claude Levi-Strauss

Shin-pyo Kang, Inje University

I. Introduction

The Olympics Idea consists of two Begriffs (concepts), the "Olympics" and "Idea", both of which have no fixed entity but are only in the endless process of redefining, remaking, recreating, renovating and reconstructing/destroying in the field of the Sozial Welt (social world) of human beings.

II. Two Concepts: Olympics and Idea

Raw vs. Cooked by Claude Levi-Strauss

Human Body vs. Olympic Games

_____ . in ordinary life vs. sanctuary

_____ . in the sanctuary [Ancient Olympia and Delphi] ☐ consisting of 3 parts:

1. Temple
2. Theater
3. Stadium

Maestro of each parts are the Mediators =>>

1. Priests at the Temple
2. Artisans performing music, dance, drama and poem recitals at the Theater
3. Athletes who are the victorious man (not woman) at the Stadium

III. Five Rings and Five Lines

Greek myth ---- Olympic history =☐ modern Olympic games

As music code:

The Five Rings of the Olympic Games could be understood with the Olympic anthem (Five lines of music code) written Spiridon Samaras (musical arrangement) and Kostas Palamas (lyrics), 1958.

Olympic anthem: 1. Narrative, [lyrics]
 2. Melody [syntagmatic] => time dimension
 3. Harmony [paradigmatic] => space dimension

IV. Time and space in the Life-world

Lebenswelt (Life-world: time-dimension): History

"*Le cœur a ses raisons que la raison ne connaît point*" (The heart has its reasons that reason knows nothing of)

Lebensraum (Life-world: space-dimension): Nation-State, Cities and Continents hosting the Olympic Games.

“Legacy, Myth and Prophecy”

Olympic myth is now a legend.
 To meet, the people of the 21st century.
 Legacy of the Olympic Games goes
 To where, to what and by who?
 Can a new legacy blossom
 One after another from this meeting?
 Meeting of east / west and of north / south
 Encountering of the four corners of the world.
 Let’s celebrate the International Olympic Committee
 With its new President His Excellency Jaquie Rogge
 Along with the new millennium hope and vision
 Together we represent cultural diversity.

Kang, Shin-pyo

Miquel de Moragas, Christopher Kennett, and Nuria Puig, eds., *The Legacy of the Olympic Games: 1984-2000* International Symposium, Lausanne, 14th, 15th and 16th November 2002, Lausanne: International Olympic Committee, 2003. p.5.

V. Conclusion

Dae-dae cultural grammar in the three East Asian Olympic Games: Tokyo (1966), Seoul (1988) and Beijing (2008).

Wait and see Pyongchang, Korea (2018, winter) and Tokyo, Japan (2020, summer). for “Olympic Ideas, Quo Vadis?” at the East Asia.

How to get attracted to the Games – Types and role of the starting moment

Norbert Schütte, Johannes Gutenberg University Mainz

Abstract

The Olympic Games are not an ordinary scientific issue. Ordinary scientific subjects may be interesting or boring but Olympics always lead to emotional debate. Some fell in love and some hate the Olympics but only a few see the Olympics without deep emotions or any interest. This has been always a topic of Olympic research. In this contribution it is tried to figure out the starting moment: Which event/incident got researchers initially interested in the Olympic Games? A lot of different theories pointed the importance of the first moments out (eg. Rogers 1983). Are they of the same or of different types? Does the starting moment have any impact on preferred Olympic values? For example scholars who had their starting moment due to the sports at Olympic highlight more the fair play value than others.

This contribution is part of the Olympic Quo Vadis Project, that conducted an online survey of N= 191 (2014). Scientists and other who were close to Olympic studies from all over the world were interviewed. They were asked which event/incident got they initially interested in the Olympic Games. They could fill in a small text. After that content analysis was conducted.

The answers differ a lot but some main features could be isolated. The three most often stated features are: 31.8% were attracted by the sport (eg. track and field, swimming). 26.5% named an Olympic event (eg. London 2012) and 25.8% were attracted in the childhood. 13 Features were isolated. None of them has a mentionable impact on Olympic Values or of positive/negative feelings concerning the Olympics. Of course another step with a new questionnaire design with standardized features has to follow to improve the result.

Taking the result of the first step of the research serious it does not mean bad news. It showed that the community of the researchers find after the starting moment individual ways to accent the different Olympic Values and their attitude to the Olympics. The accent and the attitude may be shaped by other incidents of live or the perception of the development of the Olympics.

Muslim Female Olympians vs. Hijabi Olympians: How to Handle the Outfit Regulations?

Sertaç Sehlíkoglu, University of Cambridge, *ss935@cam.ac.uk*

Abstract

The London 2012 Olympics was a significant moment in the history of the Olympics as female athletes from all of the participating countries were present at the event. As a result of their efforts, the London Olympics have proven to be an important event in the history of Muslim sportswomen as well, with the highest participation of Muslim female Olympians. In this paper, I will revisit the efforts of the London Olympics Committee towards women's inclusion and highlight those efforts from perspective of equality and equal participation. I suggest not using the term "Muslim women" too liberally when discussing the issue, as it tends to deny non-headscarf wearing Muslim sportswomen's presence in sports history.

This paper is based on ethnographic research material conducted from February 2011 to mid-September 2012, as part of a (recently submitted) PhD dissertation in social anthropology. The ethnographic research includes semi-structured in-depth interviews with 18 people from Turkish, Afghani and Pakistani Olympic Committee members female Olympians as well as interactions with London Paralympic Committee members, who asked for my suggestions towards the accommodation of Muslim female Olympians for London 2012.

This paper underlines the ways in which solving the outfit problem of hijabi (a.k.a. headscarf-wearing) Olympians by allowing designs that ensure preservation of safety concerns allowed headscarf-wearing Muslim Olympians to participate the Games. This paper proposes an circumspection against ways of identifying the Muslim headgear itself as a barrier to women's sport as opposed to recognizing the inability of international sports organizations to "reconcile with universal secular ettiquettes" in sport, and the "cultural, or religious needs" of some minority groups (Amara, 2008). While doing so, this paper also takes a critical position regarding the cases where female Olympians from particular countries are constrained by the clothing regulations of their countries and compulsory veiling, such as Iran and Saudi Arabia.

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A decorative graphic consisting of a 3x3 grid of squares. The top row has a grey square, a red square, and a grey square. The middle row has a grey square, a red square, and a red square. The bottom row has a grey square, a red square, and a grey square.

THE OLYMPIC IDEA QUO VADIS?

Agenda 2020

Papers:

Gargalianos (GRE), Toohey (AUS), Stotlar (USA), Asimakopoulos, (GRE), Chelladurai (USA): A managerial perspective on the complexity and simplicity of organizing the Olympic Games

Chappelet (SUI): Towards a more inclusive Olympic System

Chatziefstathiou (GBR): Olympism in action: keep Olympism alive 365 days a year

Klos (GER): Agenda 2020 - a perspective of NOCs

A managerial perspective on the complexity and simplicity of organizing the Olympic Games

Dimitris Gargalianos, Democritus University of Thrace, Greece

Kristine Toohey, Griffith University, Australia

David Stotlar, Northern Colorado State University, USA

Makis Asimakopoulos, Synergy Sports, Greece

Packianathan Chelladurai, Troy University, USA

Abstract

According to the Olympic Charter, Basic Principle 3 (2013): “The Olympic Movement is the concerted, organized, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world’s athletes at the great sports festival, the Olympic Games...”.

The Olympic Games (OG) has evolved to a very complex project involving many individual (i.e., athletes, coaches, judges, administrators, medical staff, contractors, etc.) and organizational (i.e., International Olympic Committee, National Olympic Committees, International / National Sport Federations, Organizing Committee of Olympic Games, Ministries, commercial companies, international organizations, etc.) stakeholders, who need to work together in order to accomplish many tasks and provide a variety of services (i.e., accommodation, transportation, catering, broadcasting, etc.). Yet, thousands of ticketed spectators and billions of TV viewers do not realize this complexity at all, as everything in the sporting competitions happens on the announced time and at a high organizational standard. Well, how does this happen?

This paper addresses the question: “How a complex event like the Olympic Games becomes simple?” through a managerial perspective. According to Freeman (1984) an organization’s management capability is determined by its ability to identify and understand its stakeholders, the proper processes necessary for dealing with them and the proper methods necessary to achieve organizational objectives in collaboration with them. By doing so the Organizing Committee becomes a system (Robbins, Coulter, Leach & Kilfoil, 2012) through which numerous and diverse participants accomplish multiple, and not always entirely congruent, purposes (Donaldson & Preston, 1995).

The complexity of the Games is explained by using a 3-dimensional graphic model, which depicts the event’s stakeholders and the interrelationships among them. The practical implication of this model is that it allows managers of OCOGs, especially those who do not have previous experience in Olympic matters, as well as all other Olympic stakeholders to quickly and comprehensively understand the complex and entwined organizational processes that may not be readily apparent.

A study on the Athens 2004 OCOG supported the argument that the organizational efforts of an OCOG are founded on and guided by Weber’s (1947) tenets of bureaucracy (division of labor, authority structure, system of abstract rules, impersonality and technical competence), which allow the complexity of the Olympic Games to transform into simplicity.

Using the above as a case study, the question posed by the title of the conference could be approached from a managerial perspective as follows: The Olympic Idea today could be more transparent, interesting and attractive to more people (and the words “concerted”, “organized” and “universal” included in the Basic Principle 3 of the Olympic Charter could be more meaningful) if stakeholder theory on the complexity side and Weber’s tenets of bureaucracy on the simplicity side were more efficiently employed.

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Towards a more inclusive Olympic System

Jean-Loup Chappelet, University of Lausanne

Abstract

One of the main missions of the Olympic Games, every four years, and of the International Olympic Committee (IOC), all year round, is to showcase clean sport. But sport has changed a lot since Coubertin. And the Games must inevitably adapt to remain unique and manageable. One should first speak of sports rather than sport. There exist more than 140 “sport disciplines” organised around the world and new ones are regularly created since the 1970s. Only about forty are organised at the Summer Olympic Games. It is not possible to significantly increase this number without making the Games more difficult to organise and to manage. A new edition of the Olympic Games must therefore be created: the Olympic Spring Games which would be similar to the current World Games reserved for non-Olympic sport. Or one would have to accept at the Olympic Winter Games, which have a light programme, sports which are not practised on ice or snow, as proposed by track cycling (this requires an amendment to the Olympic Charter). The Olympic System also needs to be as inclusive as possible for all athletes of the world, from sport for all to elite sport. The (classical) Games would of course remain dedicated to the best athletes, but other existing multisport competitions should be more integrated in the Olympic System: The Paralympic Games (for handicapped athletes), The Universiads (for under-23 or-25-year athletes, U23-25), The Youth Olympic Games (to be dedicated to U17), even perhaps the Masters Games (for senior athletes) or the International School Games (for U14). The Olympic Day Run would continue to be organised every year for all at national level (as it has been since 1983 in many countries).

These integrated multisport competitions would all receive the Olympic label and would be regularly organised during the four years of the Olympiad, according to a calendar that would culminate with the (classical) Olympic Games (Winter, Spring and Summer). Hence the competitions would be more attractive for athletes and media, and would generate more financial resources for their organisation. Moreover they would keep the Olympic idea alive all year round. Several cities and countries would also be able to bid and organise these competitions more easily. In order to keep the Games unique, it is not possible to concentrate on sport only. It is also necessary to call upon the four other, essential dimensions of the Games: ceremonies, culture, flame relay and live sites. These four dimensions raise other emotions than sport and are moving more people, notably youth and other audiences less touched by competitive sports than before. The (classical) Olympic Games and other multisport games are already integrating these four, powerful dimensions. For instance, the Youth Olympic Games and the Francophone Games insist on culture and education. Most multisport games have relays. Musical concerts are more and more organised in conjunction with sport events (cf. the Super Bowl).

The Games will remain unique if such important changes are made. As in between the two World Wars, the Olympic System is facing strong competition from many multisport games. At the time, it was known as the Workers’ Games, the Women’s Games and the Spartakiads. The Olympic System must now react in order to preserve the uniqueness of the Games (and also work toward their better manageability).

Olympism in action: keep Olympism alive 365 days a year

Dikaia Chatziefstathiou, Canterbury Christ Church University

Abstract

For the average person in the street the ‘Olympics’ conjures up images (perhaps both positive and negative) of intense elite sporting competition (sometimes drug fuelled), sporting pageantry (sometimes with political and nationalistic undertones), with instantly and globally recognisable (and commercially exploitable) Olympic symbols such as the Olympic rings and the torch, huge sponsorship deals, and media viewing figures which suggest that a considerable proportion of the world’s population has viewed at least some part of the Games. Paradoxically, however, despite the global reach of the Olympic Games, and the different Olympic education programmes (e.g. OVEP), ‘Olympism’ as a set of values, statements or core concepts central to the practice of Olympic sport and to the Olympic movement, which for the most part is intended by its proponents to be global in its application, is perhaps little known beyond a group of scholars, administrators, and other Olympic cognoscenti. Perhaps one of the reasons is that a solution has not been found in achieving a shared and negotiated consensus in the name of Olympism and its value of multiculturalism, given the forces of globalisation for homogenisation and fragmentation. As I have highlighted in my continuous scholarly work¹ on Olympism, Olympic values and Olympic education, the culturally diverse meanings and values associated with Olympic sport in the contemporary world pose a key challenge: the construction of *consensus* around its values. The majority of the Olympic Education programmes rely heavily upon a top-down approach in values education. However, it seems that there is a lacuna for an Olympic pedagogy that is:

- **Bottom-up** with local communities be understood as best equipped to identify their needs, clarify the nature of values associated with their traditions and cultures and choose appropriate tools of education.
- **Intercultural** wherein sport provides the medium for culture to engage with each other and for the Olympic Games to provide perhaps the only single space for pluralism in contemporary society – and this is central to the **‘uniqueness of the Olympic Games’** (*another theme of the Olympic Agenda 2020*).
- **Critical** with an underlying philosophy that effective educational programmes emerge from long-term learning experiences among self-directed learners. Local project ‘ownership’ is consciously promoted through full user-group participation in formulating and implementing programmes.

I concur with the conclusion that one of the key challenges facing those who value Olympism in a multicultural and multipolar world, is the *consensus* around its values. This construction can only

¹ See for example Chatziefstathiou, D. and Henry, I.P. (2012) *Discourses of Olympism: From the Sorbonne 1894 to London 2012*, Palgrave Macmillan: Basingstoke; Chatziefstathiou, D. and Norbert Mueller (2014) (Eds) *Olympism, Olympic Education and Learning Legacies*, Cambridge Scholars Publishing: Cambridge, UK; Chatziefstathiou, D. (2011) Changes and Continuities of the Ideology of Olympism in the Modern Olympic Movement, *Sport in Society*, 14(3), pp. 332-344; Chatziefstathiou, D. (2012) “Olympic Education and Beyond: Olympism and Value Legacies from the Olympic and Paralympic Games”, *Educational Review*, Volume 64, Number 3, 1 August 2012, pp. 385-400(16); Chatziefstathiou, D. (2012) “Un Consensus Négocié pour les Valeurs Olympiques et Paralympiques”, *Journal d’École Nationale d’Administration*, p. 18, July 2012; Chatziefstathiou, D. (2012) “The Contemporary Global Olympic Movement”, *Global Sports Law and Taxation Reports*, September 2012

be achieved by the development of opportunities for discourse between the various parties/ stakeholders involved, and should be seen as a process rather than an outcome since, as the last century of Olympism has illustrated, one of the few 'constants' on which one can rely is change. Olympism as an 'ideal' may in such circumstances be defined, not as a set of immutable values, but as a process for consensus construction in terms of values in the world of global sport.

Olympic Agenda 2020 – The Bid Experience

Evaluation of the Winter Games Bids 2010 – 2018 and Recommendations for the IOC's Olympic Agenda 2020

Stefan Klos, PROPROJEKT Germany

Abstract

Under the auspices of newly elected president Dr. Thomas Bach, the IOC initiated a broad debate on the future of the Olympic Movement. The main focus of the IOC is to foster youth through sport while strengthening sustainability and credibility. It has therefore set up 14 working groups to gather reactions, criticism and suggestions from both members of the Olympic Movement as well as the interested public. Their contributions will be incorporated in the Olympic Agenda 2020, the strategic roadmap of the IOC which is expected to be finalised by the end of 2014.

Besides their engagement in several of the official working groups, the four National Olympic Committees (NOCs) of Austria, Germany, Sweden and Switzerland contributed to this process by preparing a Joint Paper. The paper "Olympic Agenda 2020 – The Bid Experience" gives an insight into the personal experiences the committees recently made with bidding for Olympic Games. All four committees were planning Olympic bids in the recent past but all bids failed due to a lack in national or at least regional public or political support. As members of the Olympic Movement, the four NOCs however feel it is their responsibility to support the IOC in keeping the Olympic brand attractive and to strengthen the confidence of the public in the Olympic Movement.

The paper, coordinated and compiled by German bidding experts PROPROJEKT / AS&P, has been developed in two steps: in a first step, a thorough analysis and evaluation of the past three Winter Olympic Games bid processes and all related official documents was conducted. In a second step, the results of this review were presented to the management of the four involved NOCs in a joint workshop. This format provided the opportunity to openly discuss and interpret the results, the underlying grounds and possible future actions. The workshop team identified eight major challenges within the IOC requirements and the bid process and proposes possible approaches how to tackle these challenges. All eight theses can be subsumed under three topics that the involved committees deem relevant, i.e. the process of bidding, the costs of the Games and the scale of the Games. Briefly summarised, the four NOCs ask the IOC for more dialogue and support in bidding, with a clearer focus on sustainability, more of an open partnership with regards to the costs and the risks of hosting the Games and more flexibility with regards to the scale of the Games. The overall aim of the paper is to focus on the Olympic Values to achieve sustainability, reduce complexity and increase transparency and flexibility for potential bid cities. It is necessary to ensure that the requirements and the procedures in place allow for more nations to successfully put forward bids in the future. The authors hope that the paper offers a basis for discussions and an impetus for new ideas valuable for the development of the Olympic Agenda 2020.



THE OLYMPIC IDEA QUO VADIS?

Ideals as seen by stakeholders

Papers:

Straub & Preuss (GER): Olympic Values as seen by sport students in Germany
Chappelet (SUI): Towards a more inclusive Olympic System

Fleischmann (GER): German Paralympic Youth Camps - an attempt to integrate Olympic values in Paralympic youth work

Rodrigues (BRA): The 'Vilas Olímpicas' of Low-income communities in Rio de Janeiro

- 1. Binder (CAN): Olympic Values & Olympic Education of school children**

Olympic Values as Seen by Sport Students in Germany and Austria - A Comparison of Surveys from 1992 to 2014

Janine Straub, Johannes Gutenberg University Mainz

Holger Preuss, Johannes Gutenberg University Mainz

Research Question

We investigated if the knowledge about and attitudes towards the Olympic Idea and single Olympic values of the German-speaking sport students have changed over the years. In the past 22 years society and political systems have changed as well as the Olympic Games and its appearance. Another question we had was whether the socialization through a culture and political system (East- / West-) Germany or Austria had an influence on the awareness of Olympic Values.

Method

We interviewed sport students. They were chosen because we pretend that they should have a strong interest in sports and that they had also thought deeper about the Olympic Idea, either by interest or by classes that attended. We investigated sport students after the Olympic Games in 1992, 1996 and 2000 (Preuss 1996; 1997; 2002) by paper and pencil surveys. The same questionnaire was then used as an online questionnaire to interview students after the Olympic Winter Games in Sochi 2014. The 2014 research was administered at the end of June 2014. We addressed sport students from 12 universities in Germany and three in Austria by asking colleagues at the respective universities to spread the announcement. In the first three surveys (n=1653) we differentiated between students studying in universities in East- or West-Germany or Austria. In the 2014 survey n=649 students participated. In this survey we did not differentiate by the location of the university but by the socialization of their parents. 22 years after unification of Germany all students have basically grown up in the West German school system, but their parents may have educated them differently based on their socialization.

In all data comparisons among the four studies we took care that the sample was homogenized based on all available socio-demographic data.

Results

Some of the key findings are:

1. Students rate the "future of the Olympic Idea" today different to the group interviewed after Barcelona 1992. Most of them see a sustainable future of the Olympic Idea.
2. However, change in the perception of Olympic Values in the period from 1992-2014 was found. Values such as "citius, altius, fortius" and "peace" got significantly higher ratings in importance than "mutual understanding" values that lost in importance.

3. The present results reveal that the value “performance” grew notably in comparison to “taking part is everything”, but “to participate” is still mentioned more often by students than “citius, altius, fortius”.
4. The unaided awareness of values proved to be still differently perceived by persons socialized by different cultures and political systems. Significant differences could be shown regarding the values of „fair play“, "peace“ and "citius, altius, fortius". All values are mentioned significantly more often by students grown up in households with East-German parents.

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Paralympic Youth Camps – an attempt to activate “Olympic Ideals”

Norbert Fleischmann

Aim of abstract

The staging of Olympic Youth Camps has a long and rich tradition in Germany. The German Sports Youth Organization for Disabled within the NPC Germany (DBSJ) took over this concept and has organized Paralympic Youth Camps (PYC) since Barcelona 1992 during the Paralympic Summer Games and since Vancouver 2010 also during the Paralympic Winter Games.

Participants are young athletes aged 14 to 18. Since Sydney 2000, participants without a handicap can take part, too. Within this context PYCs target “Olympic and Paralympic Ideals”. On top of that the PYCs have two aims, the motivation of young people to participate in Paralympic elite sport and/or the motivation to volunteer in their sports organization (DBSJ).

However, related to these goals is the activation of Olympic Ideals such as “personal excellence”, “friendship” and “respect”.

The study presented here aims to prove whether the above mentioned targets of the PYCs among the participants were reached during the PYCs.

Methodology

All together 201 young people participating in the PYC between Barcelona 1992 and Vancouver 2010 were interviewed. In a survey (administered in 2011) information about a) individual experience of the Paralympic Games, b) the program of the PYC and c) the priority of their further engagement in high performance sport and training were collected. Additionally, I collected data on the participants’ objectives set during or shortly after the Games they attended and whether they feel if they have reached these goals.

A part of the questions are based on Rheinbergs (2006) theory of intrinsic motivation. According to him motivation is „aktivierende Ausrichtung des momentanen Lebensvollzugs auf einen positiv bewerteten Zielzustand“ [translation: the activated alignment of the present life implementation on a positive feedback target state].

From most of the former participants no current addresses were available. Overall I reached a response rate of 20% of the population, which is acceptable.

To safeguard the results of the survey, additional interviews with participants were realized and a further survey with the participants of the PYC London 2012 was conducted. Here a response rate of 90% was realized.

Results, discussion and conclusions

The quantitative and qualitative analyses of the survey and the London 2012 survey provided insights in the changed motivation during and after the participation in a PYC.

The DBSJ goals for the PYCs to motivate the youngsters for high performance sport, to become a Paralympian and to give them new goals were achieved. For those youngsters who were already on their way (in their self-perception) to become a Paralympian, the camps additionally motivated them to continue in high performance sports and to achieve a new and higher level of performance. In the IPC terminology they achieved motivation to “personal excellence”.

The experiences and impressions made during the PYCs motivated 80% to set themselves higher goals in sport and as a consequence of this they trained more intensively and they were also able to better deal with “problems” in school as well as with training and competition.

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The 'Vilas Olímpicas' of low-income communities in Rio De Janeiro

Arianne C. Reis, University of Basel

Fabiana R. Sousa-Mast, University of Basel

Abstract

In 2003 was officially introduced in the Olympic Charter that the promotion of a positive legacy to the host cities/countries of the Olympic Games is one of the IOC's missions. This significant addition to the Olympic Charter led all subsequent bidding cities to consider not only the impact of the Games on their communities but also how better to leverage opportunities for long-term positive development in areas beyond infrastructure. As the Olympic Movement's main goal is to contribute to a better world by educating youth through sport, one key legacy to be considered is the sport participation legacy, now commonly found in Olympic bids.

The first effort coming from Brazil to host the Olympic Games (Brasília 2000) did not place significant attention on sport participation as a legacy to be planned for, but mentions of sport policies were frequently included, some of which alluded to potential participation legacies. The following bids made by a Brazilian city to host the Olympic Games came from Rio de Janeiro, to host the 2004 and the 2012 Games. This time more detailed documents, several mentions were made to potential legacies, but none of them were explicitly related to sport development. In fact, the term was used quite loosely and the documents provided no clear indication of actual plans and strategies to leverage the Games for anything other than infrastructural reforms. This scenario changed in the bid for Rio 2016; the Bid Book highlights that hosting the 2016 Summer Olympic Games would be a great opportunity for Brazilian society, and for *cariocas* more specifically, to enhance the quality of life of its young population through sport participation. Moreover, this document mentions that sport programmes for youth, based on 'Olympic values', can be a tool for social inclusion and education and would therefore be prioritised by the organising committee as a legacy outcome of the Olympic Games.

Apart from the successful candidacy for the 2016 Olympic Games, Rio de Janeiro has also served as the stage for diverse sport mega-events in recent years (the 2007 Pan American Games, the 5th CISM Military World Games - 2011, the 2013 FIFA Confederations Cup, the 2014 FIFA World Cup). Fulfilling the requirements for hosting these events means that the city had to invest a large amount of public money in sport facilities. In order to understand how people living in a marginalized communities have benefitted (or not) from these investments, this study investigated the perceptions of the local population on the current and potential sport legacies of mega sport events, particularly Rio 2016, and how these investments will likely affect their sport participation rates, particularly for children and youth of their communities.

This study was developed following a case study approach focusing on four public sport facilities of the municipal government-funded programme 'Vilas Olímpicas' (Olympic Villages), and on the challenges faced by the users of these facilities within the context of the city's 'sport decade'. The 'Vilas Olímpicas' is the name of the programme as well as the name used to designate the physical space where the programme is run, commonly a large purpose-built sport complex constructed by the city government to host the sports and physical activities offered in the programme. The overarching aim of the programme is common to all 'Vilas Olímpicas' in the city; that is, to provide free opportunities for sport and leisure in low-income communities. The target groups of the 'Vilas Olímpicas' are mainly children and adolescents, but they also offer activities for adults and the elderly. The size, number of individuals participating in activities, and facilities available vary from one venue to another. Actively participating residents, those who are enrolled in formal activities

in one 'Vila Olímpica' only, can sum up to 3,500 individuals; however the 'Vilas Olímpicas' spaces are informally used by up to 8,000 local residents.

The qualitative data collection method employed for this study was focus groups. A semi-structured interview schedule was prepared prior to the focus group meetings. Questions were grouped into four main themes: 1) demographics (which were individually collected prior to the start of the focus group itself), 2) the 'Vila Olímpica' in the lives of your children and yourself, 3) Olympic legacies, and 4) Olympic legacies in your community and 'Vila Olímpica'. The focus group interviews were attended by 10 parents/users in each of the four 'Vilas Olímpicas'. The focus groups ranged in time from 45 to 90 minutes and were all audio recorded. The profile of participants was varied (i.e. age, profession, level of education), which provided richness to the discussions.

Results from focus groups conducted in the 'Vilas Olímpicas' were organised into three main themes. Theme 1 indicates that health, including mental health, is one of the main reasons why parents take their children to participate in activities of the 'Vilas Olímpicas'. The second emergent theme was the lack of investment in sport programmes by the government, and more specifically on the 'Vilas Olímpicas' themselves, despite the grand scale investments in the before-mentioned sport mega events. The third theme revealed that although most participants were extremely positive about the experience of having major events such as the Olympic Games being held in the city, very few indicated there was indeed a potential for increasing interest in sport and sport participation.

The study concludes that, despite being one of the key areas of the Rio 2016 Legacy Plan, sport development initiatives aimed at promoting sport participation have not, so far, been extensively felt or successful in reaching the people who are in most need. It seems, therefore, that increasing mass sport participation in Rio de Janeiro is not ranking highly in the Brazilian legacy agenda. The results of this research did not differ from others conducted worldwide. In general, the few studies available in this field indicate that sport mega events have little to no effect on physical activity behavior, and that, usually, those already involved in sport are the ones who show increased levels of participation from the staging of sport mega events. Thus, it is necessary to conduct more studies in the field of sport participation legacies if we are to contribute to planners' and managers' efforts to maximize the opportunities presented by the Olympic Games to improve physical activity participation rates.

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Olympic Values & Olympic Education of school children

Deanna L. Binder, Royal Roads University, Victoria, Canada

Abstract

In this presentation a theoretical framework for Olympic values education will be outlined followed by key results and insights of projects in developing countries which applied aspects of Olympic pedagogy to promote positive values in educational settings.

Although Olympic education programs world-wide are based on information and values associated with the Olympic Movement, they are grounded in national, historical, pedagogical, sport/physical education and Olympic traditions and purposes. Guided by the hermeneutic idea of philosopher Hans Georg Gadamer (1989) that application co-determines understanding, this presentation briefly explores the conversations between theory and application that evolved during the implementation of three Olympic-related curriculum projects. Each of these projects was informed by specific fields of then-current educational theory, and offered understandings and insights that guided the curriculum development of *Teaching Values: an Olympic Education Toolkit* (2007), the Olympic Values Education Toolkit of the International Olympic Committee's OVEP Program. Questions which were the focus of research for these projects include:

- Do the Olympic Games and topics related to Olympism have relevance in educational contexts such as schools?
- Are the Olympic values “universal values” as is stated in the Olympic Charter?
- What are the educational values of Olympism? How should these values be articulated for educational purposes?
- How do young people learn values, and, from the answer to this question, how do we teach them?

Since the 1980s Olympic education initiatives have gradually moved from a focus on knowledge about the Games to a focus on teaching the so-called “Olympic values” - values that are inherent within the Fundamental Principles of the *Olympic Charter*. This focus presents pedagogical and a methodological challenges for all four of the approaches to Olympic education as described by Naul (2008).

- the knowledge-oriented approach which “seeks to explain the Olympic idea by means of its historical and educational legacy” (118)..
- the experiential approach which “employs encounters both inside and outside the school at games, sports, art and music festivals” (118).
- the physical achievement through effort approach focuses on the idea that individual and social development occurs through intense efforts to improve oneself in physical endeavours and through competition with others (Gessman 2002 & 2010).
- the lifeworld-oriented approach “links the Olympic principles to children’s and young people’s own social experience in sport with their experiences in other areas of their lives” (119). This approach interprets the Olympic ideals as a motivation for learning activities in all aspects of life, integrated with active participation in sport and physical activity.

The following observations act as a summary for the understandings about curriculum development in Olympic values education that flowed from practice:

- In a world where obesity is a major concern, and where children in deprived communities need hope and a sense of achievement, physical activity and sport have an important role to play. The symbols and ceremonies, sports and cultural events of the Olympic Games are inspiring and motivational. They provide a relevant context for learning and teaching activities
- Exercises and stories based on Olympic themes provide a natural motivation for values-based teaching activities in a variety of subject areas. They will help young people to explore the traditions of their own national and cultural communities. They will support the goal of sport as well as the goal of education in schools to improve the moral and physical development of their participants and students.
- Stimulating the imagination of learners is another educational method used in Teaching Values. All athletes know the power of the imagination in helping them to accomplish a result or goal. Positive and creative use of the imagination can also help young people to develop new attitudes, new ways of thinking about themselves and others, and then to explore different ways of behaving. Current insights about how the brain functions strongly affirm the value of positive cognitive, affective and kinetic engagement.

Assessment and evaluation of the effectiveness of Olympic values education initiatives involve complex methodological issues in situations – e.g., classrooms, sport clubs, events - where it is very difficult to control variables. Qualitative case study research, with a variety of data collection processes, is the usual methodological approach. Quotes from the unpublished Master's degree theses of two students highlight the potential of case study research to illuminate positive outcomes of Olympic values education initiatives.

Iran – Maryam Jafri. 2012. Effects of Olympic values education program on increasing hope for life and self-esteem of the children affected by cancer. A research project of the Mahak Institute.

“According to their parents after the program they were so motivated to study their lessons, to do sport. They planned for their future to be successful and strive to reach to their goals. Even the parents told that they feel more comfortable in the group activities and gained more self-confidence.” (Quote from a presentation to the ICSSPE International Congress, Glasgow, 2012)

Puerto Rico – Deborah Franco. 2012. Will an Olympic Education Program have an effect on knowledge, behavior and attitudes on the youth of a Behavior Modification Program in a Mental Hospital? University of the Peloponnesus/International Olympic Academy.

Results (excerpts from a number of pages)

Improves the participants' ability to work in a cooperative learning setting (p. 67)

- “I liked to work as a team because we did not have to complain with the teachers and we got to manage and participate as a group.” (Student with drug abuse and depression)
- “ What I really liked about the project is that we work as a team and we never did that before.”(Student with low self esteem and depression)

- “ I felt very proud of us because we did a good job as a team and that is the important part.” (Student homicide attempt and violent behavior)
- “ I was angry when I went down to take the class, but after working in groups I felt so much better.” (Student with violent behavior and drug abuse)
- “I really liked to work as team because I got to clear my mind and I felt good and for the first time we work great as a group.” (Student with aggressive behavior)
- “What grabbed my attention significantly from this project was the cooperation of all staff and allied therapies teachers, even students themselves making posters and working with staff to make the project a real success, I feel very satisfied because it was truly educational and different.” (School Director)

In her discussions on how to create caring schools, Nel Noddings (1988) describes four fundamental strategies for nurturing the ethical ideal: dialogue, practice, confirmation and modeling. In sport as in life, values-based teaching, using these strategies, is intentional teaching. It is also a holistic and complex undertaking involving homes and families, community, schools, churches, the media and the state of ethics in the political and corporate life of the nation. Because of its prominence as an inspirational global event, and its educational mandate through the vision of the *Olympic Charter*, the Olympic Movement can make an ongoing contribution to this endeavour. The future of Olympic education should, therefore, be a values-focused journey with assessment and evaluation (A&E) elements to monitor effectiveness.

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