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Olympic education in Spain as a multi-facet enterprise

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The education and sport system of Spain

The appointment of Juan Antonio Samaranch as National Delegate for Physical Education and Sports in 1967 and the introduction of the General Education Law of 1970 served as a boost for sport in Spanish society, with the launch of campaigns promoting physical activity, the creation of basic sports facilities that enabled the practice of sport, and the recognition of physical education as an academic discipline (Bielsa Hierro and Vizuete Carrizosa, 2005). Currently, under the overarching responsibility of the High Council for Sports, housed within the Spanish Ministry of Education, Culture and Sport, Spanish sport has now become structured and forms an integral part of the lives of millions of Spanish people.

During the period 2015–2016 there were 8,111,298 primary and high school students (aged six to 18), for whom sport forms a compulsory aspect of their education, according to data from the Spanish Ministry of Education, Culture and Sport (Ministerio de Educación, Cultura y Deporte, 2015). Latest figures from vocational training institutions and university education linked to sport revealed that 24,347 and 21,468 physical education students respectively were enrolled during the 2013–2014 academic year. On a more practical level, the 2015 national survey of sport practice in Spain found that 53.5 per cent of the Spanish population (aged 15 and over) practices sport, and that 87 per cent of this figure does so at least once per week (Ministerio de Educación, Cultura y Deporte, 2016).

The international success of Spanish sport in different disciplines such as football, basketball and tennis, among others, can be viewed as a consequence of the modernisation of the sporting structures within the country, mainly since the 1992 Barcelona Olympic Games. This development is evident not only through the technology, infrastructure and training models used, but also through the incorporation of education within and around sport; with education on the values associated with sport now integrated within the majority of elite youth sport schools in the country.

Historical evolution of the Olympic Movement in Spain

The Spanish Olympic Academy, founded in 1968, was the first National Olympic Academy in the world. Since its establishment, its main purpose has been to disseminate the Olympic ideals, particularly the vision of Pierre de Coubertin, from a humanistic perspective. It has also made a significant

contribution towards linking and accounting for the connection between the Modern Olympic Movement and the Games of Antiquity.

Spain has also been a pioneer in the creation of University Centres devoted to the study of Olympism. The Centre d'Estudis Olímpics de la Universitat Autònoma de Barcelona (CEO-UAB) was created in 1989, just before the Barcelona Olympic Games, with the goal of delivering research, teaching and knowledge management on issues around Olympic Studies. Currently, 35 Olympic Studies Centres exist in Spain, active to varying extents, though united in placing Olympic education at the heart of their existence. The Barcelona Olympic Games represented an important qualitative leap in all aspects related to Olympism, from the practice of sport locally and nationally to the place occupied by sport in Spanish society, as an activity which goes beyond the sporting arena to become integrated within everyday life.

Development of Olympic education in Spain

According to Conrado Durántez, the President of the Spanish Olympic Academy, Olympic education entails the dissemination and teaching of the principles of Olympism to society. However, such teaching should be considered from two different angles: schools on the one hand and universities on the other. Olympic education in schools places emphasis on explaining the context of both the modern and the ancient Olympic Games, though it mainly concentrates on the area of Olympic values. The university context is fundamental to the Spanish Olympic Academy since this is where modern Olympism was born (Durántez, 2011). In this educational context, it should never be forgotten that Olympic education for athletes is also a crucial issue for the Spanish Olympic Academy. However, more work remains to be done on this aspect in collaboration with National Olympic Federations, who do not appear to show much interest in it.

The foundation of the National Olympic Academy

In 1957, José María Cagigal, a pedagogue and lecturer at the Institute of Physical Education in Madrid, published *Hombre y Deporte (Men and Sport)* (Cagigal, 1957), which included several articles on the ancient Olympic Games. This book is worthy of note, not because it was the first one on the topic in Spain, but rather because Cagigal and Durántez were the promoters of the Spanish Olympic Academy, the first of its kind to be founded (in 1968).

Again, Cagigal, in conjunction with Miguel Piernavieja, founded the markedly humanist university journal entitled *Citius, Altius, Fortius* in 1959, the focus of which was very modern. It also took a multidisciplinary approach to sports studies (Olivera, 2006). The year 1965 was very important for the dissemination of Olympism in Spain. On the one hand, the Spanish Olympic Committee published Pierre de Coubertin's *Memoires Olympiques* in Spanish (*Memorias Olímpicas*) (Coubertin, 1965) and Durántez (1965) published *Los Juegos Olímpicos Antiguos (The Ancient Olympic Games)* after his first visit to Olympia.

The Spanish Olympic Academy's activities began on 25 November 1968, the date when the institution was founded (although it was initially called the Olympic Studies Centre), under the auspices of Juan Antonio Samaranch, who at that time was the President of the Spanish Olympic Committee and 'National Delegate' or Minister for Sport. José María Cagigal and Conrado Durántez were very interested in being able to disseminate the principles of Olympism in Spain, especially after a series of visits that they had made to Olympia at the beginning of the 1960s.

Cagigal considered the National Institute of Physical Education (INEF), a Spanish sport- and education-related centre, to be the best place to start disseminating the values of Olympism. At that time, there was no specific Olympic education-related subject within INEF's teaching. It was only possible to offer Olympism-related content in the History course, but the approach taken to it was partial, focusing solely on the Games and ignoring any reference to the figure and principles of Pierre de Coubertin, according to Conrado Durántez, the President of the Spanish Olympic Academy. Today, the 27 Olympic Studies Centres in existence in Spain organise courses that focus on teaching the principles of Olympism, though there are still no subjects solely dedicated to this topic on the curricula of Spanish schools or universities.

In 1988, a step forward was made in the dissemination and teaching of Olympism and its values. To be precise, a document founding the Ibero-American Association of Olympic Academies was signed. The association was formed by representatives of Argentina, Peru, Ecuador, Portugal and Spain. Two years later, the Pan-American Association of Olympic Academies (APAO) was founded. Twenty-seven countries formed part of that association, of which the Spanish Olympic Academy contributed to creating 20 of their academies. In addition to the biannual meetings, the Spanish Olympic Academy sends every APAO member various publications and studies that further the transmission and teaching of the values of Olympism to society.

The impact of the Barcelona Olympic Games

In the case of the Barcelona 1992 Olympic Games, the organising committee (COOB'92) organised an Olympic Youth Camp with the participation of 497 youngsters – aged 18 to 22 – from 67 National Olympic Committees and supported the Olympic and sport programme aimed at schools promoted and implemented by the Barcelona City Council, in collaboration with public administration at provincial and regional level, the Barcelona Sport School Council, the companies Nike, Bimbo and Pegaso and the newspaper *La Vanguardia*.

The programme *At school, more sport than ever* (A l'escola, més esport que mai) was launched in 1985 and aimed to disseminate the values of sport and Olympism in schools, increase physical activity practice at school level and contribute to the integration of Olympic and sport topics in the school curriculum (Truño, 2005). As part of the programme, a wide range of activities were carried out including training courses for primary physical education teachers in public schools, guided tours for schools to the Olympic areas, the

organisation of Olympic events in schools, the publication and distribution of educational materials. Public investment was also carried out to improve schools sporting facilities and to provide them with sport equipment, amongst others.

The Barcelona Olympic Foundation

After the Olympic Games of Barcelona 1992, Olympic education activities at school level have been carried out by the Barcelona Olympic Foundation (FBO), the legacy institution of the Barcelona 1992 Olympic Games. Since 2007, the Foundation has managed the J.A. Samaranch Olympic and Sports Museum (MOE). Through its Department of Teaching Services a wide range of educational activities is offered to schools and other educational organisations with the aim of disseminating the museum collection and the essence of sport and Olympism. Activities include guided tours, workshops and a curricular programme for secondary schools. The museum has elaborate educational materials to support these activities and schools visits to the museum. The guided teaching tour consists of a visit through the museum's collection for groups of primary and secondary school students guided by an expert in Olympic education and the history of sport. It aims to 'disseminate the content of the MOE in a more didactic manner; transmit the values of sports and the Olympics; raise awareness among children with regard to the Olympic movement; and to encourage the practice of sport' (MOE, 2012). The tour focuses on the history of physical activity, sport and Olympism, Olympic symbolism and the Barcelona 1992 Games. It lasts one-and-a-half hours and includes a 30-minute introduction, the display of a 10-minute audio-visual presentation on the Barcelona 1992 Olympic Games and a 30-minute visit to the museum.

The tour can be complemented with the educational material *Ready, Steady...!*, a dossier with questions on the history of physical activity, and sport and Olympism, Olympic symbolism, sports figures, the Barcelona 1992.

Games and Juan Antonio Samaranch. Students must find the answers to the questions in the museum's collections. Teachers are provided with the answers and students receive feedback on the activity in the classroom. Materials have been adapted to the five different educational levels at primary and secondary level and are published in Catalan, Spanish, English and French.

During the summer period, the MOE offers a programme to utilise as part of a summer camp. Over two hours, children accompanied by the summer camp staff, can visit the museum, watch a film on sport and Olympic values and enjoy refreshments. Educational aids are provided for the educators to be used during the visit.

Since 1999, the FBO has also promoted the educational programme *Sport and Olympism: Synthesis project*. Secondary schools in Catalonia can implement synthesis credits consisting of learning activities to test if planned educational objectives in the different curriculum areas have been achieved. These activities cannot last more than one week, when students dedicate their school time to implement the project in the school or outside. Within this

framework, the FBO produced an educational programme to introduce sport and Olympism in Catalan secondary schools, in the curriculum areas of history, maths, geography, foreign language, arts and physical education (Zapata, 2005). Schools participating in the programme receive a resource kit including teaching and student aids. A pedagogical session at the museum is also organised as part of the project.

Another educational activity aimed at school students are the workshops organised with the aim of introducing specific issues related to sport and Olympism by linking theory and practice through research, participation and teamwork. Examples of covered issues are the history of the Olympic Games, the Barcelona 1992 Olympics, Olympic values, Health, Environment and sport for development.

Teaching Olympic education at schools

The year 2006 marked a change in direction in Olympic education in Spain. The Spanish Olympic Committee, through publications of its own or through those produced in collaboration with publishers, began to place emphasis on the dissemination of Olympic values among schoolchildren (Durántez, 2006a, 2006b; Comité Olímpico Español, 2007; Junta de Extremadura, 2007), which was the start of a very active policy of dissemination among the young, using a register suited to every age. In 2008 a campaign was launched by the Community of Madrid after entering into an agreement with the Regional Ministries of Sport, Education and Work. The main points of the agreement referred to the development of a series of content so that secondary pupils could have access to Olympism, its history, its culture and its values. To that end, a group of five elite athletes have since been giving a series of talks using multimedia supports at various schools throughout the Community of Madrid. In turn, pupils can interact with the material used in elite sporting competitions loaned by the Sports Federations. It is a way for them to find out about such sports and to learn by interacting, seeing and touching. The initiative is called 'Todos Olímpicos' (All are Olympians) in order to convey, to secondary pupils, the sense that everyone should share, in one way or another, the values of Olympism.

All children are Olympians

Two years later, this initiative was complemented by a new campaign aimed this time at primary pupils. The campaign is called 'Héroes Olímpicos' (Olympic Heroes), symbolising athletes who, while not massively known to society, are the protagonists of major feats. Subsequently, a series of videos are shown, in which pupils can see how an elite athlete is able to do all of these things thanks to effort and training. The moral behind the story is that there is a future champion within every child (Leiva, 2011). The storyteller is an Olympic medallist who goes to the school encouraging boys and girls to become heroes at some time in the future.

The first campaign, launched in 2008, and the secondary campaign, launched in 2010, have together reached 13,000 schoolchildren. The figures reached

annually are interesting: 90 schools with the 'Todos Olímpicos' (All are Olympians) campaign and 45 with the 'Héroes Olímpicos' (Olympic Heroes) campaign over almost five months of intensive visits. In addition, each school receives a donation of sports equipment, together with merchandising products and photos of the Olympic flag and torch (Leiva, 2011). Coinciding with the Olympic Day, the Spanish Olympic Committee organises an activity linked to the 'Todos Olímpicos' (All are Olympians) and 'Héroes Olímpicos' (Olympic Heroes) projects, where children and youths participating in the programmes – accompanied by their parents – are invited to go to Alcobendas, a town in the Community of Madrid, to celebrate the Olympic Day on 23 June. Each school presents a team that takes part in 12 modified sporting activities, which are both recreational and fun. The Olympic Day starts with the Olympic Hymn and lighting of the flame in the stadium. An Olympic athlete does a lap around the stadium followed by all the participants in the event and lights the cauldron.

Olympic Citizenship

These Olympic values and culture dissemination campaigns have had the widest reach among young people, but other initiatives are also worthy of note. In this respect, since 2010, four educational units for four different courses have been published, which have served as a complement to the physical education subject. Also, in 1996, Granada Provincial Council carried out a pioneering teaching activity by giving a course to schoolchildren and subsequently distributing a book on the history of Olympism.

The main aim of the 'Ciudadanía Olímpica' (Olympic Citizenship) project promoted by the Spanish Ministry of Education and the Spanish Olympic Committee is to create an online environment of educational content that fosters Olympic values among Spanish schoolchildren. This initiative was launched in January 2011 and is included in the syllabus of the Education for Citizenship subject at both primary and secondary levels.

On the project's website (ciudadaniaolimpica.es) created in line with a social and collaborative approach, there are three value pairs forming the thematic backbone of each educational curriculum: efforts and commitment, integration and participation, and finally, respect and companionship. On the basis of the definition of these ideas, and with the support of photos, elite athletes' accounts and excerpts from the film *Bend It Like Beckham*, the aim is to show Olympism as a philosophy of life that makes schoolchildren better people and better citizens. As a participatory tool, it also offers schools the chance to create and customise their own content through the project's Wiki.

One of the most striking aspects is the 12-minute video placed in the middle of the page, in which several elite Spanish athletes (Iker Casillas, Gemma Mengual, Gemma Hassen-Bey, Raúl Chapado, José Luis Abajo and Carlota Castrejana) talk about the values that have marked their sporting careers and how they have applied them to both their personal and professional lives.

'Ciudadanía Olímpica' (Olympic Citizenship) content is delivered to pupils in an amenable, interactive way. The ultimate objective for either primary or secondary pupils is always the same: to know, to identify and to understand

what effort, commitment, integration, participation, respect and companionship mean, and to develop the ability to take on a role and to put oneself in the place of another. The activities programmes for that purpose are varied and always suited to the age of the pupils. Among them, worthy of note are article writing, debates and comments on sport-related news, and searching for complementary information on the topic proposed by the teacher, while different types of games are played (role-playing games in which schoolchildren take on the role of motivating or non-motivating coaches and players who either make or do not make an effort; collaborative games in which, always as a team, the members have to reach a set goal, helping each other whenever necessary; and awareness-raising games, becoming, for a few minutes, someone else with certain limitations).

Olympic education in higher learning institutes

In the university context, worthy of note are the 27 Olympic Studies Centres in existence in Spain, founded in the same number of universities, which perform tasks of disseminating and studying the Olympic phenomenon. In this context, the Olympic and Sports Museum Juan Antonio Samaranch, linked to the Barcelona Olympic Foundation, also undertakes Olympic education activities. The Olympic Studies Centre at the Autonomous University of Barcelona (UAB) is promoting academic research and dissemination activities in the area of Olympic studies. After the Games, since 1995 and until 2007, the university module on Olympism, Sport and Society (five credits) was taught to undergraduate students from all faculties at the UAB. Connected with the tradition of the modern Olympic Movement that was born in the university context, the Spanish Olympic Academy organises a course every year for university students, coinciding with the session of the Olympic Academy. In the early years of the Academy, the course was organised in the headquarters of the National Institute of Physical Education in Madrid; it was a three-month course and was aimed mainly at students of physical education. However, in the last ten years, it has been held at different Spanish universities. Today, the course lasts for four days and the content taught on it relates to the philosophy, history and figures of the modern and ancient Olympic Games. From these courses, every year the Academy selects three Spanish representatives to take part in the Session for Young Participants of the International Olympic Academy held in Ancient Olympia, Greece.

Athletes and Olympic education

The Spanish Olympic Committee published a book about the history, philosophy and symbols of the Games in 2008 (unavailable), which was distributed to Spanish Olympic athletes before setting off for the Beijing Olympic Games. With 17 chapters and an introduction to Olympic values and culture, the book included useful data about the social customs and norms of the host country of the Games, as well as useful texts in Chinese that facilitated the athletes' communication and mobility in a cultural environment that is complex and very different for Europeans. This publication was produced after the Spanish Olympic Committee realised that there was a lack of knowledge about Olympic culture, mainly among athletes attending the

Games for the first time. Of the 285 athletes who attended those Games with the Spanish team, only 104 had prior Olympic experience (Leiva, 2011). It was also a realisation of the lack of many National Olympic Federations' interest in inculcating Olympic culture among their competing athletes.

The Spanish Olympic Academy and the Spanish Olympic Committee also realised agreements with several first division Spanish clubs in October and November 2006: Atlético de Madrid, Real Madrid and Racing de Santander, and with the *Liga de Fútbol Profesional*, the association of all professional football clubs in Spain. With that objective, a publication was produced in collaboration with the International Olympic Committee (IOC) entitled *Olympism and Sport, Values and Symbols*, and a total of 140,000 copies of it were distributed (Durántez, 2006b).

Olympic education material: exhibitions, leaflets, posters, philately

The Spanish Olympic Academy complements its activities of disseminating the philosophy, culture and values of Olympism in many different ways. The iconographic exhibition about the life and work of Pierre de Coubertin, the creator of which was Conrado Durántez, the President of the Spanish Olympic Academy, travels to the venue of each edition of the courses. The IOC asked the Spanish Olympic Academy for it to be exhibited at the 1996 Atlanta Olympic Games, among others. The texts of the exhibition are in three languages: Spanish, English and French. The original of the exhibition is in glass, and the IOC has created a fabric copy that can be transported more easily. Alongside the exhibition, the Academy also has several poster exhibitions for the Summer and Winter Olympic Games, posters for sessions of the International Olympic Academy and another about Olympism in general, with various posters like the one for the Olympic torch relay through Spain in 1968, prior to the Mexico Olympic Games. Also for each annual session of the Spanish Olympic Academy, a poster is published as well as a leaflet entitled *Pierre de Coubertin, el Humanista Olímpico* (Pierre de Coubertin, the Olympic Humanist).

Conclusions

Olympic education, understood in the broadest of senses as a form of holistic instruction on the ancient and modern Olympic Games (culture, history, philosophy, Pierre de Coubertin's thought, values, etc.), began in Spain in the university context and was promoted by the Spanish Olympic Academy, the world's first national academy founded in 1968. The Academy and the Spanish Olympic Committee have disseminated Olympic culture, understood as a whole, in various areas and through publications, courses, leaflets, exhibitions and philately. In recent years, efforts have been made to seek out alliances for these Olympic-value dissemination activities with mass sports such as Spanish professional football. Athletes are another target for this educational task. However, greater collaboration is required, extended over time beyond periods around and during the Games, between the IOC and National Olympic Federations in order to overcome the athletes' lack of knowledge of

the culture of the Games. Attempts made by the IOC to resolve these shortcomings take the form of special publications issued during the Games period. The early years of the twenty-first century are marked by a concerted effort to convey Olympic values and culture to schools. Until 2011, the initiatives for disseminating Olympic values among primary and secondary pupils were geographically limited. The alliance forged between national educational authorities and the Spanish Olympic Committee in order to incorporate Olympic education into the curricula of compulsory educational levels and the creation of the website www.valoresolimpicos.es will allow such education to be consolidated and disseminated nationally. Further efforts need to be made to improve social web and digitised tools that promote participation, the creation of collaborative content by teachers and pupils, and even parental involvement.

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