



**UNIVERSITY OF PELOPONNESE
FACULTY OF HUMAN MOVEMENT AND
QUALITY OF LIFE SCIENCES
DEPARTMENT OF SPORTS ORGANIZATION
AND MANAGEMENT**

MASTER'S THESIS

“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION AND
MANAGEMENT OF OLYMPIC EVENTS”

**The Olympic values in the lives of the
Guatemalan Olympic Athletes**

Sue Jionschyon Kim Morales

Supervisor: Konstantinos Georgiadis
Professor

Sparta, June, 2013



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It was approved by the Advisory Committee on December 2014

Konstantinos Georgiadis

Konstantinos Mondakis

Cesar Torres

Sparta, June, 2013.

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Sue Jionschyon Kim Morales

Master's Degree Holder of University of Peloponnese

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Abbreviations

CDAG	Guatemalan Autonomous Sports Confederation
CIA	Central Intelligence Agency
COG	Guatemalan Olympic Committee
CONADER	National Council of Sports and Recreation
DIGEF	General Directorate of Physical Education
FADO	Friends of Olympic Sports Foundation
GDP	Gross Domestic Product
IOC	International Olympic Committee
Km	Kilometer
MICUDE	Culture and Sports Ministry
CACSO	Central American and Caribbean Sports Organization
OVEP	Olympic Values Educational Program
PA	Physical Activity
PE	Physical Education
Sq	Square

Index

Acknowledgments.....	5
Abbreviations list.....	6
Index.....	7
Introduction.....	9
1. Literature review.....	11
1.1. General aspects of Guatemala.....	11
1.2. Guatemala and its sport context.....	13
1.2.1. The autonomy of federated sport	18
1.2.2. Physical activity organized in Guatemala.....	20
1.2.3. National law for development of physical culture and sport.....	20
1.2.4. The Guatemalan Autonomous Sport Confederation.....	21
1.2.5. Guatemalan Olympic Committee.....	24
1.2.6. Ministry of Culture and Sport.....	26
1.2.7. General Direction of Physical Education (DIGEF).....	27
1.3. Values.....	28
1.3.1. Ethos and Ethic.....	30
1.3.2. Values.....	33
1.3.3. Education values in sport.....	35
1.3.4. Fundamental principles of the Olympic Movement.....	38
1.3.5. The Olympic values.....	39
1.3.6. Olympic values as part of the national curricula in school and in sport clubs.....	43
1.3.7. Physical education teachers and youth sport coach training pertaining to Olympism and Olympic Education.....	45
1.3.8. Olympic related activities for physical education and physical activities within the school context.....	46
1.3.9. Annual session for young athletes of the Guatemalan Olympic Academy and first session of the Olympic Academy for sports leaders.	48

2. Problem approach.....	50
2.1. Thesis objective.....	50
2.2. Research question.....	50
3. Research approach.....	51
3.1. Review of register and documents.....	51
3.2. Content analysis.....	52
3.3. Semi-structured interview.....	54
4. Guatemala participation in Olympic Games.....	55
4.1. Participation.....	55
4.2. Relevant aspects.....	56
4.3. Preparation.....	58
4.4. Guatemala in Olympic Movement.....	59
4.5. Friends of Olympic Sport Foundation (FADO).....	60
5. Results.....	62
Conclusions.....	72
Recommendations.....	75
Bibliography.....	76
Figure list.....	81
Table list.....	81
Graphic list.....	81
Attachments list	81
Attachment No. 1 Interview-Questionnaire.....	82
Attachment No. 2 Nationals Laws related with the Sport.....	86
Attachment No. 3. A Father's Prayer By General Douglas MacArthur.....	88

Introduction

This research document came to be as an initiative of the Guatemalan Olympic Academy with the idea of teaching and applying values to the Guatemalan Olympic athletes. The significance of reaffirming values in all people can make a difference between countries, and in the behavior of society as a whole.

In some cases, even before children start attending primary school, they become involved in all sorts of physical activities, and even at a very young age, some values can be taught and developed through games and sports. On the other hand, it is really difficult to try to teach values to high-level athletes, because their one and only goal is to achieve the best results on the events in which they compete. We cannot pretend to start at the end of the road and begin to implement mechanisms which will reaffirm values in Guatemalan athletes.

As this is a document pertaining to social sciences, during its study process, a qualitative methodology was used.

This investigation allows the reader to travel to Guatemala, and at a glimpse get acquainted with some specific characteristics of the country and its population, a multiethnic and multilingual nation.

On the other hand one can also travel into the political history of Guatemala, and understand why some presidents were interested in the development of sports, and how the practice of sports started in the country. Also, I introduce the four main institutions that are directly involved in the progress of sports, their subdivisions, and what their field of action is, according to their goals.

The autonomy of sports is the most important and unique characteristic of Guatemalan sports. Guatemala is the only country in the world where sports are

autonomous; this means that they receive, by constitutional decree, a percentage of funds that is directly channeled to the four institutions in charge of sports.

As one of our main topics is values, we dedicated several pages of this research to explain the importance of morals, ethics and universal values that are involved in the daily life of all citizens. The Olympic values and the Olympic Education in Guatemala have made great advances in this educational area.

Another stage of the research was to distinguish between the process of Guatemalan Olympic athletes, the history of Guatemalan participation and the preparation process all athletes have to follow to be able to represent Guatemala at the Olympic Games.

This paper ends with an interview made to some Guatemalan Olympic athletes since the very first participation in Olympic Games to our days, so as to gain some knowledge of their experiences and the way they perceive values in their lives and how they have been influenced by these values.

1. Literature Review

1.1. General Aspects of Guatemala

Guatemala is a country located at the north of the Central American region, bordering the Pacific Ocean, between El Salvador and Mexico, and bordering the Gulf of Honduras (Caribbean Sea) between Honduras and Belize.

It has an area of 108,889 square kilometers, and is the third largest country in Central America, after Nicaragua and Honduras, although it is the most populous in the area. The country is divided into 22 departments and 333 municipalities. The President of the Republic appoints all departmental governors, while municipalities are autonomous, and the population elects its mayors.

The capital of Guatemala is Guatemala City, the most cosmopolitan city in Central America; but the highest concentration of Guatemalan people live in rural areas (Enciclopedia de Guatemala, 2000, p.9).

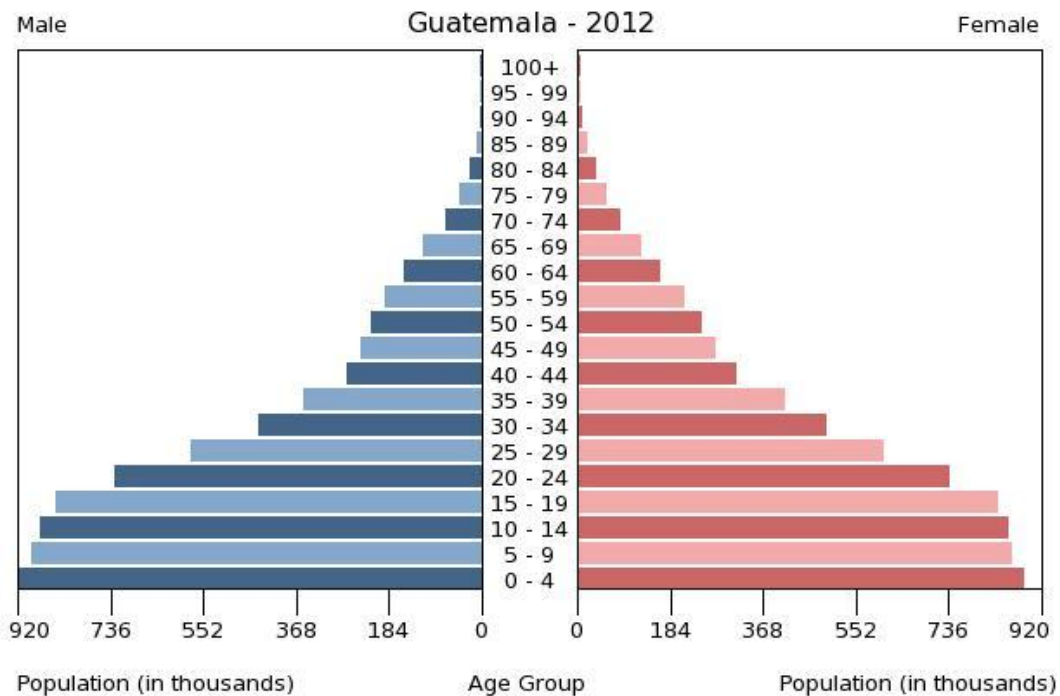
According to the Central Intelligence Agency (CIA, 2013), the estimated July 2013 population totals 14,373,472 inhabitants. Of that number 60.36% are Mestizo (mixed ameridian-indian locally known as ladinos), 39.46% are of Mayan descent, 0.04% are Garifunas and 0.14% are Xinkas. Mayan groups are subdivided into 20 small ethnias including Quiches, Cakchiquels, Tzutuhils, Mams, Pocomchies, etc. All of these groups have their own dialects or Amerindian languages.

Spanish is the official language and 60% of all the population speaks Spanish. The other 40% speak one of the Amerindian languages. This is why Guatemala is considered to be a multicultural, multiethnic and multilingual country. This aspect is important and should be taken into consideration for decision-making efforts at the political, economic, education, social, sport, and recreational levels.

From a demographic point of view, gender and age are important characteristics within the population. Almost half of the population is under 19 years old, indicating that Guatemala has one of the youngest populations in Latin America

For 2010, only 2.4% of the Gross Domestic Product (GDP) was assigned to educational purposes. According to the National Institute of Statistics, in Guatemala, 49% of the population is male and 51% is female (population projection for 2011).

Graphic No.1.
Guatemalan Age Structure.



Source: The World Fact book-Guatemala, Central Intelligence Agency, 2013. <https://www.cia.gov/library/publications/the-world-factbook/geos/gt.html>

Guatemala is considered to be the cradle of the Mayan Civilization and the birth of the Mayan ball game. The history of the Guatemalan people starts in ancient times, with the Mayan culture.

One of the relevant aspects of the Mayan culture that should be mentioned is the Mayan Ball Game. This game was popular throughout Mesoamerica, from Mexico to Costa Rica, although it was also known in various other countries of the region. There were a large number of variations for the same game, depending on the style and rules, as well as the diversity of existing fields, which also modified the number of players.

The Mayan ball games were linked to religious celebrations, which made the Spanish conquerors, when first introduced to the game during the sixteenth century, wary of its possible repercussions. The game survived the conquest but it was no longer played freely. (Ochoa, Zanassi, 2013).

After almost three centuries as a Spanish colony, Guatemala won its independence in 1821.

One of the most important Presidents elected after the Revolution was Juan José Arévalo Bermejo, (1945-1951), who ruled after the revolution of October 1944.

During his government, he created the Ministry of Labor, the Guatemalan Institute of Social Security, initiated the construction of the Olympic City and especially the Stadium of the Revolution and afterwards renamed Stadium Mateo Flores. He also ordered the construction of the national library, the general government archive, the National Conservatory of Music, as well as the reorganization of the Guatemalan Ballet, the National Symphony Orchestra, and the national choir (Enciclopedia de Guatemala, 2000, p.191).

1.2. Guatemala and its sporting context

After its independence, the country was governed by a liberal regime as a result of the liberal reform enforced by President Justo Rufino Barrios in 1871. At the end of 1898, Manuel Estrada Cabrera was elected president, but many argued that the election had been fraudulent. President Cabrera promoted the development of popular version of the clubs, the centralization of the educational system and appointed himself as protector of the

young, through the “Party of Minerva” or Minervalias (Enciclopedia de Guatemala, 2000, p.183).

In 1919, “El Diario de Centro America” the official newspaper, proposed the celebration of an event that some people have called Guatemala’s first “Olympic Games, as part of the celebration of the birth date of President Manuel Estrada Cabrera”. On November 5th, 1919 the program proposal for the games included 21 events such as track and field, fencing, boxing, wrestling, tug of war and motorcycle, bicycle, and car races. That year, the games were held from 20 to 23 November. The final program also included soccer, baseball, various track and field events and a 22 kilometers bicycle race. On December 2nd, 1919, El Diario de Centro America proposed that the “Olympic Games” should be again celebrated the following year. The purpose of the games was to promote sport participation, and the establishment of mutual cooperation through sports. This proposal should be seen only in the light of its most pure Olympic sense, as it included friendship, solidarity and cooperation within the society through sports. It is also important to mention that the name Olympic Games was a means of alerting the population of an Olympic activity within the spirit of Coubertin trying to extend and link to all sporting activities within this new phenomenon”. (Beltranena, notes p.167)

During this time, Guatemala and the whole Central America region lived under the presence and the influence of the Government of the United States. President Cabrera was considered a strategic friend of that country, and one of its best allies. In April 1920, after 22 years of government, the Guatemalan Congress declared President Cabrera incapable and unable to govern and ousted him. He was arrested and imprisoned. A few years later he died in prison (Enciclopedia de Guatemala, 2000, p. 184-185).

At the same time a group of younger Guatemalan, who had been studying abroad, in Europe and the United States, returned to Guatemala, and brought with them new ideas and knowledge related to the practice of some sporting disciplines. This aspect helped the authorities to consider the inclusion of some sports in schools (Lee, 2003, p.31).

In 1921, (100 hundred years after independence) two events that have special relevance and which serve as a background of what would eventually be the first national sports organization, took place. Antonio Guzman, wrote to Arturo Aguirre Mathew (Lee, 2003, p.32) “that the development of sports in our homeland (Guatemala) had been published in Paris, and that he had been commissioned to propose and discuss the organization of the Central American Olympic Games. He further explained that as it was not possible to use the word "Olympiad" as this word remained within the domain of the world athletic events that were held every four years, the games should be called "**The First American Regional Games**", indicating that the first games could be held as one of the most significant events during the celebrations of the first century of independence, and should continue to be held every two years in different capitals of Central America, enabling all countries to achieved athletic excellence based on sports, as well as providing friendship amongst young people throughout the Central American region.

The essential control and unification of sports into a single entity, provided that the soccer league should become **Liga Deportiva de Guatemala**, (Guatemalan Sports League), under which they could include all the different sports as well as support the First Regional American Games (Lee, 2003, p.50).

Mr. Apfel, president of the Sub-Committee for the century celebration, arranged for Great Britain and North American States to spend some of the funds they had collected for Guatemala on the celebrations of the independence, and therefore, it was agreed to construct the stands of the stadium in Campo Marte.

The First Regional American Games were held in Guatemala City from 11 to 18 September, 1921. El Salvador, Honduras, Costa Rica, Nicaragua and Panama were invited, but only the first three countries accepted the invitation. The games included 18 track and field competitions, baseball, soccer, tennis, and swimming.

The next edition of the Games was scheduled to be celebrated in El Salvador on 1923, but they were not held, because in December 1921, the Government of Carlos

Herrera was overthrown and the new President of Guatemala, José María Orellana, withdrew from the agreement for the celebration of the games.

The next Guatemala's participation in the Olympic cycle events dates back to 1926. In 1924, delegates from Mexico, Cuba and Gonzalo Palarea from Guatemala, presented to the International Olympic Committee, a request to establish the Central American Games, which throughout the first period (1926-1938) were called "Central American Games" even though the Caribbean countries were included in the celebration. Later, other countries were invited and from 1938 onward, they were called "the Central American and Caribbean Games." (Pelaez, 1999, p.82)

The first edition was held in the Mexican Federal District in 1926. With the exception of the fourth meeting held in Panama in 1938. Guatemala has participated in all editions convened by CACSO (Central America and Caribbean Sports Organization).

In accordance with Lee, (2003, p.49-50), three relevant aspects took place during the government of President Jorge Ubico Castañeda (1931-1944), these are:

- Physical education teachers professionalization through the creation of the National School for Physical Education, on April 22 1936, by government decree.
- Recognition of The Guatemalan League of Sports, while establishing that it would operate under the direct supervision of the Secretariat for Public Education (government decree published on June 25th, 1934). Francisco Lee, (2003 p.51) comments that this is considered to be the first legislation for sports in Guatemala.

For the first time, the state assumes the responsibility to organized, develop and manage national sports. There are no differences between school sports and extracurricular school sports (federated sports).

- Also Lee, (2003 p.57) mentions that during this government, the “Sport section” attached to the Public Education Secretariat was introduced. The idea was to recognize the importance of physical activity in the integral development of the young. Its main functions were:
 - Regulate and promote scientific development of sports.
 - Supervise and control all sports activities around the country in physical, scientific, moral and economic aspects.
 - Organize sports councils in department city halls as auxiliary dependencies.
 - Organize school sports and extracurricular school sports (federated sports).

Another important event was the conformation of the National College for Referees. This includes soccer, basketball and baseball. It is important to emphasize that this college was instrumental in introducing the movement for the autonomy of the national sports federation (Lee, 2003, p.58).

According to the *Reseña Deportiva Olimpica de Guatemala*, tomo I (COG, 2007, p. 19) “The idea of holding the Pan American Games came from the Central American Games, which took place in the 1920s. It was first proposed in 1932. The city of Buenos Aires, Argentina was chosen to host the first edition in 1942, but World War II delayed its start until 1951. Since then, the Pan American Games have maintained a specific order (every four years) with the attendance of more than 5,000 athletes from 42 countries. Guatemala has participated in all of the editions.

The COG (Guatemalan Olympic Committee) recognized by the IOC (International Olympic Committee), was born on 23 April 1947. It soon obtained the headquarters for the organization of the VI Central American and Caribbean Games held in Guatemala City from February 25 to March 12, 1950.

To fill the gap left by the Olympic cycle, which included the Central American and Caribbean Games, the Pan American Games and the Olympic Games, the Guatemalan

Olympic Committee headed by Ms. Ingrid Keller, took the initiative to create, together with the Olympic Committees in the area, the Central America Sports Organization (ORDECA), whose primary purpose is to promote the development of sports in the six countries that work on the implementation of the Central American Games.

The first Central American Games were organized in Guatemala City in 1973”.

1.2.1. The Autonomy of Federated Sports

The autonomy of sports in Guatemala had its beginnings under a series of political changes that were raised in the country after the resignation of President Jorge Ubico in 1944. After a series of coups, Doctor Juan José Arévalo Bermejo (1945-1951) assumed the Presidency of the Republic. The new Government was inspired by what can be called a "spiritual socialism".

Francisco Lee explains in his book “Politics and Sports” (2003 p.38), that Guatemala initiated an administrative reform which included the autonomy of several institutions such as the national university, municipalities and social security. Sports were not an exception. A group of sport leaders first meet on 1st July 1945, to become autonomous from the extracurricular school sports, (now federated sport). At that time sports in Guatemala were 100% amateur. Lee, further explains, that Manuel Ávila Ayala in a report published by Prensa Libre Newspaper (1994, p.8) recounts the events that occurred in 1945, after several meetings among sports leaders “on July 10, 1945, a commission that had the responsibility to write a project regarding the by-laws that would govern non-school sports was appointed. It was expected to form the entity called Guatemala Autonomous Sports Confederation (CDAG). In eight days the project was ready to be presented. On December 7th, 1945 the first Board of Directors of the Guatemalan Autonomous Sport Confederation was elected. The first Board of Directors of the CDAG was presided by Professor Gabriel García, Vice-president, Professor Humberto Jiménez Véliz, and as vocals professor Manuel Gularte, Max Tott, Alfonso Cruz, Humberto Lobos and Joaquin Rivera”.

Manuel María Ávila Ayala wrote in an article dated September 30, 1953 published many years later by Prensa Libre newspaper (1987 sports p.2), that during the last months of 1945, there was a turbulent wave in all sport sectors aimed towards the head of the department of the extracurricular school sports, Mayor Luis A. Ruano de León, who was accused of being intransigent. Representatives of several national sport sectors, including the National College of Referees also participated.

Afterwards, the undersecretary of education, assuming all the responsibility and dealing with all the turbulence that emerged from the hundreds of athletes who wished for a prompt solution, presided over three sessions, that preceded the final session, on September 7, 1945. After many hours of discussions and almost at midnight, he addressed the meeting:

"Gentlemen athletes: we are rapidly approaching the glorious date of our independence when amid the jubilation of the people these words were proclaimed: "Being public and notorious the aspirations of the Guatemalan people for independence from Spain..." Gentlemen athletes: Let me quote these words and say: being public and notorious the longing of the organized sports of becoming independent of the guardianship of the State, and in the name of the Government of Guatemala, I declare today, the autonomy of national sports". (Lee, 2003, p.70).

During November 1954, sports autonomy suffered its first intervention from the government of President Carlos Castillo Armas. The new organic law of sports was published, and Decree 159 declared that the Guatemalan Autonomous Sports Confederation (CDAG) had been intervened. Unanimously all sport delegates with the exception of Soccer signed a letter to the president protesting for this new intervention. The word Autonomy was eliminated and the new name was to be Guatemalan Sports Confederation. The new law also stated that the Executive Council of the CDAG, would be designated by the President of the Republic and the positions within the council were to be ad-honorem (Lee, 2003, p.96).

The process of autonomy in Guatemalan sports, suffered several intervention since its declaration in 1945, due to governmental changes, to the extent that national federations were always fighting for the autonomy of sports. The last changes of sports autonomy were established in 1985, and were included in the Last Constitution of the Republic of Guatemala (Lee, 2003, p.209)

1.2.2. Physical Activity Organized in Guatemala

By law, sports and physical activity in Guatemala are divided into: Federated sports, non-federated sports, physical activity and recreation. Through the years the Ministry of Education regulated physical activity in Guatemala, and in schools it was included in the curricula of all students in the elementary, secondary and high school levels. The law that regulated the supervised autonomy of sports was created in 1969, by Decree 48-69, “Statutory Law for Sports” issued by the National Congress. During this time, sports activity, had some development, but in 1977, a small group of sport leaders worked to change the situation, and managed to implement «The National Development Plan of Sport and Recreation». For many years the Guatemala Olympic Committee and the Autonomous Sports Confederation regulated all federated sports, (Lee, 2003, p.162).

1.2.3. National Law for Development of Physical Culture and Sports

This law aims to regulate the coordination, articulation and interrelation of the institutional sectors of physical education, non-federated sports, recreation and federated sports within the framework of the Physical Culture and Sports entity, which cares for the rights of all Guatemalan nationals to practice physical activities, within the territory of the Republic, in accordance with accepted international rules and regulations.

Also Title III, Chapter I Article 70, of this law indicates that “The state shall determine the policies to be followed in relation to: promotion, dissemination, training, research and practice of federated and non-federated sports, physical recreation as part of the comprehensive training of the individual and the society both for its physical, mental,

emotional and relationship with the social and natural environment”. The state also declares to hold as national interest and useful to the public, the dissemination, promotion and practice of non-federal sports and physical recreation, by the State, channeled through various institutions and social sectors.

Within this law we can considerer the following objectives:

- Promote the systematic practice of physical activities so as to integrate physical activities into the life of every citizen.
- Promote through the practice of physical activity increased levels of health, leisure and personal abilities, as essential factors in improving the quality of life of the population.
- Encourage physical activity in the country.
- Plan, organize and implement projects and programs aimed at promotion, development and democratization of non-federated sports and physical recreation.
- Promote the conditions for participation and community access of social practice sports, and recreation cooperation and support in all projects or public or private programs, aimed at promoting physical activity which is not federated.
- Promote the systematization of rules for the participation in activities of federated sporting activity and physical recreation.
- Provide easy installation, deployment and technical care by promoting physical activity practices of large segments of the population. Integrate and participate effectively in the National System of Physical Culture.
- Encourage and support inter-institutional relationships with the federated school of sports.

1.2.4. The Guatemalan Autonomous Sports Confederation

The Guatemalan Autonomous Sports Confederation (CDAG) was created by Agreement 211 of the Ministry of Education on December 7th, 1945. On April 28, 1946, its

by-laws were enacted. This legal framework continued until 1956. At present it is integrated by 29 national sports federations and 17 national sports associations.

It is important to mention the historical event that contributed to the strengthening of sports. During the government of President Juan José Arévalo Bermejo, an event that accelerated the development of sports in Guatemala, took place. During the celebration of the V Central American and Caribbean Games in Barranquilla, Colombia in 1946, Guatemala was designated to celebrate the VI edition of the Games, in 1950. But at that time Guatemala did not have a sporting complex to be able to organize a mayor sporting event (Lee, 2003, p.78).

In 1946, before the Guatemalan delegation participated in the V Central American and Caribbean Games, President Arévalo assigned approximately one million quetzales to build a national stadium.

The place selected to build the Olympic City, was “La Barranquilla”. It was a ravine in which sewage waters were dumped by the city slums. At that time, it was associated with all kinds of illnesses. The decision to build the complex in that part of the city, caused the development of the city to move to the southern part of the capital. It was also chosen because it was accessible and near to major city districts, and could be reached on foot, which meant that more Guatemalans would be able to attend the games.

The new sporting complex “The Olympic City” includes one stadium, one gym, the sports palace, one swimming pool, several tennis courts, and an outdoor theater. Other venues were built in other part of the city, including the baseball stadium, the velodrome, one polygon for marksman shooting and a track and field to practice athletics in the Campo Marte site. The construction of the venues, was finished on February 1950, a few days before the competition of the VI Central American and Caribbean Games was due to start in Guatemala City. Raúl Osegueda, Ministry of Education at that time, said the building of the Olympic City was only made possible with the support of the Revolutionary Government. (Lee, 2013 p.105)

The first Organic Law of Sports was promulgated on February 27, 1956, during the government of President Carlos Alberto Castillo Armas. It was called Decree-Law 566. This law was modified several times. For more than 30 years, the CDAG subsisted with a small government contribution focused for the operational aspect of the institution.

During 1977, a group of sport leaders decided to change that situation and wrote the “National Development Plan for Sports and Recreation” which also served the National Congress, for the imposition of new taxes on liquors, cigarettes and beers. (Decree 16-80 from October 10, 1979).

This income, contributed to build new sporting venues around the country and to improve those already working.

At present the Guatemalan Autonomous Sports Confederation (CDAG), is the superior governing body of federated sports in Guatemala, and their mission is develop a federated sports system, complete and inclusive, to train world class competitive athletes, as same their vision is that the national federated sports system with high competitive levels as an agent of social development, that strengthens Guatemalan athletes self esteem, and trains them to be good examples for the society.

To achieve their goals, the Guatemalan Autonomy Sports Confederation as the main institution responsible for all federated sports, should seek loyal behavior in the practice of sports, especially in fraternal gatherings with opponents, respect to the referees and to the public.

It should consider that sports are fun, satisfying and healthy. Promote respect for the sport and its venues. Also promote some other fundamental values as passion for Guatemala, integrity, loyalty, gratitude, efficiency, innovation and spirit of service. (Took for the institutional fame of the Guatemalan Autonomous Sport Confederation) (<http://cdag.com.gt/confederacion/valores/>).

1.2.5. Guatemalan Olympic Committee

The Guatemalan Olympic Committee was formed in 1946, but its recognition by the International Olympic Committee was received until April 23, 1947. The reason for it to be finally recognized was because it had been selected to organize the VI Central America and Caribbean Games to be held in Guatemala City from February 25 to March 12, 1950; even so, some people including Francisco Lee, in his book *Politics and Sports* (2013, p.74-75) mention that its constitution date was earlier.

In 1935, talks were started regarding the established of the National Olympic Committee, the predecessor of the Guatemalan Olympic Committee. Its president was Mr. Luis Schlesinger Carrera, Minister of Education, vocal Colonel Alejandro García Ureta, and as Representative Mr. Delfino Sanchez Latour, also integrated the committee. This committee wanted to contract North American and Great Britain coaches to prepare Guatemalan athletes to represent the country on all major sporting events, with dignity (Zanassi, 2014, p.60).

It is important to mention that during some years the same person who was the president of the Guatemala Autonomous Sports Confederation was also the president of the Guatemalan Olympic Committee.

Before granting entrance to any country to become a member of the International Olympic Committee, that country was required to have an Olympic Committee well organized and working at full capacity.

In 1948, the structure of the Guatemala Olympic Committee was changed and Mr. Edmundo Nanne was appointed as President, Mr. Antonio Iglesias as, Vice-President and Mr. Jorge Skinner Klee, as General Secretary. At that time the committee included 13 federations (Zanassi, 2014 p.92).

On February 25, 1950, the VI Central American and Caribbean Games held in Guatemala City, were inaugurated. The Guatemalan delegation was integrated by 309 athletes. For the first time, in 1951, the Guatemalan Olympic Committee participated in the Pan American Games held in Buenos Aires, Argentina. Since that time Guatemala has participated in all the editions of the games (Reseña Deportiva Olimpica de Guatemala, tomo I (COG, 2007, p. 19).

The Mission of Guatemalan Olympic Committee tries to achieve a successful interrelationship between the athlete and sports, both in the academic and social areas. One of its aims is to project individuals to obtain emotional stability and commitment.

It seeks to develop a higher sporting level as well as in all those activities and events that promote and protect the Olympic movement, and its principles inspired by the movement, by contributing to the construction of a better and more peaceful world, educating youth through the practice of sports without discrimination on the basis of ethnicity, gender, religion, political affiliation, economic or social standings, within the spirit that characterizes it. It requires mutual understanding, friendship, solidarity and fair play; by providing the necessary means for a global competitive development to increase the participation of Guatemalan athletes in all scheduled sporting events. (<http://cog.org.gt/quienes-somos/misión-y-visión.aspx>).

Their vision is to provide specific information according to the necessities required by the Guatemalan Olympic Committee programs, like provide services to athletes on scholarships granted by the Guatemalan Olympic Committee, in all areas that need independence in specific activities. Also propose aspects that require a better development of the athletes through sports, education and culture, delivering integrated citizens to the society. (<http://cog.org.gt/quienes-somos/misión-y-visión.aspx>).

Actually, the Guatemalan Olympic Committee has an scholarship program which has benefitted 453 athletes, also is focus on organized in a progressive way, allow the national athletes to be positioned at the international level, promoting not only sporting

results but social integration for the athletes.

During the Olympic Cycle, the Guatemalan Olympic Committee has as its principal objective, the promotion, protection and dissemination of the principles of the Olympism, aimed to achieve a peaceful society, committed to the respect of human dignity, as well as the development of a higher competition level in sports.

1.2.6. Ministry of Culture and Sports

The Ministry of Culture and Sports through its Sports Directorate, is in charge of promoting physical activity in the society as a whole. To achieve this purpose, it builds and renews sporting venues around the country. In the capital city, during weekdays there are different free classes, which include aerobics, tae-bo, soccer, and chess.

According with The National Plan of Sports, Physical Education, and Physical Recreation, Guatemala, 2012). Some of these programs are:

- Program for working adults: The program focuses on people ranging from 19 to 49 years old. The main idea is that during their free time, they practice some type of a physical activity, in order to promote physical health, and recreation. Some of the activities are tae-bo, aerobics and dance classes, hiking and mountaineering, inter institutional sporting games, and camping.
- Native and traditional games program: This program tries to strengthen the multicultural identity of Guatemala, rescue traditional games and promote respect among different cultures by teaching the Maya ball game, and other native and traditional games.
- Children program: The aim of this program is the democratization of recreation, physical activity and sports through massive participation of children during their free time, in permanent activities. For example it supports the program “Physical activity for health as a means to prevent injuries, physical and mental diseases in children”. The program is focused on children from 0 to 12 years old that are not

involved in the physical activities program supported in regular schools, or federated sports. Some of the activities developed are the implementation of sports centers, chamuscas (informal soccer games), championships, ciclopaseos (sightseeing in bike), competitions of rhythmic gymnastics and dance, traditional games and sports.

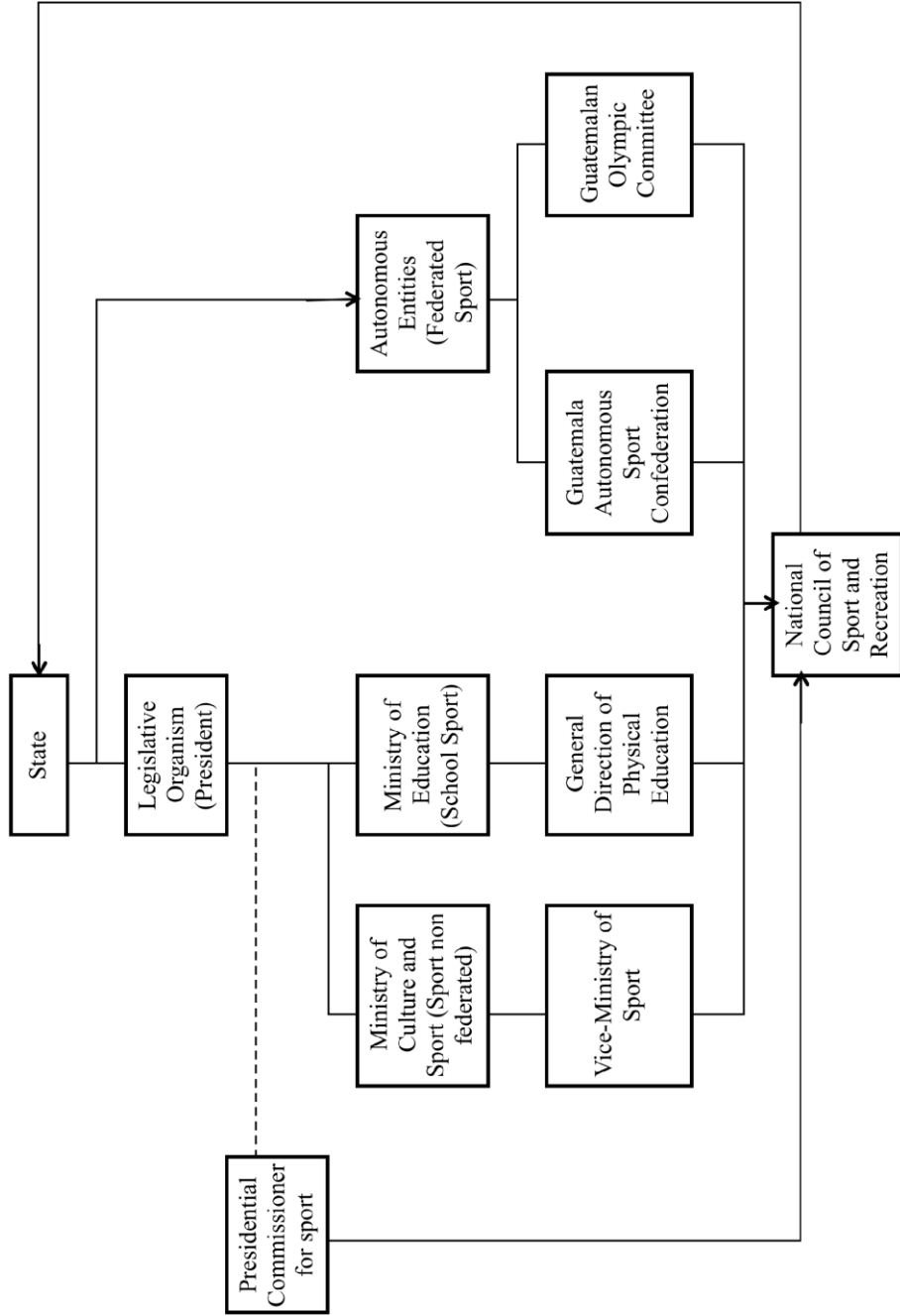
- Youth program: This program promotes sports as a means of integral development; to improve the quality of life and individual and collective wellbeing and to strengthen productive activity. It detects, supports and strengthens young leaders who promote sports in their communities.
- Elderly program: It focuses on people over 50 years, with the aim of improving their quality of life through physical, recreational and cultural activities. It supports and develops permanent events as: dances and rhythmic gymnastics, tai-chi, walking and hiking, dance to traditional music (marimba) clubs, excursions, moms and daddies basketball championships, and swimming championship.

1.2.7. General Directorate of Physical Education (DIGEF).

As was mentioned before, the DIGEF is part of the Ministry of Education. This Directorate is in charge of all the sports and physical activities in schools. Its main task is to provide an effective management of the curricula and extra curricula development in sports and physical activities. DIGEF aims for a Guatemala school population that is healthy and active, united through physical education, sports and recreation, with a better quality of life within its multiculturalism. It is also in charge of the organization of National Schools Sports Games, and coordinates the participation of children and youth in the Central American Students Games.

Graphic No. 2

Sport Guatemalan Structure



Source: National Law for Development of the Physical Culture and Sports.

1.3. Values

Some people think the responsibility to teach values in the lives of their children rests only with their parents, others think it is responsibility of the school to teach values.

As soon as a person is born, it starts to learn. People learn from every event and person surrounding them. Babies and small children learn by discovery or by imitation because everything is new to them.

People also learn values in church, society, and during the practice of sports and different physical activities. Therefore, it is very important that values are taught when playing a game.

Unfortunately, current news are constantly informing the public that high level athletes, try to enhance their performance by using prohibited substances.

When we think of nations or personalities, national or international sport figures or people in general, what is it that we are really looking in each of them? Maybe there is something that distinguishes one country from another, a certain person from others.

There is perhaps some aspect beyond vocational training, or profile, or experience which makes them really different. In my opinion ethical and moral values are those that can make a big difference between two persons, between two countries, between two athletes, whether one is just practicing, a beginner or at the top of his career. These differences are the ethical and moral principles that are acquired and are entrenched in the being of every individual, they make all the difference.

What happened to the big and powerful countries all around the world? Where are their foundations and values? Not just Olympic values, we need to focus on universal values that are reflected in the society as a whole.

When one looks at first world countries, one can see they were founded under principles and values. Some values are Biblical and others are based in a culture of respect, education and hard work.

Currently, it is easy to blame economic, political, social, cultural and sporting problems, all around the world, because of different types of crisis; but a lack of principles and values is probably the worst culprit.

Now we are to harvest the product of previous seedings. We have confused liberty with libertinage, confidence with lack of respect, honesty with getting personal benefits, honor and a good name with fame and power.

1.3.1. Ethos and Ethics

Before we start to address certain issues regarding values, it is important to deal with ethics. Ethics studies human acts and human behavior, and takes into consideration its reference to human life, moral values and objectivity.

Sometimes morals can be distorted; in some occasions it can become sociologic or juridical. Ethics, in this thesis has not been previously identified, because it has its own value.

According to Vidal and Santidian, (1980, p 9-12), ethics can be found in the group of other approximations to reality (different but complementary). First in a sociological level as manners, at the legal level as licit, or at an ethical level as just.

In these days we are facing a sense of lost ethical values. In order to present the “moral fact” we offer the “ethical figure”.

The ethical figure or moral personality is constituted by the following elements:

- Ethos or morality: Globalizing category of the ethical figure.
- Moral sense: It is a concrete instance of the ethical dimension of the person.

- Fundamental options: Nuclear decision of the moral person.

These basic instances constitute the “moral personality” or moral attitude.

According to Professor Arangure (Vidal, Santiban, 1980, p.28-32) ethos is the equivalent of “residence”, “dwelling”, a place where people live. However a second meaning prevails and it is a “way of being” or “character”. In this case when the word ethos is used, it is to designate the moral personality or character of an individual.

Ethos and Pathos or Willingness (mood): Pathos or character disposition is to be able to find in people what is good or bad; what makes individuals sad, confident, fearful, safe, or desperate, within their own reality. Pathos does not depend on the self.

Pathos is, in a biological reality, the biological sign or vital tone, or temperament, perceived in everyone’s living reality.

There is a correlation between pathos and ethos. Mood and character, are correlative concepts. If pathos or disposition is the way to face nature and reality, ethos or character is the way to face habits within the same reality. Mood or willingness and character are the two opposite poles of ethics in life, one is pre moral and the other is authentically moral when placed in front of the other. Character or ethics cannot dispense with mood or willingness.

Some authors do not agree when the terms ethos is used as morals, and ethics as morality, however, ethos in the way Vidal and Santidian exposes it, matches the moral category, as designed by the state or moral situation of the person.

Ethos in the moral personality of a human being is considered to be a character that forms habits, customs, virtues and, vices during a lifetime. Ethos is what unites moral life. This moral unit constitutes the ethical personality. Ethos, character or moral personality is defined through each one of all human activities.

Some other small definitions provided by the Spanish Royal Academy Dictionary (Rae, 2001), are mentioned below.

- **Ethos.** m.cult. Set of features and modes of behavior that make up the character or identity of a person or community.
- **Ethical, ca.** (From the Latin *ethīcus*, and the Greek *ἠθικός*).
 1. Adj. Have or pertaining to ethics.
 2. Adj. Straight, according to morality.
 3. F. Part of the philosophy that deals with morality and the obligations of man.
 4. F. Conjunct moral standards that govern human behavior. Professional ethics.
- **Morals.** (From the Latin *morālis*).
 1. Adj. Relating to the actions or character of the people, from the point of view of goodness or malice.
 2. Adj. That does not belong to the realm of the senses, being of the appreciation of understanding or awareness. Test, moral certainty.
 3. Adj. That does not concern the legal order, but the internal forum or human respect. “Although payment was not required, he had a moral obligation to do so”.
 4. f. Science to work for good in general, and human actions in order of goodness or badness.
 5. f. Joint powers of mind, as opposed to physical.
- **Principles.** m. Standard or basic idea governing the thought or behavior.

The ethics of worldwide peace by Coubertin as pertaining to a human trait and the value of Olympism, are fascinating because these two aspects – one nation and internationalism- can be grasped together, without contradicting each other. (Horn, 2008, p.134).

1.3.2. Values

International Olympic Committee, (2007, p.11) insists that Values are considered important in life; they are what makes life worth living. A value is also something that helps people decide what is right or wrong in moral terms.

The word value, comes from the Latin valor, valere (force, health, being healthy, being strong). When we say that something has value, we indicate that it is good, worthy of appreciation and estimated. Values are qualities we can find in the world around us. (The Book of Values, 2002, p.4).

There are many classifications of values, what we consider important to mention some of them, as presented below. According to The Book of Values (2002 p. 4-5) they can be classified as follows:

- **Biological Values:** provide as a consequence, a healthy life, through physical and hygienic education.
- **Sensitive Values:** provide pleasure, joy and leisure.
- **Economic Values:** Indicate that all things can be useful.
- **Esthetic Values:** Show us the beauty around us.
- **Intellectual Values:** Make us appreciate confidence and knowledge.
- **Religious Values:** Allow us to perceive the dimension of all that is sacred.
- **Moral Values:** Their practice bring the individual closer to goodness, justice, liberty, honesty, tolerance, responsibility, gratitude, loyalty, friendship, and peace.

According to Vidal and Santidian (1980, p.54-55) values have their own properties and characteristics.

- **Bipolarity:** Values have two different poles. One positive and one negative.

- Range: Is essential for all interior values. For values to be classified as lower, higher or equal to others, they need to be placed within a rating table.
- Matter: Properties of each value include qualities and range, both found within their matter.

Scheler the creator of axiology, indicates that values have the following criteria: durability, divisibility, substantiation, satisfaction and relativity. They are further subdivided as follows:

- Pleasant and unpleasant values: values in this group are on one side the sentimental and sensitive function, and on the other the affective state of the sensorial feeling: pleasure and pain.
- Vital values: This group of values gravitates around the antithesis “noble-vulgar”. The field of vital values includes: all modes of vital feelings (health, sickness, old age, death), and all sentimental reactions (happiness and affliction) as well as all instinctive reactions (anguish, vengeance). Vital values constitute a morality of independent values. This is a group of values and anti-values.
- Spiritual values: The spiritual values are divided as follows:
 - Values of beauty and ugliness. Aesthetic values.
 - Values of the fair and the unfair. These are a different set of values which include right and wrong. They are ethical values.
 - Values on knowledge and truth. Theoretical values.
 - Values of the holy and the profane: Manifested only on elements that are absolute objects. Specific values in this subdivision are: faith, unbelief, worship and similar attitudes.

García Morente in his book “Preliminary Lessons of Philosophy”, explains that values are independent of numbers, time and space. When something is valuable, or beautiful, or generous, it is independent of the three elements mentioned before. No one can express that a picture is many times more beautiful, nor is there a way to divide its beauty into units, nor can one say that the picture is beautiful for just a short period of time.

Values are absolute. If they are not absolute they would have to be relative. This means that they could be valuable for someone but not for someone else, or for some historical period but not for other eras. This does not happen with values, because as we mentioned, values have no time, space or number. Values indicate characteristics or qualities of certain things, unreal qualities, alien to the quantity and time, number, space and absolutes. (García Morente, 1971, p.276-277)

The moral values, as Adela Cortina defined in the book *Puerto Rico Olympic Education*, (2011, p.13) , “Any human being, to be completely fulfilled, needs to be free and aspire for equality between all men, and solidarity; actively respect himself and others, work for peace and the development of peoples, conserve the environment and deliver it for future generations not in the way he may have received it, but by taking responsibility for those who have entrusted him with it, and be willing to resolve through dialogue the problems that may arise with those who share with him the world and life”.

Moral values are the focus of human behavior, based on how we decide we need to act in the different situations that we face every day. It is mainly related to the manner our behavior affects other people, society, or environment.

If we want to live in peace and harmony, it is necessary to focus on life and the actions found in moral values; also, it is important to build and teach a scale of values in children and young athletes, to achieve a better relationship with all the things surrounding us. It is important not just to try to live according to values, it is necessary to teach children how important they are and how to defend them.

1.3.3. Educational values in sports

Sports enable athletes to develop values, helping them to become all inclusive human beings, loved by their colleagues and, in short, useful to the society in which they live. Sports are a good way to form excellent human beings.

With proper orientation, and providing more than simple fun, sports may become the perfect scenario for the building and formation of healthy habits, values and psychological resources.

If handled correctly, the motivation that children acquire when practicing sports is a very good opportunity for their adequate formation. Practicing sports allow children to develop values that are very important for their personality, individual responsibility, respect, solidarity, acceptance of commitment and perseverance.

Sports can also help develop very important psychological resources, contributing to the effective functioning of the body and wellbeing of the person, including self-confidence, self-esteem, self-control, concentration, problem solving and imagination (Zabaraín, López, Quiñones, 2010, p.40-41)

Values are important to people and are attained by effort and dedication. Here is a list of some values that can be developed by playing sports:

- Freedom
- Justice
- Friendship
- Dignity
- Independence
- Love
- Honesty
- Confidence
- Solidarity
- Cooperation
- Responsibility
- Democracy
- Sincerity
- Altruism
- Security

Samaranch (2008, p26) said that the main aspiration of the Olympic Movement through Sports is to form well-balanced and honest citizens, contribute to peace among all peoples and foster friendship among all countries.

Playing a game, practicing sports or physical activities or just watching, are ways to learn values, especially Olympic values. In many cases children and young people need role models to imitate. That is why it is very important to teach values to famous people.

We called them Olympic values because we tried to find in them the whole attitude of sports and because they should be promoted through sports, physical activity or sporting events, but they are truly universal principles and values.

Sports through Olympic principles, allowed female inclusion in competition, as it is also reflected in society. Another important matter is to provide an opportunity to countries that have different economic situations so as to be able to participate in the quadrennial festival of the Olympic Games, under the same conditions. For these countries necessary equipment and training time are probably not the same, but they can compete together under the same rules.

Social development programs through sports should try to include all its people as one, just as in the Olympic Games, no matter what race, gender, economic situation, cultural, social, political affiliation or religion they may have. It is a party, a place to make friends, to respect each other, to show the principles and values that are inside each one of us.

It is important to involve the family in the practice or support of physical activities. If we have strong families with principles and values, we make it easy to choose right from wrong, as facts and deeds speak so loudly that it is not necessary to speak.

When we are convinced that we are doing the right thing, that we are strong, unselfish and that we can forget our own interests and comforts, when the principles and values of other people come first, when we work by teaching people that it is possible to change, then change will begin.

When people understand that they should not have to reach out to expect help or handouts, but reach out to teach, we start to build a better world.

Another way to promote Olympic values is to work with orphans, teaching through sports the importance of friendship, respect, fair play and tolerance. It is also important to

teach high performance athletes, universal values, so when they retire they keep their involvement with sports, manage clubs and become good leaders.

1.3.4. Fundamental Principles of the Olympic Movement.

The book *Teaching Values and Olympic Education Toolkit* (Binder, 2007, p.12) mentions the Fundamental Principles which are:

1. "Olympism is a philosophy of life, exalting and combining in a balance the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational values of good example and respect for universally fundamental ethical principles.
2. The goal of Olympism is to place sports at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity.
3. 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 all five continents. It reaches its peak with the bringing together of the world's athletes at the greatest sports festival, the Olympic Games. Its symbol is five interlaced rings.
4. The practice of sports is a human right. Every individual must have the possibility of practicing sports, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. The organization, administration and management of sport must be controlled by independent sports organizations.
5. Any form of discrimination with regards to country or person on grounds of race, religion, politics, or gender is incompatible to the Olympic Movement.

6. To be a part of the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC”.

These principles provide us with a general idea regarding the goals of Olympism and the Olympic Movement so as to understand the fields of action that Olympism has, in order to move forward to achieve its goals.

The International Olympic Committee through its web page (www.olympic.org/olympism-in-action) shows the programs they develop to reach their principles and mission, which are as follows:

- Grass root level
- Education through sports
- Peace through sports
- Development through sports
- Environment
- Women and sports

Coubertin, wanted to explain what the fighting spirit meant, and borrowed the phrase from the Dominican Priest Henri Didon: *Citius, Altius, Fortius*, which translated means, the pursuit of excellence, or Faster, Higher, Stronger. This symbolizes the Olympic Movement’s goal, to achieve new human values through sports where, in addition to competing with an opponent, you compete with yourself. This guides the athlete as a citizen. The desire to overcome failure should always be part of this fighting spirit.

1.3.5. Olympic Values

After having dealt with ethics and morals, for a different classification of values, specifically moral values, also known as universal ethic principles, we come to the Olympic values.

According to the Olympic Charter, “Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for fundamental universal ethical principles”. (International Olympic Committee, 2011, p. 10)

“Olympism defines respect, excellence and friendship as Olympic Values” (Olympism in Action, www.olympic.org/olympism-in-action.)

- Respect – fair play; knowing one’s own limits; and taking care of one’s health and the environment
- Excellence – how to give the best of oneself, on the field of play or in life; taking part; and progressing according to one’s own objectives
- Friendship – how, through sport, understand each other despite any differences

At the same time the International Olympic Committee is much more specific when defining five educational values of Olympism, through the Olympic Education Toolkit (Binder, 2007, p.13). These values try to develop the three main learning domains: cognitive, affective and kinesthetic.

- “Joy of effort: Young people practice physical, behavioral and intellectual skills by challenging themselves and each other in physical activities, movement, games and sports.
- Fair play: This is a sport concept, but it is currently applied worldwide, in many different ways. Learning fair play behavior in sports can lead to the development and reinforcement of fair play behavior at the community level and in life in general.
- Respect for others: When young people who live in a multicultural world learn to accept and respect diversity and to practice personal and peaceful behavior, they promote peace and international understanding.
- Pursuit of Excellence: A focus on excellence can help young people make positive, healthy choices, and strive to become the best that they can be in whatever they do.

- Balance between body, will and mind: Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of both moral and intellectual learning.” (Binder, 2007, p.13).

On the other hand when we talk about olympic values it is important to also take into consideration the values that the International Paralympic Committee considers to be fundamental values. These values are as follows:

- Determination – the drive and motivation to overcome both physical and mental barriers in order to achieve goals.
- Courage – having the self-belief and confidence to overcome adversity and face difficulty.
- Equality – show respect and humility towards all those around you in the spirit of fair play.
- Inspiration – to be motivated by the achievements and actions of others and to be a positive example to others.

As previously explained, Olympic values are not overwhelming, but when they are applied to the life of athletes, their full scope takes on a larger meaning. Personally we believe that this is so because it is impossible to separate human values and the activities people of all walks of life, carry out.

As we previously observed, ethics and moral aspects and values, are integrated into the life of individuals from a very early age, and during the practice of sports they are further encouraged and increased. As the same time it is important to highlight that the practice of sport reaffirms some of these values and are also transferred to the daily life. “The values of Olympism are “realistic visions”, especially for those people who are active in sports. But to invest time and energy for self-realization or to respect each other is important for sports consumers”, too. (Horn 2008, p.134).

The conclusions of the 7th Youth Forum held in Ancient Olympia, Greece organized by the International Pierre de Coubertin Committee (CIPC, 2009 p.24-26) emphasized that

people struggled for high qualities. It was felt that by participating in sports, people would have a purpose to pursue – a constant goal which would encourage them on their way. By striving hard we can inspire others.

Intrinsic to this effort are the values of fair play and mutual respect. Respect for each other enables us to learn from one another. You cannot be respected if you cheat or do not have enough diligence. If you are fair and friendly, with a sense of work and harmony, you life will be happier and fuller.

A balance between body and mind is the key to being healthy and happy with life. The true value of the Olympic Games is expressed by the athlete whose achievement goes beyond the two weeks of competition -by applying the Olympic values with family, friends, free time and work- but honest sporting competition, fair play and respect for the opponent can act as a peace maker.

Sports are a way of communicating and educating people regarding tolerance and acceptance through teamwork. Behavior patterns that we learn through sports will influence our behavior in life.

Qualities we look for when choosing friends include honesty, sincerity, having the same interests and an open communication. Understanding each other creates acceptance of our differences. Friendship is long lasting and forever – through sports we have friends for life.

Working together, in friendship and solidarity, young people have the potential to make the world a better place for all. They are the leaders of the future.

To promote fair play, people should be open minded, seeing their opponents as brothers more than anything else. A person plays fairly by respecting the rules and regulations, which are in place to ensure that disadvantages do not occur. In this way an optimum level of play will be achieved. People need to respect their opponents and themselves; and also need to remember that it is a game not a battleground.

Fair play can be adopted in a day-to-day life. We can lead by example – be satisfied with ourselves and our abilities, and demonstrate by our actions that we respect others and what they have to offer and be great role models.

The values of fair play built into all life styles will build better communities with real liberty and freedom, which are essential for a happy and successful life.

To conclude, we can take the Berkley Center of Georgetown University definition of Olympic Values: “Olympic Values include Respect, Excellence and Friendship. As elaborated in the Olympic Charter, they encompass "mutual understanding with a spirit of friendship, solidarity and fair play" as well as "social responsibility and respect for universal fundamental ethical principles," non-discrimination, and sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity. Taken together, these values comprise the philosophy of Olympism.” (<http://berkleycenter.georgetown.edu/resources/topics/the-olympic-movement/subtopics/olympic-values>).

1.3.6. Olympic values as part of the national curricula in schools and in sport clubs

Our research on national basic curricula in Guatemala at the pre-elementary, secondary and high school levels showed that Olympic values per se, were not included in the curricula. Physical education is considered to be a compulsory subject at the national basic curricula and all pupils are required to pass the course, in order to approve the school academic year. But is necessary to mention, even though the national basic curricula does not include Olympic values, that there is a transversal axis of the curricula reform that includes teaching values at school. The four axis for Curricular reform in Guatemala are:

- Unity in diversity
 - Multiculturalism
 - Interculturalism

- Living in a democracy and in cultures of peace
 - Gender, ethnicity and social equity
 - Education in values
 - Family life
 - City life
- Integral development and Sustainability
 - Sustainable development
 - Social security and environment
- Science and technology
 - Work training
 - Technological development

Regarding Olympic Education specifically, the Guatemalan Olympic Committee has signed a cooperation agreement with six private schools and colleges, as well as with three military and civic institutions. And, currently, two more schools have been invited to participate. The schools commitments are:

- Provide classes on Olympism, Olympic philosophy and increase the time to practice physical education and physical activities through recreation.
- Teach technical courses and provide training on different sports.
- Provide scholarships for high-level competitions athletes.
- Provide physical space and venues to practice sporting activities and courses on technical training.
- Allow the participation of athlete-students in high-level competitions.
- Allow the participation of students as sports delegates.
- Assign representatives to national or international exchange meetings, for coaches, doctors, scientists or specialists in different sport areas.
- Cooperate in the foundation of sport clubs and representative teams for high-level competition.
- Propose in coordination with national federations, or national associations, coaches for training camps.

- Advertise all sport activities in school.
- Cooperate with camps, courses, and seminars for students, coaches, and all people related to the sports.

1.3.7. Physical education teachers and youth sport coaches training pertaining to Olympism and Olympic education

The General Directorate of Physical Education (DIGEF, acronym in Spanish) is the institution in charge of developing within the school population, by means of an educational process and quality programs, the excellence of the physical culture on a permanent basis. Their goal is for a “Healthy and active Guatemalan school population, brought together through physical education, sports and recreation, to obtain, a better quality of life” (Taken from the Institutional framework of the General Directorate of Physical Education –DIGEF-).

DIGEF is in charge of preparing and reviewing the curricula of the physical education teachers. They have curricula and extra curricula areas. The curricular area is focused on teaching universal values for futures teachers so that later they can share their values and provide examples to their students.

At the department level a college has been created to train new physical education teachers. Its headquarters are situated in Guatemala City but it also has twenty-two affiliate colleges, one in every department of the country. Its curriculum is divided into two major areas:

- Macro Curriculum: Divide the country into regions with social, economic, cultural and environmental similarities.
- Meso Curriculum: Apply in all departments that integrate the regions, specific methodology and sports activities according to the particular aspects of its people.

The extra curricula area is divided into:

- Schools of sports initiation: these work together with the National Confederation of Sports and National Federations, to introduce children in the practice of different sports.
- National Institute of Youth and Sports. Responsible for delivering training in different sports for young people.

As an activity of the teaching commission of the Guatemalan Olympic Committee, they are in charge of organizing and teaching courses for sports management, coaches, and technical management. They have classroom courses, virtual classes and long distance learning courses, as well as high-level courses. During 2012, the Guatemalan Olympic Committee published its first booklet called Olympic Guide for Students, in which it tries to explain the origin of the Olympic Games, their history, values, motto, symbols, and relevant stories of the games. The idea is to especially work with the schools that have agreements and share principles with the Olympic movement, encouraging an Olympic education.

These courses try to teach and train people to focus on Olympic values, Olympic philosophy and knowledge regarding different aspects that contribute to the development of sports in the country.

1.3.8. Olympic related activities for Physical Education and Physical Activities within the school context.

The General Directorate of Physical Education (DIGEF) is also in charge of the organization and supervision of the National Games for Schools. These games take place every year and try to develop sporting activities and build high level competition beginning at the grade school level. Its main focus is on students ranging from thirteen to seventeen years old, in eleven disciplines. These games prepare youth athletes to compete in the Central America School Games.

In 2009, Guatemala organized the first Central America School Sports Games for primary students. The philosophy of the celebration of the schools games is to generate significant experience to build a strong foundation in values which consolidate national and regional identity, through the following objectives:

- Sports Objective. Establish an induction system for the sport development of 10 to 12 years old students, to improve their specific motor activities according to their biological, physiologic, and social characteristics.
- Educational Objective. Propitiate the significance of learning through activities that can develop social potential in school children.
- Recreational Objective. Celebrate activities within a playful environment that allows for a Central America school interaction, by strengthening self-esteem, confidence and sense of participation.
- Cultural and Artistic Objective. Learn through cultural and artistic activities the diversity and wealth of the Central America countries.

During these games all participants receive a bracelet with a different color. Every color identifies athletes easily, but the interesting part is that every bracelet has an Olympic value.

1. Green for effort: With effort people can obtain respect for nature and animals.
2. Blue for generosity: Generous people do not destroy their habitat, but rather take care of life conditions that help others to survive.
3. Yellow for teamwork. Teach the importance of always working together.
4. Red for respect. Respect for our resources and ourselves.
5. Orange for overcoming difficulties. Learn to fight and overcome difficulties regarding the environment and ourselves.
6. Purple for loyalty. Loyalty for the world, its principles and obligations.
7. Gray for commitment. First commitment to ourselves and towards planet earth.
8. White for nobility. Nobility for every living thing in the world. (First Central American School Sport Games, for Elementary Schools, DIGEF, 2009)

Using these colors, a rally is prepared in which students with disabilities play together and help each other as one team. The winners of the competitions do not receive a medal or a prize. There is no public table score; scores are provided by the delegates after the games. During the games the officials receive a training course on pedagogical referral to teach the children why they received a penalty or a sanction. Every child receives a pin or a medal, regardless of the place he or she occupied during the competition. This improves mutual comprehension, teamwork spirit, friendship and coexistence.

Last year, the Guatemalan Olympic Academy, has played a leading role during the realization of the National Schools Sports Games and Central America Schools Sports Games held in Guatemala, since it has given lectures on Olympism, Olympic values and fair play etc. Note that these conferences are not only for young athletes, but it has invited trainers, coaches and institutional delegates. The fundamental idea is that all persons involved in sporting activities and represent Guatemala in any level of competition have a general idea about Olympism, and values. Also foreign athletes are invited to the conferences about the same topics. Throw this activity is trying to involved high level athletes to share their experiences with the new generations.

Some Guatemalan high performance athletes started compete in schools games, and later they became a member of youth selection in different sports. Even when the work of the Guatemalan Olympic Academy is very recent in the spread of Olympism and Olympic values at this level, it is expected that in future high performance athletes have greater knowledge of the fundamental principles of Olympism and the Olympic values.

1.2.9. Annual session for young athletes of the Guatemalan Olympic Academy and first session of the Olympic Academy for sports leaders.

Since the foundation of the Guatemala Olympic Academy was celebrated twenty three annual session for youth participants. The main objective of this session is share the principles of Olympism, Olympic values, history of the modern and ancient Olympic games, fair play, sports for all, etc., to the youth athletes who performance in different level

of tournaments, unfortunately the Olympic athletes are in training camps, or competitions and most of the time they do not have time to attend to this activities. The national federations most of the times do not appoint high level athletes because them and the National Olympic Committee are focus on results and medals.

In many cases the national's federation in Guatemala is in charge of people who do not know about the sport or have been previously athletes. Some of them do not have any idea about Olympic Movement and the importance of have a balance between body, mine and soul. By that reason Guatemalan Olympic Committee decided to celebrate the first session for the Olympic Academy for sports leaders. The target was that sports leaders had the experience to be involved by the Olympism in general and the Olympic values. If they know the importance of Olympism and values next time they can appointed more high level athletes to the session of Guatemalan Olympic Academy, because it means have a complete athletes, combination between the technical aspects, physical condition and knowledge about Olympism (arête).

2. Problem Approach

2.1. Thesis Objectives

All the documents mentioned and reviewed above have allowed us to clarify the importance to inculcate values in the lives of Guatemalan Olympic athletes. How athletes apply these values in their daily life and especially during competitions, is a question that we need to address next.

The aim of the study is to show how excellence, respect, friendship and other values take part in the life of high-level athletes, how they have changed their lives, as well as how they have been applied and how they have shared them with the people surrounding them.

2.2. Research Question

How Olympic values impact and are implemented during your daily life?

3. Research Approach

With the aim to research the knowledge that Guatemalan Olympic athletes have regarding values in general, and how they have affected or changed their lives, as well as how the practice of sports have reaffirmed these values into their daily lives, and specifically if they are familiar with the Olympic values *per se*, or if during the process of becoming an Olympic athlete they were inducted into or received education pertaining to these values, and taking into consideration that it is an eminently social topic, it was decided to carry out an investigation using qualitative methodology.

For a qualitative research, human behavior, what people say and do, is what actually defines this world and its objectives, and it is aimed to perceive things from a different point of view. (Taylor, 1992).

The qualitative researcher studies people within their context both in their current and in their previous situation. This kind of research emphasizes as valid what comes from inside the subject.

Therefore, "qualitative research consists of detailed descriptions of situations, events, people, interactions and behaviors that are observable. In addition, it incorporates what the participants say, their experiences, attitudes, beliefs, thoughts and reflections... as they are expressed by themselves and not as one describes them" (Montero, 1984, p.19).

3.1. Review of register and documents

In any research it is of great importance the use of documents and bibliographic records for information. Including official records and public documents, which are available in most institutions, governmental entities, newspaper articles, and court transcripts.

3.2. Content analysis

The content analysis methodology in a social science research tries to discover the significance of messages either through a life history, articles, books, website or other necessary reviews. It tries to describe in an objective and systemic way, all facts. According to Miguel Gomez the two ways in which an analysis content can be undertaken, on the one hand, are the direct observation of the social reality through interviews, surveys, questionnaires and participant observation; and on the other hand, the observation and analysis of various documents (including books, daily or periodical publications, statistical series, autobiographical journals, and historical documents), and audiovisual materials.

Specifically during this research, the Guatemalan context was analyzed because of the focus on the Guatemalan Olympic athlete, the history of sports in Guatemala, and the institutions that are directly involved in the sports process, such as the National Council of Sports and Recreation which legally coordinates the four institutions in charge of sports.

The first institution on the sports pyramid in Guatemala, is the Ministry of Culture and Sports. This institution is in charge of all recreational sports and placed on the base of the pyramid. The second institution, is the General Directorate of Physical Education, which is in charge of school sports. The third is the Guatemalan Autonomous Sports Confederation, which is basically in charge of dealing with sports all around the country, and at the top of the pyramid we can find the Guatemalan Olympic Committee, together with the athletes of high-level performance and the Olympic athletes.

On the other hand this methodology was used to describe what ethics and morals, values and Olympic values mean; and how they can affect or influence the life of athletes. It is important to recognize why an Olympic athlete or high-level athletes spend such a huge amount of their time training. At this level the technical and physical preparation, specifically in their preferred sporting disciplines is the most important part of their career, especially if they are trying to obtain quantitative results, including a medal or attaining better positions in the world ranking.

At this level it is complicated to teach values in a theoretical way. Time and training are focused on the results.

One of the aims of this research was to study the participation of Guatemala in the Olympic Movement and in the Olympic Games, and in the future preparation of the athletes who are to represent the country in the XXXI Olympic Games in Rio de Janeiro 2016.

The Friends of the Olympic Sports Foundation try to support Olympic athletes in their goal to receive medals, but also to create young Guatemalan heroes that small children may want to imitate because of their ethical, morale and Olympic values.

3.3. Semi-structured interviews

It was decided to use semi-structured interviews to acquire information regarding the experiences of Guatemalan Olympic athletes. The interview guide was divided into two parts. The first one used direct questions regarding general aspects of the values related to the athlete's life. The second part had specific multiple choice questions, so that the answers of the person being interviewed, could provide an idea of the meaning they had on Olympic values. Each question had an option for an expanded answer, according to their personal experiences.

Four young athletes who participated in the last edition of the Olympic Games held in London 2012, were selected. They were Elizabeth Zamora Gordillo from Taekwondo, Jean Pierre Brol Cárdenas from Shooting, Manuel Oseas Rodas Ochoa from Cycling, and Andrei Dan Gheorghe from Modern Pentathlon. As it was also important to view the perception of the values for retired Olympic athletes, Mr. Oswaldo Johnston from Wrestling, who participated in the Helsinki 1952 Olympic Games, the first time Guatemala attended the Olympic Games, Mrs. Christa Shumann-Lottman from Athletics who participated in Los Angeles 1984, Mr. Julio René Martínez Sical from Athletics and José Gabriel Sagastume Rios from Taekwondo both present in Sydney Olympic Games of 2000 and Athens 2004 Olympic Games, were also interviewed.

Their experiences are very valuable because it is possible to define evolution inside the sporting structures in Guatemala.

4. Guatemala participation in Olympic Games

4.1. Participation

The first participation from a Guatemalan citizen in an Olympic Game was at the Los Angeles 1932 Olympic Games, when an artist, Antonia Matos Aycinena, was allowed to expose a painting within the framework of the Cultural Olympiad.

Afterwards, Guatemala began participating in Olympic Games in the fifteenth edition that was held in Helsinki, Finland in 1952. During the next three editions, our country was unable to participate due to economic reasons. During the government of Colonel Enrique Peralta Azurdia sports in Guatemala were intervened and participation was not restarted until the XIX games held in Mexico City in 1968, where Guatemala was represented by 22 athletes.

From 1932, until August 2012, London Olympic Games, a total of 274 Guatemalan athletes (242 male and 32 female athletes) have participated in total in several different disciplines.

In total, the Guatemalan Olympic Committee has had 13 participations in Olympic Games since 1952. No athletes participated in Melbourne, Australia 1956; Rome, Italy 1960 or Tokyo, Japan in 1964.

Table No. 1
Participation of the Guatemalan Olympic Committee in Olympic Games
By gender

Edition	Year	Headquarters	No. of Athletes	Male	Female
	1896-1948	No participation		N/A	N/A
XV	1952	Helsinki, Finland	22	21	1
XVI	1956	Melbourne, Australia		No participation	
XVII	1960	Rome, Italy		No participation	
XVIII	1964	Tokyo, Japan		No participation	
XIX	1968	Mexico D.F., Mexico	45	44	1
XX	1972	Munich, Germany	8	8	0
XXI	1976	Montreal, Canada	29	27	2
XXII	1980	Moscow, URSS	10	10	0
XXIII	1984	Los Angeles, USA	24	20	4
XXIV	1988	Seoul, Korea	30	27	3
XXV	1992	Barcelona, Spain	16	14	2
XXVI	1996	Atlanta, USA	26	25	1
XXVII	2000	Sydney, Australia	15	14	1
XXVIII	2004	Athens, Greece	18	11	7
XXIX	2008	Beijing, China	12	9	3
XXX	2012	London, United Kingdom	19	12	7
Total			274	242	32

Source: Guatemalan Olympic Committee.

4.2. Relevant aspects

Relevant aspects that happened during the celebration of the different editions of the Olympic Games are:

The athletes who have participated in more than one Olympic Games are Arturo Iglesias Vargas (shooting / moving target) and Francisco Romero Arribas (shooting / skeet), both of them with 4 editions; Carlos René Silva Monterroso and Attila Solti Stefanek (shooting / moving target), Luis García Bechinie (athletics / march) and Julio Martínez (track and field), all of who competed in 3 editions.

Blanca Morales has been the only female athlete to compete in three editions of the Olympic Games: Los Angeles 1984, Seoul 1988 and Barcelona 1992.

The only athlete who has had the honor of twice being the national flag bearer at the Opening Ceremony is Carlos René Silva Monterroso, in Moscow 1980 and Seoul 1988 Olympic Games.

One of the most memorable athletes is Graviola Ewing, a sprinter who participated in the fifteenth edition held in Helsinki in 1952, she was the first lady to represent Guatemala.

Among the main activities that deserve to be mentioned, is the participation of Oswaldo Mendez Herbruger in Moscow in the 1980 Olympics Games, where he tied for third place in the jump test with a Mexican horseman. During the playoff, won by fractions of a second, Guatemala lost the bronze medal.

The delegation of Guatemala has had outstanding performances in team sports. The Soccer National Team managed to classify for the male finals in the Mexico quarterfinals 1968; individually boxer Carlos Motta Taracena in the Los Angeles 1984, fought for the bronze medal, but lost. During the 2004 Athens Olympic Games, the Taekwondo athletes Heidly Marleny Juarez Guzman placed fourth in the category of -67 kilos, also Gabriel Sagastume Rios placed fifth in the category of -68 Kg and Euda María Carias Morales, placed fifth in -49Kg also in Taekwondo.

During the celebration of the XXIX Olympiad in Beijing Olympic Games 2008, one of the best performances came from Luis García Bechini, walking 50 Km. He occupied the 22nd position among 61 competitors. José Amado García (Marathon) occupied the 35 position among 99 competitors.

Until the London Olympic Games in 2012, where Guatemala won its first silver medal, 20km walk by Guatemalan walker Erick Bernanbé Barrondo, Guatemala had had very good participation, but had never been awarded an Olympic medal.

4.3. Preparation

The International Federations that are part of the Summer Olympic Games Program have different ways to select athletes who are invited to participate in an Olympic Games edition. For some disciplines, high-level athletes classify to the Panamerican Games that are held one year before the Olympic Games, in World Championships, in Regional Qualifiers, World Championships, or by a wild card.

Guatemalan high-level athletes prepare by competing in international open and official tournaments, as well as in training camps. Preparation generally takes place during the entire Olympic cycle. The Olympic Cycle in Guatemala, includes participating in the Central American Games, and in the Central American and the Caribbean and Pan American Games. These three regional events celebrated during the Olympiad, close the cycle with the celebration of the Olympic Games.

During their training, athletes also receive psychological, nutritional, economic, and educational support, so as to have a well-rounded education in every aspect. On the other hand, they also receive motivational, doping-related issues, and emphasis is placed in the implementation of values learned during their sporting practice. The idea is to seek a prior comprehensive performance, during and subsequent to the competition as well as in their daily lives.

Guatemalan athletes basically seek the opportunity to measure their skills and abilities at a higher level outside the Central American region. Therefore, tournaments and international camps provide a higher competitive level, and help to improve their performance in general.

4.4. Guatemala in the Olympic Movement

Various Guatemalan have distinguished themselves at the International Olympic leadership, so it is important to highlight it (COG, 2007, p.18).

- Members of the International Olympic Committee
 - General Miguel Idigoras Fuentes 1948- 1952
 - Mr. Willy Kaltschmitt Luján 1988 – to date

- Olympic Order
 - Ingrid Kéller 1979

- Fair Play Diploma
 - Dr. Alejandro Giammattei 1992
 - Mr. Carlos Luna Longo 1996

- Pierre de Coubertin Medal
 - Dr. Fernando Beltranena Valladares 1988
Ex member of the IOC, Cultural and Olympic Academy commission.
 - Mr. Carlos Luna Longo 2002
Member of the Manager Council of Fair Play International Committee

Panamerican Olympic Chain

○ Dr. Fernando Beltranena Valladares

2005

Expresident of Guatemalan Olympic Committee

4.5. Friends of Olympic Sports Foundation (FADO).

The Friends of the Olympic Sports Foundation (FADO), was based on the success that the Spanish program ADO, in which some of the more prestigious enterprises contributed financially to the development of sports.

ADO is the Sports Olympic Association. This is a program that was born on 1988, as an initiative to support elite athletes before the Olympic Games in Barcelona 1992. That was the first time private sponsors supported preparations and plans for specific sporting disciplines.

The success of this program was enormous. From Seoul 1988, when the number of medals was 16 in the Summer Olympic Games and 12 in the Winter Olympic Games, for a total of 28, with only 6 gold medals. After those games, national success for Spain triplicated in the numbers of medals. World championships also enjoyed a serious surge.

Inspired by that situation, under the initiative of General Sergio Arnaldo Camargo Muralles, president of Guatemalan Olympic Committee the “Fundación de Amigos del Deporte Olímpico (FADO)” was legally registered at the Ministry of Interior on November 10, 2011.

Its founding partners were 10 of the most important enterprises in Guatemala.



Source: <http://www.fadoguatemala.com/>

FADO is a non-profit organization, non-political, and non-partisan, and its only purpose is to contribute to the development of Olympic sports.

5. Results

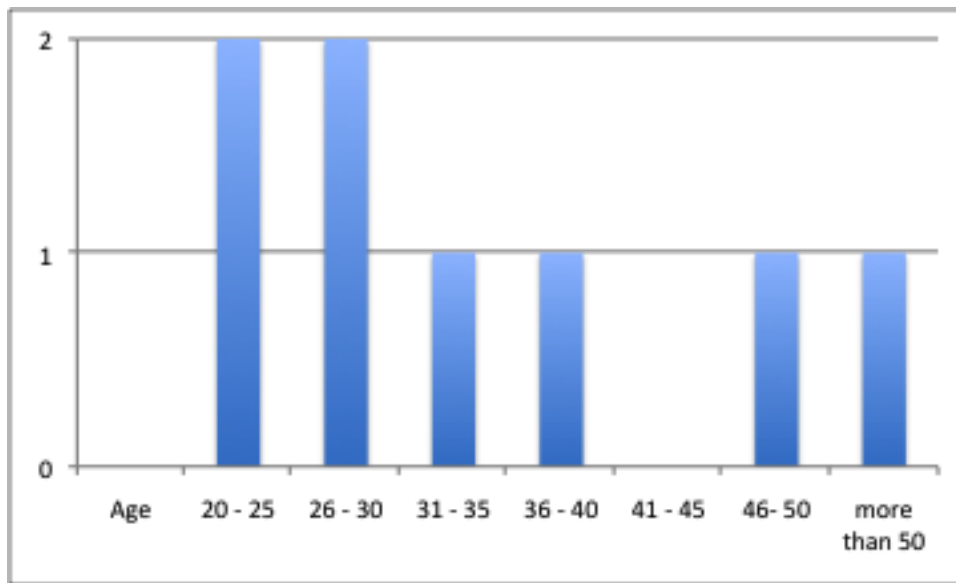
The following conclusions arise from the interviews:

First part.

1. Demographic information.

Graphic No. 3.

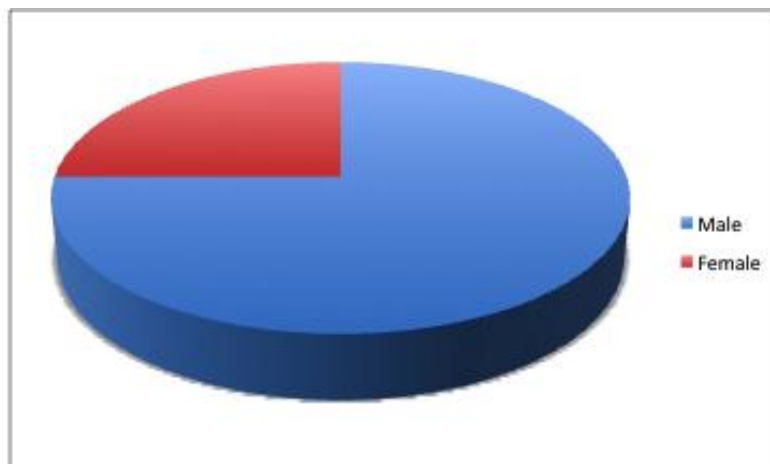
Distribution by age of the interviewer



2. Gender

Graphic No. 4.

Distribution by gender of the interviewer



3. What are values to you?

The answers received indicated that values are basic teachings that are learned during throughout our lives and help us to discern between good and bad. Also, that they are a commitment that an athlete undertakes during his sporting life inside, as well as outside the sports fields.

They are also considered as an ideology that marks and shapes life, how to behave, and a way to be and to believe. They are virtues that all persons need to have, and are specific characteristics of the person and the athlete's character. They are elements that help us to become a better person in all fields of life including families, sports, and work. They are truths that guide our life. Values teach people how to act in different situations, and influence their daily decisions that need to be taken in all aspects of their lives.

Values are instilled within the family and in schools and in the venues where sports are practiced. They are a way to see and perceive things, persons and the environment. They are guidelines and a way of life that need to be cultivated; they also need to be cemented in the family, some of these are honesty, integrity, dedication, sacrifice, and patriotism.

There are eternal values and anti values. The authentic values are based on ethical principles. Currently there are more anti values than moral values. Recently, values have been neglected in the society, and for this reason we can now observe a lot of problems directly related to the lack of values.

4. Do you think that values can live through sports?

All those interviewed answered yes, because the postulate of Olympism is Fair Play and it complies with values in sports. To be an athlete, one has to have basic and fundamental values. Sports are a way to learn values, because there are a lot of values implicit in sports. Also it is a way to teach children. Through sports we learn to be honest,

disciplined, responsible, and persistent. Athletes face sports challenges on a daily basis, and it is impossible to succeed in sports without the aid of strong values that motivate the things you have to do. Athletes with values seek to constantly meet and engage opponents guided by rules and regulations of the game; they respect the decisions of the referee, and those provided by the authorities.

An athlete can have the ability to win but if the right values are not adopted, that individual is not a good competitor.

5. Do you know what Olympic values are?

This question received various answers, one person answered, no; and seven answered yes, and gave us the following responses:

- Fair play, respect, honesty, sincerity.
- Respect, hard work, effort, dedication, sacrifice, discipline, self-control, compromise.
- Fair play, respect, integrity.
- Honesty, perseverance, discipline, loyalty.
- Respect, responsibility, example, hope, honor.
- Fair play, the desire of not giving up, perseverance, peace, brotherhood, as in the idea of Baron Pierre de Coubertin who tried to pacify the nations as in ancient Greece and stop wars.
- Citius, Altius, Fortius, or higher, faster, stronger. And also some other values that are implicit like good mental and physical health, and in general terms, honesty and dedication.

6. Which values can be provided by sports in your daily life?

The same values that can be applied on our daily lives, should also be applied to sports.

- Perseverance, discipline, getting up at an early hour, training, never give up, do not count how many times you fall down, but how many times you stand up and try again, perseverance, honesty, love for country and patriotism.
- Discipline, a wish of never giving up, teamwork, and cohesion in delegation.
- Discipline, honesty, ethics, effort, motivation, tolerance, responsibility, equity, courtesy and respect.
- Respect, friendship, confidence, empathy.
- All values that apply in sports, also apply to daily life, like fair play, friendship and loyalty.
- Responsibility, consistence with what we said and what we do, respect for all persons, justice, fair play, transparence in the way we act.
- Responsibility, respect, discipline, sincerity, organization, friendship, love.

7. Do you think that the only thing that is important in sports is to win the competition?

To this question all those interviewed answered: No. They thought there were more important things during the competition that winning, even though results were also important.

Sometimes it is necessary to fail in order to learn. A popular phrase indicates that you learn more by failing than by being successful. The mentality of the athlete is always focused in winning. He has endured many hours of preparation and he believes his efforts should be rewarded, but winning all the time is not always possible. One of the most important things is to try to be the best and do the best, and show everybody that one has all the necessary values to be the best. Perseverance is awfully difficult and it is very hard to

fix things that go wrong, like bad attitudes, so that they are improved in the next opportunity.

During the competition it is important to win, because high level competition is based on results, but in sports a lot of aspects are implicit, like integral maturity of the athlete. So winning is not the most important thing.

The best athletes of the world always encounter tournaments, in which they lose, but this actually incites and motivates them and pushes them onwards to learn from failures, and that also, is more important than winning.

The effort and dedication that is placed in the competition and getting good results, can be valuable sometimes, but not always. The important thing is to keep in sight the medal or the mark, but one needs to remember always that eventually just one person wins the competition, although this does not mean that the rest of the athletes did not give their best effort. Sometimes the end result is not obtained due to injury or because of a ruling decision. For example, in weight lifting even when the boot and lift are the same, it might mean a tie, the vascular machine decides by weight. Athletes should remember that winning is not the only important thing, as there are external aspects related to the results.

Second part.

In this part, the meaning of a certain value needed to be explained, and an extended response was also requested.

1. What does excellence mean?

Most of them agreed that excellence is to be the best in the competition, in training, in work or in studies, but it also is to be the best in everything. Being the best in life, and be a responsible leader. It also meant people aspired to achieve the maximum mark or results, and to train without mistakes.

It is to be a well-balanced person in all areas of life, respecting fundamental principles and values. It means eminent success. It means to give the best in everything you do, in your family, as a son, as a parent, and as a boss.

2. What does respect mean?

Respect means self-respect, and respect for co-workers, instructors or trainers as well as regulations. It doesn't matter what position the person holds. All persons need and deserve respect. Treat others as you would like others to treat you.

Everything is integrated but we learn to respect the opponent, the sports leader, and all types of persons. The most difficult things in life are personal relationships. It is also important to respect all the people and things that surround us, like the environment, our neighbors, rules, laws, and the society as a whole and to value everything.

A very famous Mexican politician Benito Juarez said “ El respeto al derecho ajeno es la paz” “Respect for the rights of others, means peace”. Respect is linked to ethics and morals.

3. What is friendship?

Some of those interviewed answered that friendship is the free communication between fellow human beings. It embodies sincerity and collaboration with everyone.

Friendship is to talk things face to face, with completely sincerity. People should not feel hurt if the truth is laid out before them.

Many factors are created between two persons that may later link them in a true friendship. Factors like support, advice, time shared, harmony, and service to other people. “A friend is more than a brother”. Respect for the point of view and guidance of the other person can also create friends.

4. In your life as an athlete, did you believe that fair play played a major role?

100% of those interviewed answered YES.

5. How did you apply fair play?

Most of those interviewed answered that they applied fair play because they competed without cheating, respected the rules of the game and admitted their mistakes, even when nobody knew about them.

But fair play is something more. For example an athlete can attend a competition with bad intentions, or with the intention to injure the opponent. This is not fair play, and is, of course, something that should never happen.

To some, fair play means that it is not necessary to enforce the use of banned substances to gain some type of an advantage on other competitors, thus respecting the rules and the regulations during the tournament.

It also means that the athlete should always be very correct in its actions including preparation and training time. Fair play also implies respect for the rules and always be fair and do the right thing.

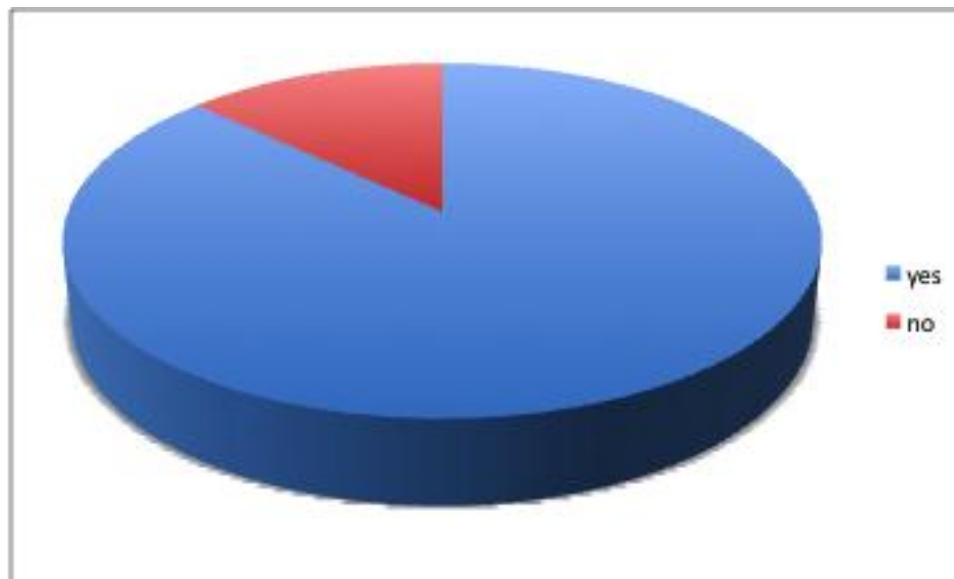
Some of those interviewed recommended the Father's Prayer that General Douglas MacArthur wrote, as an example of fair play. (Attachment No. 3).

6. In your life as an athlete, did you work as team?

13% of those interviewed said NO and the other 87% said YES.

Graphic No. 5

Did you work as a team?



7. Why did you consider that you had teamwork?

Most of the sporting disciplines of those interviewed are individual, but for some of them this does not mean that teamwork did not exist. Even in an individual sport, the work of the doctors, physiotherapists, delegates, and the federation board-of-directors has to be taken into consideration. When an athlete competes, a whole group of people is behind him and supports him. In a team you need each other. All people have certain tasks that need to be accomplished adequately, and therefore, it is important to appreciate the work of others.

There is a part in the preparation of the athlete that requires him to work in a team, but not all the time. It is also important to be self-sufficient in some aspects, and to analyze the athlete's performance during the competition.

In teamwork it cannot be possible to blame anyone for bad or good results. At the end it is the athlete that is by himself during the competition.

8. Do you think that the practice of sports and the exercise of the values you learned, have influenced your life?

All those interviewed answered YES. Because sports helped them not to waste time, they invested their time and efforts in something healthy, which prepared them to become better persons, by decreasing their faults and defects.

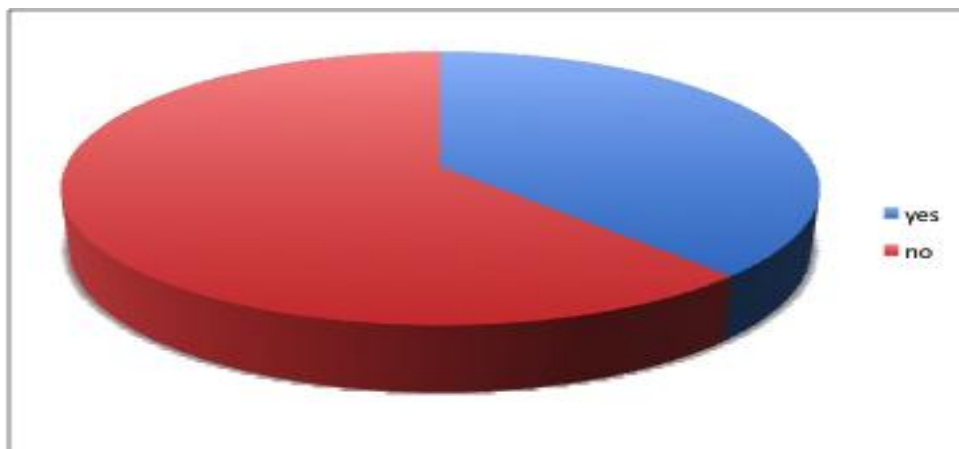
All values like dedication, effort, responsibility, were important, but being strong during the practice of a sport, helps during life. Also, all the things learned during sporting practice gave them human education. This is a fundamental part of the growing-up process.

9. Would you like to continue or are you already pursuing a career in sports, after you stop practicing sports?

38% of those interviewed answered YES, and 62% of them are already immersed in a sporting career. Some of them have almost completed their careers and are still active athletes.

Graphic No. 6

Continue a career after having stopped being an active athlete



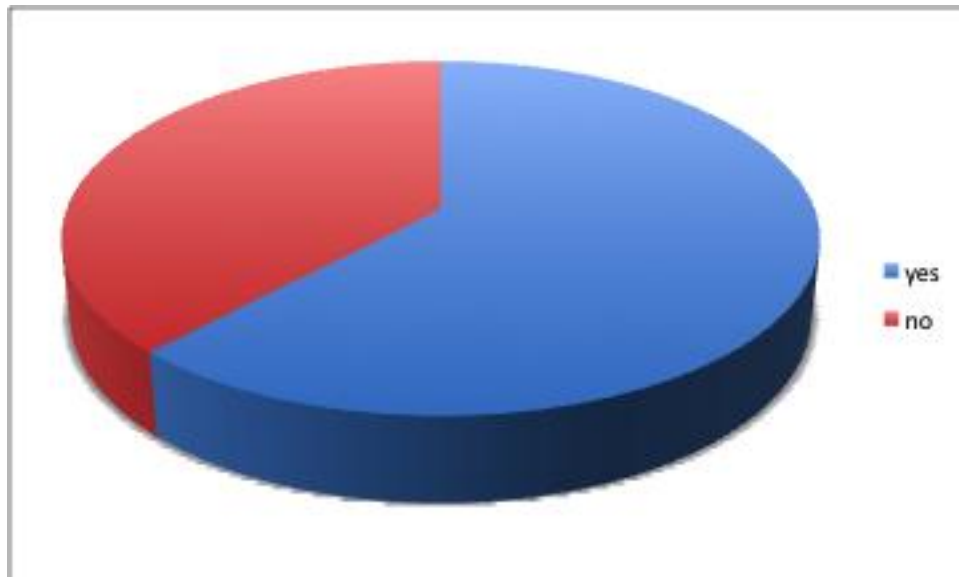
10. What would you like to work on after being active in sports?

- Physiotherapist and own a gym.
- Coach
- Engineer with plans to dedicate himself to the construction business
- University graduate
- Referee, coach, and return to sports all the things that he received from sports
- Coach, referee, national and international sports leader
- Teacher of physical education and try to do something at the national level

11. Do you think that you can find in sports leadership facilities?

38% of those interviewed answered NO, and 62% answered YES.

Graphic No. 7
Facilities in sport leadership



6. Conclusion

After having carried out the literature review and a series of interviews with Guatemalan Olympic athletes we concluded the following:

Even when the Guatemalan Olympic Committee was established after the celebration of the IV Central American and Caribbean Games in 1950, held in Guatemala City; several years before, Guatemalans knowledge of the Olympic Movement, as well as the importance of sport for society in general and especially education values that develops through practice of a sport to be had.

When the topic of sports started in the country, it was in charge of the government. Through different periods of time it still is in charge of the government, as it is both autonomous or semiautonomous. In 1985 sports in Guatemala was declared autonomous, by Constitutional Mandate. It was a big step in the stage of sports in the country. This means that Guatemala is the only county in the world that has a constitutional allocation of 3% of the national budget for the exclusive use of sports. This budget allocation is distributed among the four main sporting institutions of the country: the Ministry of Culture and Sports (MICUDE), the General Directorate of Physical Education (DIGEF), the Guatemalan Autonomous Sports Confederation (CDAG) and the Guatemalan Olympic Committee (COG), all members and representatives of the National Council for Sports and Recreation (CONADER).

Unfortunately during the research, we noticed that the National Sports Law was created, but there are no joint programs between the institutions involved at all levels of sports in the country. Each institution is focused on specific programs to achieve their basic objectives. In the case of the Guatemalan Olympic Committee they have an educational Olympic program with the schools or institutions with which they have an agreement. The idea of this program is to teach the importance and the significance of Olympism, the Olympic Movement and values. The General Directorate of Physical

Education (DIGEF) has its own program, in which as a transversal educational axis, it focuses in values.

Some Guatemalan Olympic athletes agree that during his training never received information about the Olympic Values, their sports training was focused on technical, physical aspects and results such as brands or medals. There is not exist an education in values even when the coaches emphasize on respect the rules. In case of some sports disciplines the younger athletes starts their preparation in private clubs or gyms, not in the national federation that implies they have not received training in values or Olympic topics.

Teaching values through sports practice, benefits sports as a whole and the personal development of the Guatemalan Olympic athletes. During the interview we could perceive the implicit influence of ethical and moral values. Respect, excellence, fair play, dedication, and perseverance are values inherent in the daily life of sports. Even if there is a practical application of values in sports, there is a lack of knowledge of the Olympic values *per se*. Friendship, respect and excellence are not identified by some of the Guatemalan Olympic Athletes as Olympic values. Yet, some of the educational values of the Olympic movement as fair play and effort are identified as Olympic values. This means that it is important that within the sports institutions a greater dissemination is given to the Olympic values and the educational values of Olympism. On the other hand even and when the educational values of Olympism are established, Guatemalan institutions do not practice them. It is felt that it is vitally important to develop programs consistent with these principles within Guatemalan society.

There is a theoretical ignorance of Olympic values and the fundamental principles of Olympism in all Guatemalan Olympic athletes. They all agree that sports have helped them to strengthen the ethical and moral values in their life as athletes, even if the most important part of the competence is not to win, but to have made the best effort, challenging oneself, and competed fairly at all times.

There does not exist a program of induction or tracking values in high performance athletes, and it is not possible to wait until one becomes an elite athlete to teach him or her values; rather, it is important to work on values since their initial entrance into the sporting world. When an athlete becomes a high-performance athlete or maybe an Olympic athlete, it is necessary to focus on preparing him both physically and professionally. That is where values must be firmly built within his life, thus avoiding negative actions that go against the ethical and moral principles of the Olympic movement.

The Guatemalan Sports Confederation in charge of all sports has tried with his slogan "Passion for Guate" to inculcate love and dedication by all Guatemalan athletes, while the Olympic Committee of Guatemala through its slogan "Proudly Guatemalan" seeks also to reaffirm that same love, patriotism and values that are lived through sports.

The lack of values that we are experiencing all over the world, forces us to look for idols for the younger generations. Guatemala has a lack of national heroes, who portray dedication, perseverance, sacrifice, delivery, fair play, passion, and pride. It is necessary that children and adolescents dream that these things are possible, that we can be stronger, faster and higher in our life. It is possible to represent Guatemala, and place the country's name at the very highest place in the sporting arenas.

Even if some Olympic athletes do not think they can find support in sports leadership that helps them develop professionally when they finish their career as an athlete, by using teamwork, there are several ways to publicize their values, especially for those athletes that have been previously considered to be public figures.

7. Recommendations

After our research conclusions, we would like to propose the following recommendations:

- Suggest to the Guatemalan Olympic Committee and the Guatemala Autonomous Sports Confederation, the creation of a program that teach values in National Federations and Associations before athletes rise to high-level athletes and before their training and results become for them, the most important things.
- During the time of preparation for international tournaments and within the oaths taken before all competitions, the Guatemalan Olympic Committee should include small phrases, called capsules, regarding Olympism and values.
- Prepare or create society integration programs for athletes who retire from competition.
- Provide through the Guatemalan Olympic Academy and the directorate of the Guatemalan Olympic Committee, conferences on Olympism and values at every level of society, in order to reaffirm the values that can be obtained through the daily and healthy practice of sports.
- Guatemalan Olympic athletes, after their retirement from elite competitions, should engage in educational and motivational programs in sports for children and young athletes, so as to share their own experiences and values.

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Interview

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- Brol Cárdenas, Jean Pierre (Mr.) Shoot Athlete, London Olympic Games 2012
- Del Busto, Jose (Mr.) Executive Direction for the 1st Central America School Games for elementary school.
- Gheorghe, Andrei Dan (Mr.) Modern Pentathlon Athlete, London Olympic Games 2012
- Jhonston, Oswaldo (Mr.) Wrestling Athlete, Helsinki 1952 Olympic Games
- Martinez Sican, Julio René (Mr.) Athletics athlete Sydney 2000 and Athens 2005 Olympic Games
- Morales, Roger (Mr.) Coordinator of the extracurricular department, General Direction of Physical Education, Guatemala.
- Paiz, María José (Mrs.) General Manager, Friends of Olympic Sport Foundation
- Sosa, Estela (Mrs.) Coordinator of the Education Commission of the Guatemala Olympic Committee.
- Pinzón, Nidia (Miss). Attendant of the Intercultural department in General Direction of Physical Education, Guatemala.
- Quan, Julika, (Miss). Advisor of sports development department, General Direction of Physical Education, Guatemala
- Rodas Ochoa, Manuel Oseas (Mr.). Cycling Athlete, London Olympic Games 2012
- Sagastume Rios, José Gabriel (Mr.). Taekwondo Athlete, Sydney 2000 and Athens 2004 Olympic Games.

- Schumann- Lottman Christa (Mrs.) Athletics athlete, London Olympic Games 1984
- Zamora Gordillo, Elizabeth, (Miss) Taekwondo Athlete, London Olympic Games 2012

Figure List

- Figure 1. Founder partners of the Friends of Olympic Sport Foundation

Table List

- Table No. 1 The Participation of the Guatemalan Olympic Committee in Olympic Games, by gender

Graphic List

- Graphic No. 1 Guatemalan Age Structure
- Graphic No. 2 Sport Guatemalan Structure
- Graphic No. 3 Distribution by age of the interviewer
- Graphic No. 4 Distributed by gender of the interviewer
- Graphic No. 5 ¿Did you work as team?
- Graphic No. 6 Continue a career after stop being an athlete
- Graphic No. 7 Facilities in sport leadership

Attachments

- Guide of Interview (Spanish)
- Nationals Laws related with the Sport.
- Fathers Player (General Douglas McArthur)

Attachments.

Attachment No. 1.

- Interview- Questionnaire (English)/Guía de la entrevista (Spanish).



Guía de la entrevista.

Este cuestionario fue elaborado dentro del Programa de Maestría en Estudios Olímpicos, desarrollado por la Academia Olímpica Internacional y la Universidad del Peloponeso, con el objetivo de obtener mayor información sobre el conocimiento y aplicación de los valores olímpicos en la vida personal y deportiva de los atletas olímpicos guatemaltecos.

Con la idea de obtener la información de una forma más estructurada, el cuestionario se ha dividido en dos partes. La primera de ellas es sobre el conocimiento general de los valores y la segunda sobre la aplicación de los valores en su quehacer diario.

Sus respuestas son muy importantes para nosotros y serán utilizadas únicamente con fines académicos.

Agradecemos de antemano su tiempo y sinceridad en el desarrollo de la misma.

Primera Parte.

1. Información demográfica.
 - a. ¿Cuántos años tiene?
 - i. Entre 20 – 25
 - ii. Entre 25 – 30
 - iii. Entre 30 – 35

iv. Entre 35 – 40

v. Entre 40 – 45

vi. Entre 45 – 50

vii. Entre 50 – 55

viii. Más de 55

b. Género M F

2. ¿Qué es un valor para usted?

3. ¿Piensa que los valores pueden vivirse a través del deporte? Si, No

¿Por qué?

4. ¿Sabe cuáles son los valores olímpicos? Si, No

Por favor enumérelos.

5. ¿Qué valores puede aportar el deporte para su diario vivir?

6. ¿Cree que lo único que vale en el deporte es ganar la competencia? Si No

¿Por qué?

Segunda Parte: Por favor seleccione los incisos que considere corresponden a su respuesta. (Pueden ser más de uno o todos).

1. ¿Qué significa para usted la excelencia?

a. Ser el mejor en la competencia

b. Ser el mejor en los entrenamientos

c. Ser el mejor en mis estudios o trabajo

d. Proponga usted otra...

2. ¿Qué significa el Respeto?

a. Respetarse a uno mismo

b. Respeto a sus compañeros de entrenamiento

- c. Respeto a los instructores o entrenadores
 - d. Respetar los reglamentos.
 - e. Proponga usted otra...
3. ¿Qué es para usted Amistad?
- a. Conocer a mis compañeros tanto de equipo como con quienes tengo que enfrentarme en la competencia.
 - b. Admirar el trabajo de mis compañeros y rivales.
 - c. Comunicarme abiertamente con compañeros y formar Fuertes lazos de Amistad.
 - d. Proponga usted otra...
4. En su vida de atleta ¿cree que ha jugado siempre limpio?
- a. Si
 - b. No.
5. Si cree que ha jugado limpio, lo considera así ¿por qué?
- a. Compite sin hacer trampa
 - b. Respeta las reglas del juego
 - c. Admitió sus propias faltas cuando las tuvo aunque ningún otro se había dado cuenta
 - d. Respeta siempre las decisiones del árbitro
 - e. Desea ampliar su respuesta
6. En su vida de deportista, ¿cree que ha trabajado en equipo?
- a. Si
 - b. No
7. ¿Por qué considera que ha trabajado en equipo?
- a. Ha tratado de sumar sus habilidades a las de sus compañeros

- b. Ha sido disciplinado
 - c. Ha responsabilizado a otros por el fracaso de su equipo
 - d. Ha sido leal con su equipo o compañeros de entrenamiento o de competencia
 - e. Aprendió a comprometerte con el deporte, federación, con Guatemala
8. ¿Cree que la práctica de su deporte y el ejercicio de los valores que encontró en él deporte le han educado o formado para la vida?
- a. Si
 - b. No
9. ¿Quisiera seguir una carrera cuando deje el deporte?
- a. Si
 - b. No
10. ¿Ha pensado qué le gustaría hacer cuando deje el deporte?
11. ¿Cree que puede encontrar en la dirigencia deportiva facilidades para hacerlo?
- a. Si
 - b. No

Muchas Gracias por su tiempo.

Sue Jionschyon Kim Morales

Attachment No. 2.

Nationals Laws related with the Sport.

According the 1985 National Political Constitution of the Guatemalan Republic trying to development the sports in the country approved the next changes in the law.

Article 91. Budgetary allocation for sport. It is the duty of the State to encourage and promote physical education and sport. To this end, an exclusive allocation of not less than three per cent of the national budget shall be allocated from ordinary State revenue. Fifty percent of such allocation shall be granted, to physical education, recreational and school sport; and twenty-five per cent shall be granted to non-federation sport.

Article 92. Autonomy of sport. The autonomy of federation sport is recognized and guaranteed through its governing bodies. The Autonomous Sports Confederation and the Guatemalan Olympic Committee, which are authorized to act at law, possess independent capital and are exempt from all forms of national and municipal taxes.

Article 87. The Guatemalan Olympic Committee shall perform its functions in a completely independent and autonomous manner free of any political, religious or commercial influence; it is authorized to act at law and possesses independent capital; it performs it functions in accordance with the present legislation. Its own statutes and the provisions laid down in the regulations of the International Olympic Committee; it may become affiliated to the international bodies it considers appropriated; in shall have its domicile in the department of Guatemala and its headquarters in the capital city; it may identify itself with the initials COG.

Article 94: The Guatemalan Olympic Committee shall Form its general assembly in the following manner: One official delegate and one deputy from each of the affiliated federations whose sports figure on the program on the Olympic or regional Games; the members of the International Olympic Committee, whether or not they are Guatemalan, who reside in the country, and who shall have the right to speak and vote; the members of

its executive board, who shall preside over it, and who have the right to intervene but not to vote.

Article 100: The capital of the Guatemalan Olympic Committee consists of: real estate, furnishings and assets of all kinds, acquired outright, held in usufruct or in any other manner, for the purposes of sport; twenty per cent (20%) of the minimum financial guarantee laid down in the Political Constitution of the Republic of Guatemala, for development and protection of the federation sport sector; donations, gifts under wills, subsidies, profits and any allocation given as a gift or as compensation by the State, autonomous bodies, legal persons or private individuals; any goods, rights and shares it may purchase; ten per cent (10%) of any profits the Autonomous Confederation of Guatemala may obtain through the system of sports betting, lotteries and pools; other income as define by the law.

Article 102: The Guatemalan Olympic Committee is exempted from payment of all taxes, municipal taxes and associated payments, except for the contribution established under law by the National General Treasure Office. No duty shall be payable on imports of articles or effects intended for the fulfillment of sporting end.

“Today we may consider that Guatemala is the only country in the world where federation sport, and especially the National Olympic Committee, is truly autonomous. They have fixed financial support and tax-free status, and these advantages are enshrined in the national constitution”. (Kaltschmitt, 1997).

Attachment No. 3.

A Father's Prayer

By General Douglas MacArthur

Build me a son, O Lord, who will be strong enough to know when he is weak, and brave enough to face himself when he is afraid; one who will be proud and unbending in honest defeat, and humble and gentle in victory.

Build me a son whose wishbone will not be where his backbone should be; a son who will know Thee and that to know himself is the foundation stone of knowledge.

Lead him, I pray, not in the path of ease and comfort, but under the stress and spur of difficulties and challenge. Here let him learn to stand up in the storm; here let him learn compassion for those who fail.

Build me a son whose heart will be clean, whose goal will be high; a son who will master himself before he seeks to master other men; one who will learn to laugh, yet never forget how to weep; one who will reach into the future, yet never forget the past.

And after all these things are his, add, I pray, enough of a sense of humor, so that he may always be serious, yet never take himself too seriously. Give him humility, so that he may always remember the simplicity of greatness, the open mind of true wisdom, the meekness of true strength.

Then I, his father, will dare to whisper, "I have not lived in vain."