

An Evaluation for Programs of the Egyptian Olympic Academy for Sports Leaders: Beneficiaries Perspectives

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Abstract: The present study was aimed to identify perspectives of beneficiaries about the educational programs provided by the Egyptian Olympic Academy for Sports Leaders. The researcher used the descriptive (survey) approach through focus group. Research community included all graduates of the Egyptian Olympic Academy for Sports Leaders. Participants in the focus group (n=15) were randomly chosen by the researcher. The researcher developed (5) questions as a semi-structured interview to be applied to the focus group. Results indicated that:

1. The Egyptian Olympic Academy for Sports Leaders provides limited number of educational programs.
2. Students who passed programs of the Egyptian Olympic Academy expressed their dissatisfaction with these programs.
3. The Egyptian Olympic Academy for Sports Leaders enjoys several strengths that may enable efforts of future improvements for its vision, mission, values and programs.
4. The Egyptian Olympic Academy for Sports Leaders suffers from serious limitations including lack of funds, lack of criteria for choosing lecturers and staff members and limitations of organizational work.
5. The Egyptian Olympic Academy for Sports Leaders have major opportunities to be improved in the future.
6. The Egyptian Olympic Academy for Sports Leaders may face some threats that may hinder the efforts of improvement.
7. The Egyptian Olympic Academy for Sports Leaders requires serious efforts of improvement to fulfill its vision, mission and objectives.

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1. Introduction and Research Problem:

Olympism is a attitude of life, joining together sport and culture with art and education. It aims to merge in a balanced whole the human qualities of body, self-control and mind. (Chatziefstathiou, 2012).

Olympism is a way of life based on primary common ethical principles, respecting human self-esteem and, the pleasure of effort and participation and the educational role etc. It is based on mutual understanding. (Monnin, 2012; Monnin, 2017)

When Pierre de Coubertin launched the Modern Olympic Movement his belief in the value of sport had not subsided, however the articulation of his position had become more stream-lined perfection and effort. Today, the values have been developed to help define the role sport plays in the development of humans. It has also continually reassessed its charter and developed programs to ensure the relevance of sport in contemporary society and they are Excellence, Friendship and Respect. (Malchrowicz-Moško, & Korzeniewska-Nowakowskab, 2012)

The International Olympic committee, practically, aims at implementing the Olympic ethics through a assortment of organizations and individuals. This aim requires the International Olympic

Committee to support the following educational values: Fair Play -enjoyment of Effort - Pursuit of Excellence - Respect for Others - Balance between Body, Will and Mind. (Chatziefstathiou, 2011)

This educational function of the International Olympic Committee required the establishment of the International Olympic Academy. At the 38th IOC meeting in Cairo, the members of the IOC were informed by the HOC about the recent law adopted for the establishment of an Olympic Academy in Greece. After one year, during the 39th IOC meeting in London, the IOC decided to place this foundation which would encourage the Olympic ethics through education under its protection. At the ending of World War II, a full note about the operation of the Academy, drafted by Ketseas and Diem, was submitted to the 41st IOC meeting in Stockholm in June 1947. On the 28th of April 1949, the 44th IOC meeting in Rome normally approved the organization of the IOA, and assigned its achievement and operation to the Hellenic Olympic Committee, under the auspices of the IOC. After many years and after a great effort, the first IOA meeting was planned for the summer of 1961 to match with the opening ceremony of the ancient stadium of Olympia, which had been

offered greetings to the initiative of Carl Diem, who ensured the coasts for the project. The International Olympic Academy was officially inaugurated on the 14th of June 1961, and the events of the first assembly were headed by Clean this Palaeologos, Director of the Physical Education Department of the University of Athens, and the German Professor Lotz. (Chidhakwa, 2017)

The International Olympic Academy (IOA) developed the following visualization: To discover and augment the involvement of Olympism to humanity in the 21st century. The assignment of the International Olympic Academy is to build an international cultural center in Olympia, to conserve and widen the Olympic Spirit, study and realize the educational and social morality of Olympism and strengthen the scientific basis of the Olympic Ideal, in consistency with the principles laid down by the ancient Greeks and the revivers of the modern Olympic Movement, through Baron de Coubertin's initiative. (Psimopoulos *et al.*, 2017)

Educational Programs of the International Olympic Academy include:

- International meeting for Young Participants
 - International Post Graduate Seminar on Olympic Studies
 - International meeting for Directors of NOAs, Members and Staff of NOCs and IFs
 - International meeting for Educationists and Staff of Higher Institutes of Physical Education
 - International Meeting for Sports Journalists
 - Special Meetings for institutions related with Olympism: National Olympic Committees, National Olympic Academy, International Sport Federations, F.I.E.P., Sport Medical Societies, Unions of Coaches, Referees, Sports Administrators, etc.
 - Special Meetings for Institutions indirectly linked with Olympism (C.I.S.M., Teachers, etc.) aiming to encourage the Olympic Ideal.
 - Educational visits of groups from various institutions (Sports Clubs, Graduate schools, schools, Universities)
 - Visits of Researchers of Olympic subjects
 - Conferences on Sports (www.ioa.org.gr)
- (Naul *et al.*, 2017)

Table (1): Educational Programs Administered by the International Olympic Academy

Field of study	Training				Management		Refereeing	Health care and therapy				Olympic
Study level	Basic	Advanced	Specialized	Arabic	Basic	Advanced	Basic	Basic	Advanced	Rescuing	Physiotherapy	Basic
Hours	326	120	120	200	80	120	88	140	80	130	80	88

Sport leaders are considered as one of the principle pillars necessary for accomplishing any sporting rise based on sound scientific basis, so Leadership has been varied and specialized in sporting field, and it became of various recognized professions in all the developed world countries. (French, 2017)

The National Center for Preparing Sports Leaders was formed as a national organization allied to the Egyptian Olympic Committee by announcement no. (62) for year 1978 (18/2/1978) issued by the President of the Sports Apparatus. In 1982 the President of the Supreme Council for Youth and Sport issued announcement no. (457) for year 1982 (19/12/1982) to change the name of the National Center for Preparing Sports Leaders to be the presently used name Olympic Academy for Sports Leaders. The Olympic Academy for Sports Leaders in Egypt is considered to be one of the important and high standard academies in the world and it is allied to the International Olympic Academy (IOA). It is an educational institution with miscellaneous studying programs depends on several advanced sciences. It search for supplying with balanced academic and practical educational environment planned for the sports field staff and it is based on an ongoing evaluative strategy to deal with each recent aspect in

the sports community Olympic or worldwide. (<http://www.egyptianolympic.org/Academy.html>)

The Egyptian Olympic Academy for sport leaders (EOA) developed its own vision, according to Olympic traditions, as follows: To prepare and refine the leadership in all sport fields. The mission of the (EOA) is:

- To prepare and qualify sport trainers, administrators and umpires in accordance with the needs of the clubs, federations and other sport bodies.
- To refine and train of current trainers and administrators in purpose of development of their abilities, and provide them with up to date knowledge and experience in their work fields.
- To determine of fixed and recognized levels for the training profession and the fields of sporting administrative work in Egypt.
- To inseminate of the up to date scientific knowledge and universal experience in the fields of training and management.
- To aid the sporting bodies and institutions in fraternal Arab and African countries in the field of preparation of trainers, administrators and umpires based on their request, given that would be done in accordance with special system approved by the head of the Supreme Council of Youth and Sports.

To fulfill its educational role, the Egyptian Olympic Academy presents the following programs:

- Setting up and implementing specialized study programs for preparation of trainers, administrators and umpires in various competitive activities.

- Setting up and implementing specialized study programs in health and medical field in following specializations:

- Sporting injuries and first aid
- Physiotherapy
- Rescuing

In addition to the scientific seminars and conferences, the Academy organizes seminars and conferences relevant to the current events and to the sporting field. These educational activities aim to prepare and refine sports leaders. (<http://www.egyptianolympic.org/Academy.html>)

Unfortunately, programs provided by the Egyptian Olympic Academy are not revised regularly. Therefore, there is a need to revise these programs to see how efficient they are in fulfilling the beneficiaries' needs. In addition, it is very important to see if the Egyptian Olympic Academy has the potentials to be further improved for future challenges and if it is capable of providing quality educational programs for preparing sports leaders. According to the researcher's knowledge, no previous studies dealt with evaluating these programs. Therefore, the researcher is trying to identify the perspectives of beneficiaries of these programs as an evaluation of such program with the aim of improving them.

Aim:

The current research aims to identify perspectives of beneficiaries about the educational programs provided by the Egyptian Olympic Academy for Preparing Sports Leaders.

Research Questions:

1. What are the perspectives of beneficiaries about the educational programs provided by the Egyptian Olympic Academy for Preparing Sports Leaders?
2. What are the strengths and weaknesses of the educational programs provided by the Egyptian Olympic Academy for Preparing Sports Leaders?
3. What are the opportunities and threats of the educational programs provided by the Egyptian Olympic Academy for Preparing Sports Leaders?

2. Methods:

Approach:

The researcher used the descriptive (survey) approach through focus group.

Participants:

Research community included all graduates of the Egyptian Olympic Academy for Sports Leaders.

Participants in the focus group (n=15) were randomly chosen by the researcher.

Data collection Instrument:

The researcher developed (5) questions as a semi-structured interview to be applied to the focus group. These questions include:

1. Did you get any benefits from the programs you studied at the Egyptian Olympic Academy for Sports Leaders?
2. What are the strengths of the programs and the academy (system)?
3. What are the weakness of the programs and the Academy (system)?
4. In your opinion, what are the Opportunities of the Egyptian Olympic Academy for Sports Leaders?
5. In your opinion, what are the threats that the Egyptian Olympic Academy for Sports Leaders faces or could face?

These questions were directed to participants during focus group interviews. Each participant was asked to record his/her responses to each question in a special form prepared for this reason. Participants' responses were tabulated and counted to be presents as raw data results.

Main application:

3. Results and Discussion:

Table (2) shows responses of participants to the first question about the benefits of the programs they studied. Responses showed that participants didn't see significant benefits to these programs as only (2) participants partially agreed that they benefited from these programs. This indicates that these programs require major revision to be beneficial to participants and to fulfill their academic needs.

Table (2): Participants Responses to the First Question "Did you get any benefits from the programs you studied?" (n=15)

<i>NO.</i>	<i>Response</i>	<i>Number of respondents</i>
1	Strongly Yes	-
2	Partially Yes	2
3	Neither Yes nor No	4
4	Partially No	6
5	Strongly No	3
	Total	15

Table (3) shows responses of participants to the second question about the strengths of the programs and the academy. Responses indicated that the programs are well-organized and officially accredited. They also enjoy strong reputation as they are supported by EOC. Equipment and facilities are somehow in good condition.

Table (3): Participants Responses to the Second Question "What are the strengths of the programs and the academy (system)?" (n=15)

A- The Program:

<i>NO.</i>	<i>Strengths</i>	<i>Number of respondents</i>
1	Well organized programs	10
2	Official Accreditation (internal-external)	14
3	Strong Reputation	11
4	Equipment and facilities	8
5	National Olympic Committee support	12

B- The System

<i>NO.</i>	<i>Strengths</i>	<i>Number of respondents</i>
1	Facilities and tools	10
2	Official Accreditation (internal-external)	14
3	Strong Reputation	11
4	Name	13
5	National Olympic Committee support	12
6	Motto	8
7	Qualified lecturers	9

Concerning the system, its name, reputation and accreditation are very good as it is supported by the EOC. Facilities, tools and lectures are somehow in good condition.

These strengths can be used for future improvements of the system and its programs as they show good capabilities for further improvements.

Table (4) (A & B) shows responses of participants to the third question concerning weaknesses of the programs and the system.

Respondents indicated that the EOA provides limited programs with old knowledge and superficial

materials. Programs use old fashion teaching methods. There is a lack of programs about Olympism.

Concerning the system, respondents indicated that the system suffers from lack of funds and routine structure. There is a severe lack of communications and public relations. Staff members are unqualified and mostly chosen without any scientific criteria.

These weaknesses clearly affect the performance of the EOA negatively and hinders it from pursuing its vision and mission. These weaknesses also have negative effects on educational programs provided by the EOA.

Table (4): Participants Responses to the third Question "What are the weaknesses of the programs and the academy (system)?" (n=15)

A- The Programs

<i>NO.</i>	<i>Weaknesses</i>	<i>number</i>
1	Superficial materials	13
2	Old knowledge materials	10
3	Lack of programs about Olympism and Olympic education	12
4	Limited programs (only preparation and refine course in sport management, sport training, massage and sport injuries).	14
5	Using traditional methods in lecturing (little use of modern educational technologies)	9

B- The System

<i>NO.</i>	<i>Weaknesses</i>	<i>number</i>
1	Lack of funding	13
2	Routine structure	10
3	Unqualified staff	14
4	Lack of communication and relations	15
5	Lack of scientific criteria for choosing lecturers and staff	7
6	Lack of promotion	14

Table (5) shows responses of participants to the fourth question concerning the opportunities of the Egyptian Olympic Academy for Sports Leaders.

Participants indicated that IOA support, working as a nonprofit organization and Olympic culture are moderately considered as opportunities that can be used to build upon for future improvements. But real

opportunities, according to respondents are stakeholders' engagement and community development.

Table (6) shows responses of participants to the fifth question concerning the threats to the Egyptian Olympic Academy for Sports Leaders.

Table (5): Participants Responses to the fourth Question "In your opinion, what are the Opportunities of the Egyptian Olympic Academy for Sports Leaders?" (n=15)

<i>NO.</i>	<i>Opportunities</i>	<i>number</i>
1	I.O.A support	6
2	Acting as nonprofit organization	6
3	Stakeholders engagement	10
4	Community development	9
5	Culture	5

Table (6): Participants Responses to the fifth Question "In your opinion, what are the Threats to the Egyptian Olympic Academy for Sports Leaders?" (n=15)

<i>NO.</i>	<i>Threats</i>	<i>number</i>
1	Competitors	11
2	Conflict between EOC and Ministry of Youth and Sport	9
3	The economic situation in Egypt	14

Participants indicated that the major threat to EOA programs is the economic situation in Egypt as economic depression may affect funds allocated to EOA and hinders it from performing its mission. In addition, academic competition may affect the programs provided by EOA negatively unless it finds ways to deliver these programs to audience in a manner that attracts them. due to the Egyptian bureaucratic system, several conflicts may rise between EOC, the affiliate body of EOA, and the ministry of Youth and sport. Of course, this can be considered as a threat.

Olympic education has its well-established values that should be fostered in all educational programs provided by Olympic academies all over the world. (Naul *et al.*, I. 2017)

Although Olympic education programs are very important for preparing sports and Olympic leaders, they may suffer some limitations that may negatively affect their efficiency. These limitations can be financial, legislative or even organizational. (Sanada, 2017)

Continuous improvement and refinement of Olympic academies' work is necessary for granting the quality performance of these academies and their active pursuit of fulfilling their visions and missions according to Olympic values. (Maya, 2017)

The researcher thinks that these results reflect the opinions of individuals who benefit from the educational services provided by the Egyptian Olympic Academy for Sports Leaders. These results

reflected that fact that EOA enjoys real capabilities that may enable it to be a significant supporter of Olympic values in addition to be a major active agent of improving the Egyptian society.

These results represent a simple SWOT analysis that may require further analysis from other perspectives as this research is limited to the perspectives of students who graduated from the EOA programs.

Conclusions:

Depending on the results obtained from this investigation in addition to the questions and methods used we can conclude that:

1. The Egyptian Olympic Academy for Sports Leaders provides limited number of educational programs.

2. Students who passed programs of the Egyptian Olympic Academy expressed their dissatisfaction with these programs.

3. The Egyptian Olympic Academy for Sports Leaders enjoys several strengths that may enable efforts of future improvements for its vision, mission, values and programs.

4. The Egyptian Olympic Academy for Sports Leaders suffers from serious limitations including lack of funds, lack of criteria for choosing lecturers and staff members and limitations of organizational work.

5. The Egyptian Olympic Academy for Sports Leaders have major opportunities to be improved in the future.

6. The Egyptian Olympic Academy for Sports Leaders may face some threats that may hinder the efforts of improvement.

7. The Egyptian Olympic Academy for Sports Leaders requires serious efforts of improvement to fulfill its vision, mission and objectives.

Recommendation:

We can conclude the following depending on the conclusions:

- Increasing the number and fields of programs provided by the Egyptian Olympic Academy for Sports Leaders.

- Providing the Egyptian Olympic Academy for Sports Leaders with sufficient funds and finding ways for fund raising.

- Reorganizing the work of the Egyptian Olympic Academy for Sports Leaders according to modern scientific trends.

- Performing a similar study to analyze the current situation of the Egyptian Olympic Academy for Sports Leaders from the perspective of staff members and other stakeholders.

- Designing and initiating a strategy for improving the performance of the Egyptian Olympic Academy for Sports Leaders.

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