



**UNIVERSITY OF PELOPONNESE**

**FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCE  
DEPARTMENT OF SPORTS ORGANIZATION AND MANAGEMENT**

MASTER'S THESIS

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

**THE DEVELOPMENT OF SPORT IN VIETNAM**

Kien Nguyen Trong

**Supervisor:** Dr. Suan Brownell

Sparta, January, 2013

## **Declaration on Sources**

I hereby declare that this is my own work and that to the best of my knowledge and belief, it has not been submitted in any form for another degree or diploma at any university or other institution of tertiary education. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references is given.

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.

**Kien Nguyen Trong**

## **Acknowledgements**

A number of challenges both professional and personal have been experienced during this study. It would have been difficult to do this study without the support I got from many people. Accordingly, I would like to take this opportunity to thank them.

I would like to thank the Vietnam National Sports Administration for their support towards this research. It has been invaluable. A special thanks must go to my boss and work colleagues at Vietnam Olympic Committee for putting up with me over the past years and for managing my job when I was forever away. I am extremely fortunate to have Prof. Hoang, Mr. Tran and Mr. Ly as boss. Without their belief in me and providing me with so much leave I would not have been able to achieve this research.

I am most indebted to my supervisor Susan Brownell, for kindly sharing with me her insights and guiding me through this demanding process. Your patience, leadership and wisdom have not only inspired me academically, but also morally.

Dung, Tu and many others have spent a lot of their time discussing and sharing their thoughts about sport and historical methods with me.

The staff at National Library was most obliging and patient. Thu and Lan was most efficient and helpful with all of the administration necessities involved in this project.

To mum and my family, thanks for all their support and faith in me over the early years of my life. To my little boy, Phong thanks for being you guy and I will be home at last.

Finally, I would like to dedicate this research to my wife, Hoa. You gave me all the love, support, encouragement and energy necessary for me to finish my work.

## TABLE OF CONTENT

Declaration	II
Acknowledgements	III
Table of Contents	IV
List of Tables:	V
List of Figures:	VI
Abstract	VII
CHAPTER I: INTRODUCTION	11
1. Introduction	11
1.2. Vietnam: Location and general Information	11
1.3 Research questions and themes of the thesis	14
CHAPTER 2: LITERATURE REVIEW	17
2.1 Introduction	17
2.2 Knowledge and Sport	18
2.3 Critique in sport and Vietnam	19
2.4 The diffusion of modern sport	20
2.5 Cultural Hegemony	21
2.6. Colonization of Asia and the diffusion of modern sport	23
2.7 The development of Social and Sport	24
2.8 Cultural Imperialism	26
2.9 Conclusion	29
CHAPTER 3: METHODOLOGY	30
3.1 Introduction	30
3.2 Source and Literature	30
3.3 Primary Sources	32

3.3.1 Newspapers	32
3.3.2 Magazines	32
3.3.3 Reports	32
3.4 Source Analysis and Critique	33
3.5 Authenticity of the primary sources used in this study	33
<b>CHAPTER 4: SPORT DEVELOPMENT IN VIETNAM</b>	<b>36</b>
4.1 Sport during the French colony period 1858 – 1945	36
4.1.1 Sport in Vietnam in the Pre-Colonial period	36
4.1.2 The diffusion of sport in the colonization period	37
4.1.3 The foundation of clubs and tournaments by local people	41
4.1.4 Colonial Administrators	42
4.1.5 The French colonial education system	44
4.1.6 Conclusion	46
4.2. Sport development after the August Revolution 1945-1975 period	46
4.2.1 The transition in sport	47
4.2.2 The foundation of Vietnam	50
4.2.3 The Sportization process	52
4.2.4 Physical Education achievement	56
4.2.5 Conclusion	58
4.3. A New era - the Reform Period (1986 - today)	59
4.3.1 Vietnam and Sports in the new era	59
4.3.2 The development process after country's unification	61
4.3.3 Building a cultural society	68
4.3.4 The sport achievements	72
4.3.5 Sports for all achievement	75
4.3.6 Current Organizational Structure of Sport in Vietnam	77

4.3.7 Plan for development	84
4.3.8 Conclusion	90
CHAPTER 5: CONCLUSION	91
5.1. Final Conclusion with a Theoretical Discussion	91
5.2. Cultural Imperialism and sports development in Vietnam	93
5.3. Cultural Hegemony and sports development in Vietnam	94
5.4 Conclusion: The development of sport in Vietnam	95
References	99

## **List of map/tables**

Map Number 1: Vietnam's location in Asia

12

## **List of figures**

Figure: 4.1 Economic structure and growth after 20 years of renovation (1986-2006) - GDP growth rate and structure (%)	66
Figure 4.2 represents the core organizational structure of sport in Vietnam	77
Figure 4.3 Vietnam's result the Southeast Asian Games 1997-2003	88
Figure 4.4 Vietnam's result the Southeast Asian Games 2007-2013	88
Figure 4.5 Vietnam's result the Asian Games 1998-2010	89
Figure 4.6 Comparison between Vietnam and neighboring countries at the Asian Games 1998-2010	89
Figure 4.7 Comparison between Vietnam and neighboring countries at the Southeast Asian Games 2001-2011	90

## Abstract

The outcome of this research has been to gain insight into the sport development processes in Vietnam since 1858 to present. Through the analysis, several key questions are addressed. In pointing out that the development of sport in Vietnam involved more than just political steering, I thought that it is useful and necessary to examine how the present state of sport has emerged out of the past.

Using the analytical approach and the research questions, this thesis examines empirical evidence gathered from official documents, such as sport strategy, media reports, some books and reports to show how sport has developed in Vietnam. The approach focuses on examining the figuration of sport as a network of interdependencies and how its development creates more and more interconnections with other social figurations. The widening network of interdependencies shapes the culture of sport in Vietnam but it also reveals similarities and differences with the development of wider Vietnamese society.

Although the seeming under-development of Vietnamese sport appears to be at odds with the wider social development, parallels between the two can be drawn. Underlying both developments is the increasing regulation of practices and tightening of the chains of interdependencies. Medals may mark the level the sporting nationalism, but they do not indicate the increasing differentiation and integration of practices, identities and images of the disparate social groups.

The aim of this thesis is to examine the history of sport in Vietnam. Through the analysis, several key questions are addressed. In pointing out that the development of sport in Vietnam involved more than just political steering, I thought that it is useful and necessary to examine how the present state of sport has emerged out of the past. How did the germination of sport by the French for their own recreational pleasure

develop into the more recent establishment of a sport clubs, school.

Sport in Vietnam became centralized and the direction and form of its development became more and more situated in the country. Centralization of sport gathered momentum when Vietnam became an independent country. The construction of a national identity was relatively more successful for the independent country than when it was a French colony.

The construction of a national identity was neither achieved through cultural distinction of the social groups nor by international competition to create an established group and outsider dynamics.

The globalization processes have an uneven effect in the development of Vietnam social habitus. As sport becomes an increasingly powerful image and representation of national identity, social development and economic muscle and the global-local tension intensifies, sporting success provides the connection with the rest of the world. And, as important as achieving sporting success is, the struggle, tension and conflicts in achieving an Olympic medal provide the nation with collective memory which is integral to the reinforcement of a national identity.

Through analysing the development of sport in Vietnam, issues of global-local, state-citizenry, integration and distinction of local ethnic identities are addressed.

# CHAPTER I

## INTRODUCTION

### **1. 1 Introduction**

Sport is not simply a reflection of social development but it parallels its development. Sport is also not simply a tool for political manipulation but an institution that binds and separates different social groups and it embodies political currency as well as cultural, educational, historical and social currency. It forms a part of the collective history of a country.

As in many countries across the world, sport is one of the most popular activities in Vietnam. It is played predominantly by people of all different ages in the urban and rural areas. Sport activities is appeared all over Vietnam, even in the remotest villages of the country.

This thesis will attempt to explore and analyse the diffusion and development of sports in Vietnam. It will look at how did the germination of sport by the French for their own recreational pleasure develop into the more recent establishment of a sport clubs, school specifically to harvest champions? Who introduced modern sports to the Vietnamese people and why did not seem to have bothered them after the knowledge of the sports had been established. Why should the european have such an interesting sports activities for themselves? How does the sportization process parallel and contradict the wider social development of Vietnam? How have some aspects of the development continued whilst others changed? With the increasing global-local tension, how is national identity promoted and produced through sport? What are the tendencies that might shape the possible future of sport in Vietnam?

The main focus in this study is on the important directions of sport development in Vietnam.

### **1.2. Vietnam: Location and general information**

Vietnam is located in the eastern part of the Indochina peninsula, bordering China to the north, Laos and Cambodia to the west with a long land border of 4,550 km, and facing the eastern sea (South China Sea) and the Pacific to the east and the south. With 331,000 square kilometers, Vietnam is the small country in the world.

The country has a long coastline of 3,260 km running from Mong Cai in the north to Ha Tien in the southwest. Vietnam's territorial waters in the eastern sea extend to the east and southeast, including over 3,000 islands.

Map Number 1: Vietnam's location in Asia.

The population of Vietnam is beyond 87 million. Vietnamese people also called "Viet" or "Kinh", account for 86.2 percent of the population. There are more than 54 ethnic minorities throughout the country. Each ethnicity has its own cultural color, thus, the Vietnamese culture is a diversified unification.

The official spoken and written language is

Vietnamese, various other languages are spoken by several minority groups in Vietnam. English, French, Russian, Chinese widely spoken.

Vietnam is located in a region considered a cradle of mankind, one of the earliest agricultural centers practicing wet rice farming, where the stone and metallurgical revolutions took place.



The first State in Vietnam was established in the 7<sup>th</sup> century B.C. Thanks to their hard work and creativeness, Van Lang (and then Au Lac) residents created a civilization that influenced the entire Southeast Asian region.

Together with the formation of the first State in Vietnam's history was the evolution of a diverse economy and advanced culture known as the Red River civilization (or Dong Son civilization) symbolized by Dong Son bronze drum, a heritage reflecting the quintessence of the lifestyle, traditions and culture of the ancient Vietnamese.

Since the 2<sup>nd</sup> century B.C to 938, Vietnam had been dominated by different Chinese dynasties for more than a thousand years.

In the 19<sup>th</sup> century, Western capitalist countries entered the period of imperialism and colonialism. Through missionaries and trade, the French gradually dominated Vietnam for nearly 100 years from 1858 to 1945.

Vietnam's contact with the Western world began with the Portuguese, Netherland, early in the 16th Century. At the end of the 19th Century, Vietnam came under French rule.

Under the orders of Napoleon III of France, Rigault de Genouilly's gunships attacked the port of Da Nang, Vietnam in 1858. From 1859 - 1887, French troops expanded their control over Vietnam and formed a colony known as Indochina. French Indochina was formed in October 1887. Within French Indochina, Vietnam had the status of a colony, a French governor with local governments run by Vietnamese officials.

In August 1945, under the leadership of the communist party headed by Nguyen Ai Quoc (later known as President Ho Chi Minh), the Vietnamese people successfully launched a general uprising to seize power. With the Proclamation of Independence on 2<sup>nd</sup> September 1945, the Democratic Republic of Vietnam came into being. The globe-

shaking victory of Dien Bien Phu (May 1954) put an end to the war of resistance against the French colonialists.

Between 1954 and 1975, Vietnam had to fight another war for national liberation and unification. With untold hardships, the war came to a successful end following the victory of the historic Ho Chi Minh Operation in 1975. Since then, the unified Vietnam has ushered into a new era of peace, unification and national construction.

At the 7<sup>th</sup> Congress of the Communist Party in 1986, the Doi Moi (Reform) policy was launched with the focus on economic reform. This marked an important milestone in the new stage of development of the Vietnamese nation.

### **1.3 Research questions and themes of the thesis**

When preparing a research question in a history study, one should have in mind the basic philosophy and practice of the academic field. One should, therefore, be familiar with the way historians ask questions, the approaches and the techniques they apply (Booth, 2005, 135). Struna (2005, 197) mentions two models in sports history namely: descriptive and analytical. According to Booth (2005, 79), argues that historians choose one of the two approaches, depending on the type of questions they ask, and the literature available to them. Descriptive history locates persons, trends, events, focusing on the actors and social factors. While analytical history sets out to make sense of the detail. The job of an analytical historian is to investigate how situations, events and phenomena came to being. Examining changes across time, analytical historians ask questions such as why and how (Struna, 2005,173). This study will attempt to take the analytical approach and the research questions in the study will be as follows:

- a. How was sport introduced in Vietnam?

- b. How did the germination of sport by the French for their own recreational pleasure develop into the more recent establishment of a sport clubs, school specifically to harvest champions?
- c. Who introduced sports to the Vietnamese people and why did not seem to have bothered them after the knowledge of the sports had been established.
- d. Why should the europeans have such an interesting sports activities for themselves?
- e. How does the sportization process parallel and contradict the wider social development of Vietnam?
- f. How have some aspects of the development continued whilst others changed?
- g. With the increasing global-local tension, how is national identity promoted and produced through sport? What are the tendencies that might shape the possible future of sport in Vietnam?
- h. How was it integrated into the local culture to become the most popular activities in the country?
- i. Who played important roles in its introduction?
- j. How did sport develop in Vietnam?
- k. What did independence mean to sport?
- l. What role did the new political leaders play in the development of sports in Vietnam?

In my attempt to answer these questions, I have divided my thesis into five chapters. Chapter one is the introduction to the study. It covers the research questions and basic information about Vietnam as well as the thesis objectives. Chapter two discusses, explores the general state of play in the field of sport study. Following this brief

discussion, it outline the literature dealing with the history and sociology of sport in Vietnam. It then process to discuss the diffusion of modern sport and it also attempts to outline the major theories that could help to understand the diffusion of modern sport: cultural hegemony and cultural imperialism. These theories are giving perspectives which have been used to see and analyse the history and development of sports in Vietnam. Chapter three described the empirical evidence gathered from official documents, such as sport policies, media reports, magazines and publications, to show how sport has developed in Vietnam. The chapter begins by outlining the key ideas of symbolic interactionism in order to give the theoretical background for the research findings. It then addresses the key components of the method, the sources and provides an overview of how the data was collected and analysed. Chapter four analyze the development of sport in Vietnam. It traces on the sport developments across the colonial period, discusses the incipient, colonization and establishment phases of the development of sport. It then process to discuss the transition to, and early years of independence, examines the further development of centralization. It also looks at Vietnam under the leadership of new government after the war, notes a dramatic shift in the direction of sporting development in Vietnam, and relating the development of sport not only to local or internal factors, but it examines the development of sport in an increasingly globalized world. The five and final chapter is a concluding chapter. This chapter goes back to the theoretical perspectives. Trying to assess the connection between the theories discussed in chapters and the diffusion and development of sports in Vietnam. This chapter tries to look at how helpful the theories are in analysing the development of sports in Vietnam. It also synthesizes the various elements in this process, and seeks to account for the overall development and general character of sport in Vietnam and the changes in sport policies.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In most developed countries, sports activities have been an important issue and play a significant role for a country's society. Sport is more than a trivial pastime or a mere reflection of certain aspects of society. Knowledge about sport is knowledge about society. Therefore, research on sport will contribute not only to the understanding of the structure and dynamics of sport itself but demonstrate the intricate relationships that connect various social structures as constituents of society.

The study of sport in Vietnam, thus, would elaborate and refine the knowledge of sport in that society, demonstrate how sport is intimately connected with other social structures and is an important constituent of society. It would show that it is both a manifestation of the overall social development of Vietnam, and an enabling and constraining factor in that development. Despite its social significance, however, the study of sport and Vietnam society is a relatively marginalized field of social investigation.

According to Polley (2007, 62), theory is seen a system or a plan devised by an observer to explain a phenomenon. There is always a link between theory and practice, especially when theories are based on detailed analyses done by experts. Hence theories become a way of looking the world and a way of explaining things (Polley, 2007, 72). And according to Booth (2005, 126), theory is important in history for at least three reasons: firstly, the range and volume of history on many historical problems is so large that a historian can not avoid selection in order to avoid the contradictions in explanations. Secondly, theory brings out interrelations between the parts of human experiences at given time, hence enriching historical accounts. Thirdly, identifying historical patterns always involves some form of abstract thinking and

connections to theoretical explanations and interpretations (Booth, 2005, 123). Many historians have used theory as lenses through which study the past. The advantage of this that theory can help us to focus and organize the data to manageable chunks, and theory add critical weight to our findings and give them structure (Polley, 2007, 89).

This chapter will discuss, explores the general state of play in the field of sport study. Following this brief discussion, it outline the literature dealing with the history and sociology of sport in Vietnam. It then process to discuss the diffusion of modern sport and it also attempts to outline the major theories that could help to understand the diffusion of modern sport: cultural hegemony and cultural imperialism. Looking at the work done on these topics, it will lay a foundation for understanding of the development of sport in Vietnam.

## **2.2 Knowledge and Sport**

Sociological interest in studying sport became prominent in the mid-twentieth century. According to C. Rojek (1992, 94) observes that sport and leisure has been positioned as peripheral to the main business of life. The positioning of the knowledge of sport as less important and relevant than knowledge of politics or economics was exemplified by perceptions of sport as an unfashionable backwater or its trivialization as the toy shop of the world (McPherson, 1982, 132).

The increased attention to this field of social inquiry reflects two intertwining developments: those of sport, and social thought. As C. Rojek (1992, 87) argues, sociologists became more interested in the study of sport when they recognised that work could no longer be positioned as the central focus of all human activity. So that, the development of the knowledge of sport could be characterized as having moved in the direction of greater rationalization and differentiation as sport overlapped into more and more aspects of life and the consideration of sport demanded a greater level

of elaboration and refinement. The growth of interest in sport by academics thus reflects and is part of the development of both sport and social thought.

### **2.3 Critique in sport and Vietnam**

Historian and sociological analyses of Vietnam from colonial times to the present are numerous but some have referred to sport and an even smaller group have focused specifically on the theme of sport. This marginalization reflects the general pattern of the development of the research in sport. Whilst the existing body of knowledge of sport in Vietnam is slight, it is relatively diverse in its representation, written at different historical junctures and capturing different moments in history. General history text reveal insights in to what the authors regarded as of sufficient significance to include in their account of the historical development of Vietnam.

The attention to sport in these texts can be contrasted with that in contemporary texts on the general history of Vietnam, which place considerably less emphasis on sport. The contrast between the texts written in the French colony and those of independent Vietnam indicates the relatively higher regard in which the French held sport. Similarly, their emphasis on bourgeois sport, particularly cycling, hunting, equestrian and soccer reflects the bourgeois sport culture of Vietnam. Equally, relatively small mention of the sporting activities may reflect the level of their involvement in sport and it also demonstrates a marginalization of their influence on the development of sport.

In the year of 1990, with the development of a specialized universities in sport and physical education in Vietnam, research interest on sport in Vietnam has, in recent years, become relatively more active. Research on sport and Vietnam society appeared in international publications, enabling a greater awareness of sport in Vietnam as well as adding to stock of knowledge on sport. This rise in interest paralleled the increasing significance of sport in Vietnam. The increasing emphasis on both achievement-

oriented sport and research in the area were both accelerated by the government's sports strategy instituted. Vietnamese sport researchers examined the symbiotic relationship between unsuccessful sporting countries, such as Vietnam and the Olympic movement and the Olympic Games.

The process of sociological analysis such as that undertaken here will demonstrate the binding of all these inter-related and independent forces in explaining the sport culture of Vietnam. Its rejection of casual explanation or the privileging of particular factors to explain the figuration of sport in Vietnam will add to the plurality of interpretations of sport.

#### **2.4 The diffusion of modern sport**

In the nineteenth century, Europe exported its politics, culture, economy, ideas and sport to the rest of the world. Europe's sport which were sometimes very disruptive were variously received. They were assimilated to a lesser degree, imitated like wise, irregularly resisted and certainly adapted to local talents, preferences, needs and possibilities. With French and England as the leading European imperial nations with several important modern sports, the French Empire led the way in this hugely significant export of modern sport to the colony in Asia and Africa.

There are theories that have been formed on the spread of modern sport from Europe and explanation for the different diffusions of sports. The diffusion was attributed to the young men who went to rule the empire, and those who went to other parts of Europe for work. According to Phan (1996, 143), young men mostly from the upper classes with a public school background travelled to the empire to convey the power of the empire and the French culture. On the other hand, to the rest of Europe travelled engineers, tradesmen, officials, and social groups carrying with them a variety of European sports culture such as football, cycling. This was the period between nineteenth to twentieth century, during the European global industrial and

imperial pre-eminence. During this period, large tracts of the world's map were changed by imperial influence, and British capital and goods were informally poured into every corner of the world like Vietnam.

## **2.5 Cultural Hegemony**

One of the theories through which the diffusion of modern sport can be discussed is cultural hegemony. Hegemony concept is one of the most important theories within cultural studies (Giulianotti, 2005, 121). According to Guttman (1994, 91), although there are many people who are convinced that the displacement of traditional indigenous pastimes by modern sports has been a disaster, hegemony is probably the most accurate term for the British and American sports dominance of process of diffusion. Guttman (1994, 97) argue that cultural interaction is something more complex, than domination by the totally powerful of the entirely powerless.

The concept of sport as an important part of cultural power in this case may be set in the wider context of a strong theoretical literature. And according to Stoddart (2006, 78), this argument seems to have switched the Marxist emphasis from the economic base to the cultural superstructure, where severe deprivation in the base could not easily shake the belief of the masses in values shared with the ruling groups and conditioned by cultural attitudes formed by the superstructure.

Hegemony describes the particular fluid power relationship, methods and techniques in a class society, where by the dominating groups secure their control through the ideological approval, rather than the physical force of the dominated group (Giulianotti, 2005, 93). This makes the exploitative social order to seem to be natural or common sense making sure that the dominated group lives its subordination. The dominant group also accommodates elements of the subordinate social class within the hegemonic and hegemony is established within different societal domains such as in politics, business and cultural arenas (Giulianotti, 2005, 161). Guttman (1994,

179), argues that like cultural imperialism, cultural hegemony implies intentionality, those who adopt a sport are often the excited initiators of the business deal of which the donors are hardly aware. He argues that the culturally dominated groups as much as they have often had sports imposed on them, they have also perhaps found their own unwelcome way into sports from which the dominant group desired to exclude them.

During a cultural hegemonic process, the repressive and ideological state apparatuses function to secure social domination, one of the major ideological apparatus used in a hegemonic process is the educational system (Giulianotti, 2005, 154). And according to Ly Gia Thanh (2006, 124), the introduction of French education system in Vietnam played a role in cultural hegemony. The emphasis on character by the French colonial educational systems was enough to change the mindset of the Vietnamese children. The colonial administrators achieved character training by adopting the French educational concept of public schools, in which emphasis was put on boarding schools. Boarding schools were used because they provided a lot of time for the extramural activities. The imperial education offered in schools, from its curricula to the French certificate of Education, Christian worship, the prefect system, uniforms, house systems, as well as the games, were mechanisms which basically symbolized and actualized enculturation and disassociation of the Vietnamese school children.

The European cultural ideas and values were transmitted to the local people, leading to situations where boy gained high status by virtue of his privileged knowledge. The French did not want to see the value, power and influence tribal experience had on Vietnamese people. Such perceptions made many Vietnamese people lose their self confidence, giving them the belief that their own culture and traditional sports activities were inferior and backward. The colonial education policies which ignored

traditional Vietnam education and emphasized on character training through encouraging physical education and games played a considerable role in supporting French cultural hegemony.

## **2.6. Colonization of Asia and the diffusion of modern sport**

In nineteenth century, which is sometimes referred to as the age of imperialism, Asia and Africa including Vietnam became the colonized continents in the world. During this time, land, natural resources, and people were plundered for the benefit of the imperial powers. This atmosphere laid a foundation for the diffusion of modern sports in Asia in general and especially in Vietnam.

Ly Gia Thanh (2006, 132) argues that the French colonial period constituted the beginning of modernisation of sport in the history of Vietnamese sport in general. And the diffusion of modern sport in Vietnam is linked to the various forms of colonial theories and the imperialist policies that were prevalent throughout the country.

Ly Gia Thanh (2006, 98) points out that it is undeniable that, modern sport in Vietnam is a legacy of French colonialism. Some of the Vietnamese historians of sport think that French colonial introduced modern sport to Vietnam both for natives and for themselves. It is argued that the cultural exchange between the French colonizer eroded Vietnamese culture with an invasion of European cultural form. The extent to which is occurred was not only influenced by the interpretation of the hegemonic culture by local people, but was dependant upon the particular variant of colonial policy through which is was diffused.

So that, to understand the development of sport in Vietnam, it is necessary to avoid conceptual polarization and reification. Theoretical framework in the analysis of sport departs from the dominant literature available in Vietnam that privileges the government and the economy as the determining force on sport. It also departs from reducing sport to just one European ideal or definition, but at the same time it neither

positions it as a separate Asian model. And, it recognize that to understand sport in Vietnam, it is necessary to examine the relationship between sport and the different area like history, and social development. The figuration of sport in Vietnam is not just a network of interdependencies within Vietnam but also out of it as well.

### **2.7 The development of Social and Sport**

It is important to distinguish modern sport from antecedent forms of sport. The word sport has its origin from the old French desport, meaning pastime, pleasure and recreation. Sport it is different from the games of feudal societies, which were not sport, but rather a serious and important aspect of life.

The word sport was first recorded in 1440, modern connotations of the term were only acquired in the eighteenth century. In the nineteenth century the word sport and its various representations gradually diffused out of England, which marked the rise towards the global understanding of the term. Games contests in antiquity were battles of honour and bravery, victory or defeat was regarded by the contestants and their peers to have serious social and religious implications.

The sportization between the 1870s and the 1920s when a wave of global developments emerged: sport and its associated ethos and images spread from England, international sport organizations and competitions were established, and rules and regulations of sport were codified. This increased regulation in sport was itself a manifestation of increased regulation in the organization and conduct of the wider society. Although social theorizing of sport can hardly be conceived to have embodied similar characteristics of the take off phase, the inclusion of sport in the critique of society was emerging. And the regulation of sport was not only limited to how sport was played and organized but extended to the perception of what sport should or should not be, and how it should be understood.

The construction of play as a natural practice that produces and reproduces culture, in contrast to sport as a contrived practice that corrupts culture engenders, a polemical conceptualization of play and sport, as though one should exist in exclusion of the other and position, with one form as positive and the other as negative. The representation of the practices, identity and interest of the established group as pure and outsider groups as corrupt in an intellectual space, which is accessed more by the established group. More importantly, the knowledge of sport is shaped by such binary thinking embedded in a text which is regarded as privileged discourse and accorded the authority of truth. These texts produced and reproduced knowledge and the process defined and constituted the cultural of sport.

The increasing influence of sport, in particular its role in producing and reproducing structures of power, heightened its significance in society. This social development was, however, not unique to sport, as a critical approach was gathering momentum in the field of sociology. Although for the general community, newspapers and other mass media are still the primary sources of knowledge, the increased regularity in the publication of formal texts challenges the validity and accuracy of the readily available knowledge of sport. The publication of academic journals and formalized textbooks fitted their knowledge, imparting to it the authority of truths. This was an important development in the study of sport and society as it provided an increasing differentiation of the knowledge, which reflected an increasing seriousness in the production of the knowledge of sport. Scientific discourses became devices which produced and reproduced the restraints of knowledge generation. The practice of a literature review and definition of terms are exercises in the regulation of knowledge. This formalization of sport knowledge is a manifestation of a more orderly and more regulated manner of thought. The heavily scientific research method suggests a need to

distinguish their work as scientifically credible, rather than as merely journalistic, and to identify this work with mainstream academic sociology.

The development of the critique of modern sport has predominantly been driven by the philosophers. From methods to explanation, philosophers has both enabled and constrained theoretical formulations of the social world. As can be seen from the critique of modern sport, the practice of identifying and isolating the variables for analysis, as well as, of finding causal relationships between variables, dominated scientific inquiry. This modern view of philosophers has established greater levels of control and order in the understanding of the social world.

According to Maguire (1999, 79) point out that, departs from the discussion of the emergence of sport, instead he focuses on the globalization process of sport, showing that the development of sport entails an increasing intertwining of nations, which affects a diminishing contrast and increasing variations in social and sporting discourse. Sport is no longer considered as purely a product of the English or the West; the permeation of non-occidental culture makes sport a globalized product. It is an embodiment as well as producer of global identity. Maguire (1999, 123) also notes that, Sport is a significant touchstone of prevailing global, national and local patterns of interchange.

## **2.8 Cultural Imperialism**

The term of cultural imperialism seem to have merged along with many other terms of radical criticism and has become one of the general intellectual terms (Tomlinson, 1991, 126). Cultural imperialism has been defined in many different ways, however it has also been referred to as a generic concept because it refers to a range of broadly similar phenomena. So that, it not likely that any single explanation could grasp every sense in which the term is used. He argues that, the challenges with most definitions of cultural imperialism are that the definitions do not only end up being partial, but they

end up imposing their own directions and limits on analysis from the onset. Instead of looking at the cultural imperialism as concretely the use of political and economic power to exalt and spread the values and habits of foreign culture at the expense of native culture.

Together with Tomlinson's (1991, 198) definition of cultural imperialism, (Stoddart 2006, 78) argues in reference to British imperialism that Britain was able to hold to its vast imperial preserve for a very long time not through naked bureaucratic or military coercion. Sport played a major role in the transmission of imperial and national ideas. It is written in the history of the British Empire that England has owed her sovereignty to her sport. This meant that the success of this cultural power relied on the imperial system's ability to have its main social tenants accepted as appropriate forms of behaviour and on the imperial administrators' implementation of the objectives and ideologies of the imperial system (Stoddart, 2006, 124). Stoddart (2006, 192) argues that one example of the obvious agent of the British informal authority process was the English language. The English language was not simply a conveyor of information between different cultural groups; instead it was a medium for the exchange of moral codes and social attitudes. Attaining good command and of the English language, pronunciation as well as vocabulary and grammar, became the goal of numerous colonial peoples in both white and non white sections of the British Empire.

And according to Tomlinson (1991, 92) cautions that, the discussion of cultural imperialism should be done carefully, this is because there is a danger of the practice of cultural imperialism being reproduced in the discussion of it. The vast majority of published texts of the subject are in European languages is just reproducing the same imperialism.

The growth of the new empires in Europe in the second half of the nineteenth century like French, British coincided with what constituted a games revolution. During this

period, sports were played by or directed at the amateurs who were drawn from the middle classes with the assistance of professional sport class drawn usually from the lower orders. As the empire expanded, the need of building cultural bridges through games became more important and there was need of keeping good terms with the local rulers, by assimilating them to some degree into the French way of life (Mai, 2006, 165). By the end of the nineteenth century, sport activities were served by large magazines book literature that carried information not only about how to play but also about how to behave and conform to the imperial models of social performance.

Guttmann, (1994, 132) states that, the introduction of sports in most colonies can, therefore, be seen in terms of cultural imperialism. So that, on the diffusion of modern sport in Vietnam, many researchers have argued that the spread of modern sports in Vietnam was nothing more or less than imperialism at work.

Studying sport therefore involves the examination of the globalization processes and the inter-civilization struggles of the different societies. The globalization process of sport entails labour, knowledge and culture migration interwoven with the processes of commodification, media massification and politicisation of sport. The commingling of cultures engenders a diminishing contrast between nations and individuals at the same time as there emerges a greater variety of cultural identities.

The development in the area of sport studies indicates a diminishing contrast between the culture and societies as well as different of sociological persuasions rather than merely theoretical inadequacies as postmodernists suggest. As Maguire notes, the development of sport in the West is still ahead of the East. Although, it can not be ascertained to what extent sport will become less Western or more Eastern, it is fair to conclude that sport will inescapably be part of the increasing cross penetration of different culture and values. Moreover, even with the dawn of the post-modern ear, the

discussion of sport has still not departed from grappling with the difference between the ideal and reality.

## **2.9 Conclusion**

The discussion in this chapter has introduced a theoretical framework and attributed the diffusion of modern sport. It has also examined a selection of texts in the field of sport studies to broadly outline the development of the construction of the concept of sport. The analysis of these texts suggests that the development of the field is characterized by an expansion from a singular perspective to multiple perspectives. Further, the scope of discussions of sport expanded to include the activities and involvement of more social as well as different aspects of sport.

Cultural hegemony has also been discussed as one of the processes that played an important role in the diffusion of modern sport. In this discussion, cultural hegemony has been described as a powerful but largely informal social institution that can create shared beliefs and attitudes between rulers and the ruled while at the same time enhancing the social distance between them. During cultural hegemony, the state apparatus makes the exploitative social order to look natural. The dominating group secures control of the dominated group not through any physical force, but through ideological approval.

Another theory that has been discussed is cultural imperialism. It has been discussed as one of the major tools which the European imperial system used to continue domination in the empire. Through cultural imperialism, modern sport became one of the major carriers of the European cultural power. Vietnam, having been the colonized country in the world and which experienced the largest extent of French imperial and cultural powers. The examination of sport in Vietnam is contribute to the process of civilizing the filed of sport studies.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This study described the empirical evidence gathered from official documents, such as sport policies, media reports, magazines and publications, to show how sport has developed in Vietnam.

When preparing a research question in a history study, one should have in mind the basic philosophy and practice of the academic field. One should, therefore, be familiar with the way historians ask questions, the approaches and the techniques they apply (Booth, 2005, 86). Struna (2005, 178) mentions two models in sports history namely: descriptive and analytical. She argues that historians choose one of the two approaches, depending on the type of questions they ask, and the literature available to them. Descriptive history locates persons, trends, events, focusing on the actors and social factors. While analytical history sets out to make sense of the detail. The job of an analytical historian is to investigate how situations, events and phenomena came to being. Examining changes across time, analytical historians ask questions such as why and how (Struna, 2005, 192). The analytical approach and research methods used in this study is presented. The chapter begins by outlining the key ideas of symbolic interactionism in order to give the theoretical background for the research findings. It then addresses the key components of the method, the sources and provides an overview of how the data was collected and analysed.

#### **3.2 Source and Literature**

There is no evidence of any academic research that has been done on the sports development process in Vietnam. The written document I found on sport in Vietnam was some books and reports written by Vietnamese sport leaders entitled Vietnamese

Sport by Le Bach and The traditional sport in Vietnam by Mai Van Muon. This study is, therefore, one of the first studies in this field in the country. There were, thus, a lot of challenges experienced during the process.

Source collection was carried out during the time that I worked in Vietnam Olympic Committee since May 2002. According to Polley 2007, 92), historical sources include every kind of evidence that involve human beings and their past activities. All historian agree that there must be evidence in order for a historical study to be undertaken. In this study, the main types of evidence that have been used are linguistic and documentary evidence. Despite there being many types of evidence, only two have been used in this study because of the unavailability and the challenge of finding other types of sources. It is important that a historian understands the origin and context of each source and be in a position to explain how the source is relevant to the historical question (Booth, 2005, 121). This was the reason why I focused and only used documentary and linguistic evidence in this study, because it is easy to contextualise and trace the origins of this type of evidence.

There are two types of sources one can use in a historical study; namely primary and secondary sources. Primary evidence is, however, the foundation of all historical research. A primary source is a firsthand source or the actual evidence of a historical account (Struna, 2005, 93). Primary sources are original materials which are directly associated with the topic that is being investigated (Wiggins & Mason, 2005, 132). In this study, newspapers, magazines, and government reports are the primary sources that have been used. Polley (2007, 198) argues that sports history research is based on contextualising and analysing a diversity of materials that exist and linking them to the relevant secondary historiography.

A secondary source is a description of primary sources, although sometimes it might be the main source. Secondary sources are distinguished from primary sources in that

they usually comprise of books or articles which were written by people who were not directly associated with the event (Struna, 2005, 102). There is nothing much that has been written in form of secondary sources on the development of sport in Vietnam. The main secondary sources used in this study focus on the history and development of sport.

### **3.3 Primary Sources**

Sport history is about finding historical evidence in primary and secondary sources and critically analysing the integrity and objectivity of those sources.

A primary source is one with a direct link, in time and place, to the person, event, situation or culture under study. Secondary sources, in contradistinction, provide commentary on, or interpretations of, past events (Booth 2005, 27).

The selection of sources is justified by the nature of the study, and for this exploration of sport development in Vietnam, the official documents, such as sport policies, media reports, magazines and publications were the best source.

#### **3.3.1 Newspapers**

Newspapers as well as magazines have been giving sports researchers a lot of important information about sport in the past, events, the results, the players, and geographical distribution of sport and a sense of what sport meant to the people (Polley 2007, 33). They have been a major source of information images about sports history have been valued by sport researchers.

There are many newspapers in Vietnam, including general newspapers and sport newspapers. Both types of newspapers did not only cover about the Vietnamese sport activities but also outside Vietnam.

#### **3.3.2 Magazines**

A few magazines such as Vietnam Sports Sciences and Vietnamese Sports have been used in the study. These magazines which was published every four weeks by the

National Sports Administration and Vietnam Sports Sciences Institute. These focused on Vietnam sport activities. That was the magazines meant mostly for Vietnamese sports researchers.

### **3.3.3 Reports**

The main reports used in the study were the annual reports by my office of Vietnam Olympic Committee, Vietnam National Sports Administration, and Ministry of Culture, Sports & Tourism. All these records can be found in my office - the National Olympic Committee.

The reports that contains all the information of Vietnam Sport data can produce different figures, depending on which reports are run. For example, one of the information that was intended to be used in this study included the achievements of Vietnam sport delegation at the Olympic Games and the Asian Games.

### **3.4 Source Analysis and Critique**

The sources used for this analysis have been carefully selected and interrogated in order to ensure that the most accurate available data was used. Once historian has identified and located the primary sources, he exposes the sources to a rigorous process of criticism (Wiggins & Mason, 2005, 35). This is because the actual existence of either primary or secondary historical sources does not guarantee their authenticity, accuracy or validity. One needs to think about the nature of the sources and not just accept them as gospel truth or reject them as limited or biased (Polley 2007, 66).

### **3.5 Authenticity of the primary sources used in this study**

To examine the authenticity of the newspapers used in this study, the events, persons and customs in the newspapers has been critically analysed. However, it was difficult to closely follow the chronology and consistence in the newspapers as were very old, some pages of the paper were missing and some of them were torn to pieces. The

impartiality in some articles is also questionable because the reporters were either players or club secretaries of clubs involved in the matches.

Some newspapers were produced monthly, while others were produced fortnightly which sometimes has influence on the quality of the news. In this line (Polley 2007, 89), points out that it is important to consider time lag between events and the newspaper appearing. In most cases the shorter the time lags are for the newspapers the better as they tend to give first-hand accounts within hours of the event. There is, however, quite some consistence in the newspapers used in terms of events. The written documents used in this study is corresponding and consistent with contemporary writings.

After establishing authenticity, I then assessed how credible the sources are through a process called internal criticism. I critically looked at the sources and examined them in terms of who left them and how they relate to the development of sport in Vietnam. This is concerned with the meaning and accuracy of the statements and the trustworthiness of the document's content (Clark & Clark, 1984, 120).

In using my sources, I had to look at the context in which the events happened and the wider connections of facts surrounding the event. According to Polley (2007, 39), history writing is the act of putting a piece of writing about history into the context of time and the place in which it was written, recognising the role of the author's biography, career and beliefs. It is important to place the source in its original context; this focuses on the general time and place at which it was created and the circumstances of its creation. Some history chronicle more about the beliefs of the people writing the history than it does about the past itself. Research should, therefore, focus on the context rather than the content. This can help to make sense of the presence of the money, the media, politics and cheating in any period of sports history (Polley, 2007, 89).

In this study, my focus was not only on the facts that happened which the sources are showing, but also in the context in which they took place. This included looking at the mood, atmosphere and implications of particular events at that time. This also demanded looking for sources in line with what was happening in sport in Vietnam in the past and in line with what is happening in Vietnamese sports today.

## **CHAPTER 4**

### **SPORT DEVELOPMENT IN VIETNAM**

#### **4.1 Sport during the French colony period 1858 - 1945**

The Independent of Vietnam was declared in 1945, the first Vietnamese sport movements started much before. In 1858, Vietnamese monarchy fell under the French. The political development of the country led to the foundation of schools that helped the beginning of the first sport movements. As with many former French colonial countries or countries who were under the French influence, Vietnamese sport was colored by the French sport culture and model.

The aim of this section is to provide an understanding and examines how sport began in Vietnam. Thereafter, this section will discuss the diffusion of modern sport in Vietnam. It will show the diffusion of sport on different class level and how sport developed from a relatively unorganized and exclusive form to a relatively more organized institution and how this process was intertwined with the social development of Vietnam as well as with the global development.

##### **4.1.1 Sport in Vietnam in the Pre-Colonial period**

Prior to the invaded war of French (1858-1954), the social pattern in Vietnam was mainly a feudal one, ruled by the Nguyen Dynasty.

The feudal society was highly centralised in political terms with all powers concentrated in one person, the Emperor. In contrast to the centralisation in the political sphere, the country's economy tended to be decentralised, with hundred of thousands of small farmer's families, in a self-sustainable life pattern.

Relying on powerful gunboats and privileges entrusted by unequal treaties, the French powers gradually established their dominance over Vietnam and turned the

independent country into a sovereignty-deficient and foreign-checked semi-colony status.

Before the appearance of French, in accordance with the lifestyle of agrarian society, the dominant forms of sporting activities in Vietnam then were traditional ones, mainly martial arts and the other sport & physical activities, which fitted perfectly in the agrarian social setting. There are a lot of reports of early travellers, missionaries and more recently of anthropologists, sociologists and linguists who are engaged in research on traditional Vietnamese cultures. They have focused on pre-colonial Vietnamese participation in many types of target games, ball play, top spinning and jumping contests (Luong, 1998, 75). And according to Le Bach (2003, 65), in pre-colonial Vietnam there were many sports like activities which were practiced and some of which are still practiced in rural areas. Le Bach (2003, 213) argues that these activities were commonly classified together as extensions of human aesthetic. Le Bach (2003, 198) also argues further that the activities were included into social life and continuing education of all members of a community not only reflections and reinforcements of cultural tradition, but also as a means of enhancing people's creativity and adjustment to the changing circumstances.

The War revealed Vietnam's military weakness and the first reaction was to update physical training in order to strengthen the military force. The political development of the country, the imperial education systems, missionary education, the French colonial administrators and the anti-French movement initiated the process of modern sport being introduced to Vietnam. These activities which were introduced marking the first stage of modernisation for Vietnam's sport.

#### **4.1.2 The diffusion of sport in the colonization period**

Sport in Vietnam began to spread to the wider society in the year of 1870s. This period of development reflected the take-off phase in the analysis of the globalization of sport

(Maguire 1999, 82). Maguire described it using the spread of sport globally, the increase in international competition, greater regularity and the acceptance of sport rules and ethos and the establishment of global competitions like the modern Olympic Games. In Vietnam, this phase was manifested in the increased number of sports played, formation of clubs, establishment of association and inter-colony sport competitions. The increased of regulation and competitiveness reflected and connected with social transformations in Vietnam. More sports were introduced and diffused through clubs and schools.

As we know that, the formation of clubs or sport competitions is central to the development of sport. It embodies and propagates the practices, ethos, identity and the sport itself. According to Mai (1991, 120), the Gia Dinh newspaper advertised on May 30, 1887 that the first horse racing was held in Sai Gon in 1879 with the participation of administrators, soldiers, employees of the French colonial administration and the local people. Mai also states that administrators, soldiers, employees of the French colonial believed to have brought horse race and the other sport competitions to Vietnam by founded the Horse Racing club in 1879. The Horse racing competition and its Club established in 1879 represented the embryonic form of sport clubs and competitions in Vietnam. We do not have enough information available on the Horse racing competition and Club but what there is reveals the relationship between class, identity and sport in Vietnam. The Horse racing Club was a juxtaposition of the practice of the right of freedom to assemble and the voluntary submission of members to the regulation of their social conduct by the collective body they had formed. It had the markers of an institutionalized club with an organizational structure, formal meetings, membership fee, rules and regulations. Members of the club were administrators, soldiers, employees of the French colonial administration, high ranking local people and they ran the club by the regulations they wrote and imposed

themselves. This demand on their recreational conduct is one of the key differences between modern sport and its antecedent forms. Although the club was a recreational one, it was also a means of symbolizing their prestige and class. The members were not subjected to social pressure to join; rather their participation represented a particular status. It was a leisure activity that afforded them pleasure whilst at the same time was a vehicle for expressing their identity and values.

According to Mai (1991, 86), the Gia Dinh newspaper advertised on August 14, 1894, the Club was responsible for the development of horse racing with its activities efforts bearing all the features of an established horse racing organization from 1879 to 1892. It established a race course, complete with a grandstand, and organised regular race meetings.

As we have seen, there are a lot of factors that play an important role in the diffusion of modern sport in this period in Vietnam. Such factors like imperial education systems and missionary education activities. During the Imperial period, the French, British were still practicing the special type of education. As Luong Ninh (1998, 182) states that, the French believed that they have a special to give to Vietnam and they felt that they were missionaries who went to Vietnam to improve the life of the native people. Therefore, in the empire, it was a philosophy that frequently reflected the values and impulses of the expatriate educators. According to Luong Ninh (1998, 135) states that, there were a lot of educators, teachers from France who came to work in Vietnam. Most of these educators, teachers carried with them the French educational theories.

The French colonial administrators has launched education reform, mainly setting up the French-type schools. In 1903, the French colonial administrators set up the Chasse Loup Laubat high school for the first time in Sai Gon, and in 1908, they set up the Protectorat College in Hanoi. These schools especially for the French and high

ranking Vietnamese children. French was taught to them alongside vernacular languages. Physical and Sport activities were also featured in the school curriculum as indicated by the construction of courts, a gymnasium and the erection of a wall to separate the playing ground. It is difficult to surmise exactly about the diffusion of sports because we do not have official annual reports from the school during this period of time. But quite clearly, the fact that they made sport facilities available suggests they did place some level of importance on sport in the school curriculum. The process was also assisted by the teaching of French language which facilitated unification as well as the learning of games and their ideals.

In 1914, the French colonial administrators in Vietnam introduced its official Education Rule and official physical education syllabus which focussed specifically on developing combat ready youths. The significance of strengthening the French's military force extended to its Empire. The development of a military body became a political priority and physical education was identified as a site for the production of military-ready bodies. Games and sports were rationalized to lack efficiency in developing a military body. They were instead replaced by physical training and rational military drill. With the shift in emphasis, the ethos of physical education became more and more intertwined with nationalism.

The First World War highlighted the importance of building up disciplined and fit bodies amongst the youth for the French colonial government. Games which dominated the sports in schools before the war were substituted by social control drills and calisthenics. The fact that only a limited number of schools had sporting facilities also made these physical exercises convenient substitutes for games. The drill and physical exercises were based on practices promoted in France and this continued throughout the 1920s and 1930s.

The French colonial government encouraged schools to insist upon participation in

school physical education, sport and games in the form of extra-curricular activities to be held after school hours. Whilst this change in policy facilitated increased participation, it also separated sport from the curriculum and effectively defined sport as a separate compartment of school.

Although more sports activities were introduced and diffused to different sections of the community, there was also an increasing complexity in the organisation of sport. The media report on physical education and sport theories was appeared for the first time in the newspaper from 1914. According to Luong Ninh (1998, 65) states that, the Dong Duong newspaper advertised on October 29, 1914 about the physical education and sport theories discussion of Tran Trong Kim. The spread of sport extended to an international level which paralleled the wider social development of Vietnam and the world.

#### **4.1.3 The foundation of clubs and tournaments by local people**

According to Mai (1991, 97), the early of the nineteenth century demonstrated the foundation of clubs and tournament by and for Vietnamese people. The Sport clubs and tournaments were formed across Vietnam in the first few decades of the twentieth century, the Hanoi Horse racing club was formed in 1906, the Hanoi Sailing club was formed in 1911, the Cho Lon sport club was formed in 1923, the Van Hoa sport club was formed in 1928, the Septo Northern sport club was formed in 1934, the Hue Swimming club was formed in 1938 (Mai 1991, 127).

The organisation of clubs continued on race, class and gender lines. There was, however, an extension of the sports played by each club. The expansion of the sports repertoire in each club indicates the increasing complexity in the club as well as in the settlement. With the increased number of sports, more competition was organised. Thus, competitiveness and achievement ideology were increasingly accentuated. However, the extent of competitiveness was moderated by the fact that clubs were not

dependent on gate-takings from spectators to sustain their viability. Club activities continued to involve only their members, and sought not to attract a wider following, this exclusivity enabled them to continue to focus on their private collective interests rather than on a wider public interest. This close identification of clubs with their members provided fuel to racial tension between the different clubs.

Cycling, Horse racing and Football proved to be the three most popular sports in this period. According to Mai (1991, 74), there were more non-European Cycling, Horse racing and Football tournaments than before for the local people. The non-Europeans' abilities to organise and administer their sporting activities and the increased competition demonstrated their independence in leading the development of sport in the settlement. The Vietnamese people extended the scale of their sporting activities beyond the local level with the organisation of the Nam Ky Cycling tournaments in 1897, 1912, 1922, 1925, 1926, 1931, 1938. Especially, the Vietnamese people also extended the scale of their sporting activities beyond the higher level with the organisation of the Indochina Cycling tournaments in 1922, 1934, 1936 and 1940.

A lot of international contacts influenced the development of sport Vietnam at this period. In 1932, Thailand Football team and in 1936, China Football team visited Sai Gon. These football matches were watched by His Excellency the Governor of Sai Gon (Vietnamese Sports News, 2000.06.06).

The rising presence of the non-Europeans in sport blurred the cultural identification of sport as French but it also accentuated the identity of the respective social groups.

And the foundation of Clubs and Tournaments by local people, the various groups such as the administrator, local authorities got involved in forming clubs and running sport activities. This led to the formation of more clubs representing different geographical areas and social groups (Mai 1991, 90).

#### **4.1.4 Colonial Administrators**

Most of the colonial administrators in Vietnam were interested in physical and sport activities. This is because most of them were products of the French Public schools and Universities which were the originators of modern sport. The recruiters for imperial administrators were interested in athleticism and possession of character, to them, character was acquired by playing physical and sport activities. According to the recruiters, the best form of a colonial administrator was found among those with a recognized record of above-average athletic success at school or university (Nguyen, 1985, 142). This tells a lot about the type of imperial administrators who went to Vietnam. Nguyen (1985, 233) states that:

The kind of person the Colonial Office was looking for as an administrative officer was not an intellectual. Rather, he would possessing modest intellectual achievement, athletic prowess, a taste for outdoor life, and implicitly, unquestioned acceptance of the aristocratic ethos of the rules and ideals of imperialism (Nguyen 1985, 93).

This means that, most of the colonial administrators were imbued with a sense of imperialism and were coming from elite backgrounds; most of them had attended public schools and were graduates from French universities.

The French colonial officials and employees arrived and began to rule Vietnam in 1870. They became the first people to begin playing modern physical and sport activities in Vietnam. According to Nguyen (1985, 95), the French colonial officials did not only play tennis, they also played cycling, horse racing and many other games. They however, did not involve the local people in all these games they came with. They played exclusively for themselves. Although they did not directly involve the Vietnamese in playing sport, it was from them that the local people of the territory first saw and learned modern sport activities. After watching the French play sport activities, the Vietnamese improvised their own knowledge,

equipment and began to play sport and game as well (Mai 1991, 129). After the Vietnamese people had learned how to play sport and games activities, they later received support from the colonial administrators. This was done by the formation of the clubs, tournaments, rule, introduction and sponsorship of cups by the top colonial administration. The colonial administrators also showed how much they valued sport activities not only by organization of tournaments but also attending different sport activities (Mai 1991, 135).

There are many probable reasons why the colonial administrators could have opted to start supporting physical and sport activities in Vietnam communities, despite them not wishing to share the game with them in the first place. Mai (1991, 174), argues that the main reason that French colonial administrators started supporting physical and sport activities in Vietnam was because, physical and sport activities had become so popular in the Vietnam communities such that supporting it could have been one way of gaining popularity and loyalty from the Vietnamese people. The colonial administrators could have felt that there was need for them to control physical and sport activities in Vietnam communities to prevent the sport enthusiasm to turn into grounds for political rebellion against colonial rule (Nguyen 1985, 76). On the other hand, one would argue that as most of the French colonial administrators were sportsmen from the French public like schools, there could also have been genuine interest among some colonial administrators to offer and support physical and sport activities in Vietnam.

#### **4.1.5 The French colonial education system**

The colonial education system also played an important role in introducing Physical and sport activities to the local people in Vietnam. The administration of the colonial opened its first French-type schools in 1903. The Chasse Loup Laubat high school was opened for the first time in Sai Gon in 1903, and in 1908, they set up the

Protectorat College in Hanoi.

From 19112 to 1930, this was the period when many schools were established in Vietnam. The school curriculum during this period included subjects such as Arithmetic, Geography, Science and French alongside vernacular languages. Physical and Sport activities were also featured in the school curriculum as indicated by the construction of courts, a gymnasium and the erection of a wall to separate the playing ground.

A lot of physical and sport activities was played in schools. As a result of the long distances which school children covered from their homes to schools, most of the Vietnamese schools were boarding schools.

It was some of the pupils who graduated from these schools who continued playing sport in their respective communities and formed or joined competitive sport clubs. The colonial educational system, therefore, could have played an important role in the introduction of sport in Vietnam.

A question that one can ask would be: what were the motives of the colonial government in including physical and sport activities in the school curriculum for Vietnamese? Apart from the missionaries whose motives of including sport in the education curriculum for Vietnamese were very clear, the French colonial government in Vietnam motives were not clearly defined. In reference to the French education in Vietnam colony, Luong Ninh (1998, 98) have argued that the kind of education the French introduced was not a duplication of the education that was offered in France. Luong Ninh (1998, 124) points out that the kind of education the French introduced in Vietnam was imported from the accommodationist education model which was piloted in Africa. It is argued that apart from teaching, this type of education also emphasised on health and hygiene, physical environment, domestic life, culture and recreation. There was also a physical and manual component consisting of six hours

daily to be spent on agricultural or trade labour. Such a curriculum was justified on accounts that the education would help develop marketing skills, would help to build character for blue-collar labour, develop work habits and Christian principles among Vietnamese. Such were the qualities which were needed to ensure continued exploitation of the Vietnamese people. Luong Ninh (1998, 127) also points out that the colonialists got very attracted to this type of education because of its emphasis on character-formation. The inherent character-formation element justifies the prominent place given to physical education and sport in the colonial education curriculum.

And in Vietnam, the education curriculum that the colonial government offered to Vietnamese is a goals in terms of civilising or westernising the Vietnamese children. This curriculum used sport as part of the education system and the colonialists aimed at maintaining the control and dominance over the Vietnam.

#### **4.1.6 Conclusion**

French colonial administrators played a very important role in the introduction of modern physical and sport activities in Vietnam. They established most schools, clubs, tournament where the local people had their first contact with modern sports. The opening of many schools, clubs, tournaments by and for Vietnamese under the colonial government increased the numbers of local children who attended school and learned how to play modern physical and sport activities.

Despite the downward diffusion, sport in Vietnam remained largely middle class. The bourgeoisification of sport parallels the industrialization of Vietnam with the middle class sports and ideology dominating the practice of sport. Therefore the development of sport during this period was centred on the tensions of the collective interests of the middle class.

#### **4.2. Sport development after the August Revolution 1945-1975 period**

In August 1945, under the leadership of the Communist Party headed by Nguyen Ai Quoc (later known as President Ho Chi Minh), the Vietnamese people successfully launched a general uprising to seize power. With the Proclamation of Independence on 2<sup>nd</sup> September 1945, the establishment of the Democratic Republic government and a nation of citizens, the culture of sport developed into a form that displayed fewer and fewer of the dominant features of the colonial model of sport. In particular, the control of sport by clubs and individuals became less dominant. This section examines the centralization of sport and shows how the process developed in the new period. It studies, firstly, the development of sport after World War II, and its interconnections with Vietnam's transition to self government. It then discusses on state formation in relation to the context of the development of independent Vietnam. Following the exposition of the relationship between development of the state and the sportization process is explored. The section illuminates the relationship between the process of state formation and the development of sport and the relationship between the figuration of sport and the overall social figuration.

#### **4.2.1 The transition in sport**

The dynamics of post-war Vietnam centred on self-government and sovereignty, and this political transformation was reflected and reproduced in sport. As the colony began its transition to nationhood, sport became more internationalised and centralized. The new Vietnamese government had established the embryonic forms of centralized and nationalised sport, in particular, embracing the value of sport as a national identity-enhancing activity for young people. In this period of transition, the development of a national identity began even before Vietnam became an independent nation. Implicit in international competition, is the process of establishing an identity, distinguishing Vietnam from the world. Concomitantly, international competition also entailed extending Vietnam sport into a wider or global

sport network and this process is a civilizing change. Manifestations of a civilizing change included the foundation of the Vietnam Sports Committee on January 31, 1946.

In the 1950s, 09 National Sport Federations / Associations has been formed in Vietnam and recognized by the respective international federations including: Athletics, Swimming, Football, Table Tennis, Basketball, Cycling, Tennis, Boxing and Fencing. This demonstrated the increasing shift towards a greater seriousness, and tighter and more extensive global links in sport, as well as reflecting the political and social climate. When Vietnam got independence, the association between Vietnam identity and sport became more pronounced and this accelerated the centralization of the control of sport.

Before 1945, sport had been organized by the private sector, where clubs and their members played a central role in the diffusion of sport. After 1945, clubs and federations continued to be the dominant site of the diffusion and display of the largely French and newly Vietnamese sports model. These clubs and federations were not only important in the diffusion of sport locally, but facilitated its internationalization, which prompted the association of sport and nationalism in Vietnam particularly through the organization of friendship tournaments or Games. With the apparent national status, these tournaments, Games continued to be organized officially at a national or governmental level. Vietnam participated in several large scale international sporting events after 1945. The formation of the Vietnam Sports Committee in 1946 widened the scope of international competition. Whilst the Olympic Games represented and provided an extension of Vietnamese sport on a global level, its participation in the Helsinki 1952 Olympic Games, in Asian Games since its inauguration in 1951, and in 1963 GANEFO Games in Jakarta was another key manifestation of the internationalization of sport in Vietnam. It was

Vietnam, the nation that was represented in global competition. Thus the emphasis was on a national identity rather than, as it had been in the past, on a club identity.

Participation in the Olympic Games and Asian Games established more extensive global links between sport in Vietnam and the rest of the world, regional links were tightened through the SEAP Games (South East Asia Peninsula Games), GANEFO Games (Games of the New Emerging Forces). The participation of regional competition demonstrated not only the rising level of competitiveness but also the increasing sophistication of sport in the region. The role of the Vietnam Sports Committee thus became more important, which concomitantly facilitated the production and perpetuation of nationalism. The Asian and the SEAP Games, institutionalized in 1951 and 1959, respectively, also provided a regional distinction as opposed to the global one, with the capacity to produce and reinforce the construction of both a South East Asian and an Asian identity. The development of nationalism was thus intertwined with all these layers of identity.

Otherwise, in a more centrally driven manner, the process of organizing Vietnam for new government was directly incorporated into the school curriculum. The Ministry of Education implemented a national Plan for all schools in 1952 to improve the standard of education, and the provision of opportunities and facilities. One of the principal aims of the plan was to promote the physical and sport activities through the slogan "To be strong to fight, construct and defend the country".

The increasing importance of physical education and games to the wider social context was indicated by an increasing sophistication in the way physical education, sport and games were organized. Although games in school were adversely affected by the destruction of sporting facilities during the war, the organization of physical education and games were intensified and became even more regulated. Inter-school competitions, facilities, training, coaching and any matter related to

school sports fell within the responsibilities of these specialized committees. A reference library stocked with specialized books was also set up to provide additional resources for physical education teachers. More teachers attended training courses in physical education and by 1960 teachers were provided with the opportunity to train in Soviet Union, Hungary, and Poland Physical Education Colleges.

#### **4.2.2 The foundation of Vietnam**

The time from 1945 to 1975 was the most turbulent and difficult period in the history of Vietnam. The relationship between the government to the western countries and the war against America in the south was markedly different migration after World War II than it had been previously. Vietnam was in transition politically and economically: firstly negotiating and fighting for independence, then for political independence and finally for the reunion of the new nation.

The foundation of Vietnamese government and independence were closely intertwined. After over 80 years of fighting, the communist party led by Ho Chi Minh was finally won and elected as the government of Vietnam in January 1946 at the first National Assembly election.

The process of state formation not only began with the establishment of independent government, or the formation of the Socialist party in what was to become independent Vietnam but also with the settlement issues with the French colony. With China's assistance and in 1954, under the command of General Vo Nguyen Giap, launched a major siege against French bases in Dien Bien Phu. Vietnam forces surprised Western military experts with their use of primitive means to move artillery pieces and supplies up the mountains surrounding Dien Bien Phu, giving them a decisive advantage. On May 7, 1954, French troops at Dien Bien Phu, under Christian de Castries, surrendered to the Vietnam and in July 1954, the Geneva Accord was signed between France and the Vietnam, paving the way for the French to leave

Vietnam.

We know that the figuration of sport embodies and reflects the ideology of the central authority as well as the dynamics in the overall social figuration and equally this was evident in the context of Vietnam. And under the French, sport was no longer monopolized by the government but the control was divided amongst the various independent clubs and sport associations.

The Geneva Conference of 1954 ended France's colonial presence in Vietnam and partitioned the country into two states at the 17th parallel pending unification on the basis of internationally supervised free elections. The Geneva Accord had promised elections to determine the government for a unified Vietnam. However, as only France and Vietnam had signed the document, the United States refused to sign and abide by the agreement. The United States began to provide military and economic aid to the south Vietnam, training south Vietnam personnel, and sending United States advisors to assist in building the infrastructure for the new government in the south of Vietnam.

Between 1954 and 1975, Vietnam had to fight another war for national liberation and unification. With untold hardships, the war came to a successful end following the victory of the historic Ho Chi Minh Operation in 1975. Since then, the unified Vietnam has ushered into a new era of peace, unification and national construction.

With the establishment of a Vietnamese government in 1946, the structural pressure on groups in the overall social figuration of Vietnam grew as the level of state formation became higher and higher. The government demonstrated the force of its control with rapid establishment of a succession of 12 ministries and key institutions, including the National Sports Committee which belong to Ministry of Education, Ministry of Economic, and Housing Development Board ect..., all of which tightened the relationship between the government and the citizen. Money, housing and utilities

are arguably fundamental to social life, and control over them thus promoted the condition for a highly effective bond. In addition to taking a more dominant control of the education, living and working spaces, the government also took control of recreational space with the establishment of the National Sports Committee which belong to Ministry of Education. With no natural mineral resources, a small land area with an inadequate level of agricultural production, and affection from the war, industrial development in Vietnam required a high level of cooperation between all sectors, as well as competition for resources. Central to the development of Vietnam's economy was an increasing dependency on the support of the communist countries like Soviet Union, China and Eastern European communist countries.

The formation of a centralized sport body, the national Sports Committee, shifted the dominant control of sport from the various independent clubs to the government. Concomitant to this process of state formation is the shift in the structural bonding of various social groups. During the colonial era, the interdependency chains within each ethnic group were tighter than those between groups as demonstrated by the ethnic and class identity of the clubs. With the lengthening of interdependency chains as a consequence of functional development, segmental bonding becomes replaced by functioning bonding. The latter refers to nationally integrated communities being tied together by the extensive chains of interdependence with continuous pressure from above. With increasing functional bonding and dependency on the state, the power ratio is greater on the government which in Vietnam was clearly more apparent after independence. The government ministries and national controlling bodies in various spheres and at various levels such as law, economy, education, health, and sport to significantly define and redefine the social figuration.

#### **4.2.3 The Sportization process**

The figuration of sport is intertwined with the changes in the overall social figuration.

Indeed post independence, the shift of control of sport from private to public monopolies facilitated a special of processes, namely: institutionalization, rationalization, codification, legalization, democratization and the scientization of sport. As sport became more regulated and more public, the element of sport established in the colonial era is broadened to include a purposeful physical and social healthism directed at productivity, ruggedness for defense and eugenics. The sports development process in Vietnam during this period showed on three distinct features such as: Clearly defined functions of sport to serve military, economic and social needs; Centralized control of sport and physical education by the government institutions; and establishment of sporting facilities which enabled and constrained the nature of sport.

The sportization process in Vietnam in this period occurred as part of a continuous social process and reflects the direction of the social changes. The important organizations in this period were the foundation of the national Sports Committee affiliated to Ministry of Education in 1946 and the centralization of physical education and sports in schools. These two institutions began the increasing centralized control of sport from its birth at schools to its maturity national representation which redefine sport to embrace political goals. To tell about sport as having undergone this period of sportization is not to state that it has become more popular or important as a social aspect of life. Further more, it is to demonstrate that the dynamics in the figuration of sport are continuously constrained and enabled by the wider social figuration. And economic and social developments that have given rise to greater organization in sport have simultaneously perpetuated the value of sport to be one of fitness and productivity.

After Vietnam achieved independent in 1945, a shift towards a more centralized control of sport was underway. The process of centralization of sport was part of and

intertwined with the overall centralization process. The first manifestation of the centralization process was the formation of the Vietnam physical culture and sports school in March 01, 1946 and the general meeting of the National Sports Committee in April, 1946. The meeting organized with the purpose of promoting sport activities and health in the community. And the establishment of the Vietnam physical culture and sports school in 1946 expanded the accessibility to the new teaching methods, and researches for the sport administrators.

Political interest became increasingly colluded with the activities of the sports organizations in this period. This was reflected by the appointment of an army general, Duong Duc Hien, as the founding President of the Vietnam National Sports Committee, and the same also with the other clubs and organizations. Such organizations may appear to hold more symbolic significance than control over the respective sport and practices, however, by organization, greater opportunities and accessibility for the overlapping of political and sport objectives were made available. The National Sports Committee together with Ministry of Youth were also responsible for the promotion of multiculturalism, solidarity and health through sport. Dai hoi The thao toan quoc (national Festival of Sport) was initiated by the National Sports Committee in 1946 after the first general meeting with the purpose of promoting sports and health as well as to foster the solidarity among the Vietnamese people. Since then, the national Festival of Sport organized annually under the controlled of the government. The Vietnamese government recognized that sport could assist in improving health, fostering the solidarity the nation and showing the power of communist system to the world. According to Le Bach (2003, 186) states that, the festival became an avenue for the penetration of the political ideology into sport, effecting an overlapping of sport and public discourse.

Otherwise, sportization process in Vietnam also exhibited through the participation in the regional championships, Games. Vietnam Table Tennis Federation found in 1950 and became a member of the International Table Tennis Federation in 1951. This is the first Vietnamese sport organization recognized as a member by the International Federation. Especially, in 1952 Vietnam participated in the 19<sup>th</sup> World Table Tennis Championship in India and the 15<sup>th</sup> Olympic Games in Helsinki, as well as the 2<sup>nd</sup> Asian Games in Manila.

The administration organization of the National Sports Committee changed from April 1957, Ministry of Education replaced by the Prime Minister. And Prime Minister will directly controlled the sport activities in Vietnam since 1957. The Deputy Minister for Defense Hoang Anh was appointed, as the Chairman of the National Sports Committee. The national Festival of Sport became an important event on its calendar to promote fitness for military and Vietnamese people as well as national identity. National sports competitions were organized on a national scale in 1960 with the aim of promoting mass participation in sports; developing the physical fitness of Vietnamese, particularly the youth who have left school and to improve the standard of sports.

In 1971, the National Sports Committee changed to Ministry of Sports. And in 1972, the government passed the Ministry of Sports to plan and promote sports in Vietnam. The Ministry of Sports implemented the Master Plan of Sport development, especially sports for all to achieve its fitness objective. The master plan proposed to build a stadium and the other sport facilities. The coaching plan was implemented to coordinate and standardize the various coaching programmes to produce coaches, instructors, sport officials and sport administrators. During the 1970s, in order to promote participation in sports the instructional plan for youth was also introduced in table tennis, swimming, football, volleyball, athletics, cycling. And a sports for all

policy was instituted by the Ministry of Sports to promote mass participation in sports and fitness activities. Fitness activities were part of the preparation for sports. However, with sports for all, the Ministry of Sports had sole control to plan, create, implement, administer and manage sports promotion which enabled them to promote sport as fitness and fitness as recreation and enjoyment values rather than fitness as a means to recreate and enjoy sport better. Therefore, it was not surprising that together with football, table tennis, jogging, walking as the most popular sports in the nation.

#### **4.2.4 Physical Education achievement**

The programme, established during the colonial governance, was given a major revamp to increase its uniformity in purpose and outcome. Vietnam came into power in 1945 but the country still in the inter-war, therefore fitness and a rugged society became the main objective driving the physical education curriculum. The extra-curricular activities introduced under the colonial government were given greater emphasis to promote social integration as well as fitness. Sportization under the administration of the newly formed government involved the establishment of new centralized institutions, provision of specific facilities, centred on the military and social goals. As the government allowed schools to function in their inter-school competition became an effective way to provide the opportunity for the establishment of functional bonds as well as emotional bonds, which were based more on national identity rather than ethnic identity. The transformation of physical education and sports thus paralleled the development in the overall social figuration.

In August 1946, the first national physical education curriculum was written by national Sports Committee specifically for fitness and social integration. The conceptualization and implementation of a plan and a new physical education syllabus demonstrate how the centralization of physical education and sport content and practices. The plan identified the new directions for physical education such as:

emphasis in the field of physical education to be on mass participation; and organise sporting competition for schools. This plan illustrated the political direction of physical education to fulfil its social goals. The emphasis on mass participation was manifest in the form of fitness activities which diminished the opportunities for contests between individuals as well as between teams contests. Although by reducing these opportunities, the reproduction of a sense of them and us was constrained, the emphasis on mass participation also diminished the opportunities of schooling the youths into the discourse of sport.

The curriculum retained the two central areas of the physical education syllabus established during the colonial era like: movement education and, sports and games. The emphasis of movement education illustrated the intensified interconnections between physical education, health and military functions. Movement education comprised of formalized tables of exercises to develop fitness levels. It demanded a greater regulation on the strength, flexibility, endurance and agility of the body. These attributes held public functions and in that way, the private body became more and more public. Sports and games included football, running, swimming and a host of sports and games aimed at inculcating sportsmanship and the enjoyment of sports.

Facilities was a major factor in the promotion of physical education. The use of space and the types of facilities provided also promoted some sports more than others. Facilities were provided in some schools, which facilitated the government's control of the form and direction of the development of sport. In the year of 1970s, the physical education syllabus were introduced for primary and secondary schools in order to enhance the outcome of the programme. A far more structured syllabus with explicit specific instructional objectives was drawn, illustrating a greater regulation in the method of instruction. As the physical education programme became increasingly refined to perform military and health functions, the association of physical education

with fitness also tightened. Concomitantly, with less time allocated to the promotion of sports in the physical education programme and the rising emphasis on academic achievement, the significance of sport as a vehicle for nation building, as well as a venue of achievement and fulfilment became marginalized.

Therefore, physical education was an important site of discipline and a contributor to the construction of a national identity in Vietnam.

#### **4.2.5 Conclusion**

This section examined the sportization process in Vietnam in the special period. The development was characterised by the greater regulation of sport with the formation of sport associations and centralized sporting bodies; a shift from ethnic identity to national identity, which was enabled by the increased international competitions and a shift from private monopolies to a public monopoly of control of sport. Sport in Vietnam formed more extensive links with the rest of the world through increased participation in regional and worldwide competitions.

The processes of integration and extension of the figuration of sport were linked with the centralization of resources and control in the new nation. With centralized control the influence of the clubs on sport diminished. The shift of control of sport from private monopolies to public monopoly was also critical to the shift from ethnic to national identity. And, the increased involvement of the state also shifted the dominance of state functions over private functions. Although, greater opportunities for international sporting competitions were organized, the political emphasis on sporting achievement put pressure on the private pursuit of sporting aspirations. The centralization of education, the institution of a standard curriculum and the construction of more schools and facilities, more opportunities for participation in physical education and sport were provided.

Nevertheless, the emphasis on scholastic achievement and fitness in schools impeded the promotion of sport on the mass level.

### **4.3. A New era - the Reform Period (1986 - today)**

When Vietnam achieved sovereignty, sport became focused and increasingly regulated. With the exclusive control of the government, how, why and what sport was practised were increasingly influenced by how resources were distributed. The production of a national identity through sport was manifested not so much in international competitions, but rather in the emphasis of mass sport events which focused on individuals or families rather than class identities. Although, sport became increasingly commercialized and achievement oriented in the capitalist European countries, particularly in the United States of America, sport in Vietnam remained largely an amateur practice with little emphasis on achievement at a global level. In spite of that, since the year of 2000s, there has been an increased emphasis in sporting success.

This section examines the change in the development of sport in Vietnam. It discusses, firstly, the changes in the political hegemony and its relationship with sport and Vietnam identity. It then explains the diminishing contrasts and increasing varieties in the discussion of the tension between global and national identity. After an outline of the changes in political leadership, the section then discuss the development of sport policies and its relationship with sport in general and social figuration in Vietnam.

#### **4.3.1 Vietnam and Sports in the new ara**

Since independence in 1945 and unification in 1975, political hegemony has been discursively constructed through the multiculturalism and meritocracy. The legislation to promote multiculturalism and the increasing density in living, economic and social spaces engendered a strong valency on functional grounds of the different

social aspects in Vietnam. As the chains of interdependency tightened, the competition for opportunities also intensified, particularly when the opportunities were organized in relation to the ideology of meritocracy. This sustained the ambivalence of interests between the different social groups and in the process sustained the political hegemony. The standardization of education, nationalization efforts, and the increasing commingling of practices between the different social groups also reflected what characterises as diminishing contrasts and increasing varieties in the social figuration. It was not just the contrast between the different social groups in Vietnam that was diminishing but also the contrast between the practices, images and values of Vietnam.

After the war, Vietnam focused principally on developing economy, culture, social and sports ect... In the rapid transformation of the society, the identity of a Vietnamese became changed by economics, culture, sports and with the success of the government.

The expansion of the network of interdependencies between Vietnam and the world inevitably had an impact on the local social figuration. When Vietnam was a French colony, it was a proudly divided society of occidentals and orientals. Since independence, Vietnam has undergone civilizing spurts to create a new nation in an increasingly competitive world. The nation's dependence on the global market for its economic progress has increased as the network of international communication has improved. This has resulted in the intensification of the interweaving of values and actions of Vietnam to the world.

The competitiveness in economic has justified the need to westernize although the increasing influence of the western countries through the media and education has supported orientaling. The Vietnamese government identified the emergence of specific aspects of social behaviour that threatened the development of their preferred

social figuration, labelling them as negative western influences so as to legitimise a renaissance of positive Vietnamese values to counteract these forms of western encroachment. And as Vietnam's economy, political, society became increasingly exposed, the creation of the national spirit became necessary to ensure that Vietnamese, who were enjoying the success of the political management, would support the political relationship despite the increasing external influences and changed economic reality.

Therefore, during this stage of sportization there has been an emphasis on Vietnam changing process as evidenced by the shift in goals and orientation of its sport policies and political debate on sport. The economic, culture and society achievements continued to be of fundamental importance as the government attempted to promote sport activities. However, the discourse of sport had moved from one where it was viewed as a waste of resources to pursue sporting result to one where the importance of pursuing sporting achievement was considered necessary to ensure that Vietnam will maintain competitive and may continue to evolve.

The stages of repulsion is associated with the development of established outsider figuration. The key features in the development of established outsider figuration including the relative degrees of cohesion of the social groups in the figuration; the strength of the collective identifications; the popularity of norms; the comparative superiority that is reflected by the establishment of powerful. Social group is well established in power can effectively discriminate a group so long as the latter are excluded from its symbol. Although, power to stigmatize decreases as the chain of interdependence with other excluded groups tighten. Therefore, this section will analysis the intrinsic dynamics of the sport development processes in Vietnam.

#### **4.3.2 The development process after country's unification**

The sudden collapse of Saigon in April 1975 set the stage for a new chapter in the

evolution of Vietnamese society, but was still faced with difficulties and challenge. The Vietnamese government had to confront directly what communists have long called the struggle between the two paths of socialism and capitalism. At issue was Vietnam's ability to translate its wartime success and socialist revolutionary experience into postwar rehabilitation and reconstruction the country.

At the 6th Congress of the Communist Party in 1986, the Doi Moi (reform) policy was launched with the focus on economic reform. This marked an important milestone in the new stage of development of the Vietnamese nation. The Doi Moi policy was consistently reaffirmed throughout the later Party Congresses. With the implementation of four five-year socio-economic development plans, Vietnam, from a food importing country, has become the second largest rice exporter in the world. Vietnam also exports a lot of other commodities with well-known brands. The economy attained high growth rate in the late 20<sup>th</sup> century and the early years of the 21<sup>st</sup> century, people's lives have been significantly improved; social policy received greater attention, the legal system has become increasingly complete and social management based on the rule of law put into place.

The 1987 Foreign Investment Law was the first legal document that helped form the legal framework for the Vietnamese market economy. In 1991, the Private Enterprise Law and Corporate Law were introduced. The amended 1992 Constitution affirmed the existence and development of a multi-sector economy under a market mechanism, including the foreign-invested sector. This was followed by the promulgation of a number of laws essential for the formation of the market economy. Hundreds of ordinances and decrees were enacted by the government to guide the implementation of these laws, which help ensure national socio-economic development.

Along with the law-making process, market economy institutions have also been established. It is government policy to eliminate the central planning mechanism,

emphasize monetary - market relations, focus on economic management measures and establish an array of financial institutions and basic markets for money, labour, goods and land, etc. The administrative reform was promoted so as to improve economic competitiveness and to help create a more favourable business environment and mobilize all resources for economic growth. The political will of the Vietnamese government is also reflected in the strategy for administrative reform in 2001-2010, which emphasizes the simplification of administrative procedures, amendment of laws and improvement of economic management. These changes will help establish a dynamic institution to meet the development requirements of the country in the new context.

Overall, tremendous economic reforms taking place over nearly two decades of Doi Moi have yielded encouraging results. Vietnam has created an ever more competitive and dynamic economic environment. The multi-sector economy has been encouraged to develop, thus mobilizing effectively all social resources for economic growth. External economic relations have been expanded and the flow of foreign direct investment increased. Export of goods and labour, tourism industry and remittances from overseas Vietnamese have been strongly promoted to generate increasing foreign earnings for Vietnam.

During 20 years of Doi Moi, GDP of Vietnam saw a sustained growth, which stood at 8.2% in 1991-1995 as compared to 3.9% in 1986-1990. This rate dropped to 7.5% in 1996-2000 due to the impacts of the Asian financial crisis. Since 2001, GDP growth recovered on a year-on-year basis, reaching 6.9%, 7%, 7.3% and 7.7% for 2001, to 2010 respectively. Especially, the figure for 2005 was 8.4%. Vietnam has now succeeded in gradually replacing the centrally-planned economy, bureaucracy and a subsidy mechanism by a socialist-oriented market economy with growing dynamism. The GDP growth rate of 7 to 8% has been sustained, along with stronger

industrialization and expanded integration with the world and regional economy. Vietnam has enjoyed a sharp rise in trade volume, especially exports, and an increase of foreign investment and income.

The economy is well on the road to a multi-sector model operating according to market mechanism and state regulations. This means that the private sector enjoys freedom to develop in all areas not specifically forbidden by law. The legal framework has been revised to facilitate gradual shift from the former centrally-planned economy to a market one, which unleashes production capacity, mobilizing resources effectively and creating a momentum for economic growth and development.

Vietnam has succeeded in translating economic achievements into social progress. Benefits of the Doi Moi process, for instance, are delivered to the majority of the population on a relatively equal basis. Economic growth is combined with the improvement of life quality and development of health care and education. The Human Development Index of Vietnam increased from 0.583 in 1994 with a rank of 120/174 to 108/177 in 2005. The average life expectancy was raised from around 50 in the 1960s to 70.5 at present. The poor household ratio dropped from 70% in 1980 to below 7% in 2005s.

The educational, economic and social reforms made by the government resulted in 42% of the population gaining secondary or tertiary qualifications, with 89% of the citizens achieving 'high' literacy levels by 1993. The median monthly income also rose, with over half the population living in bigger units. The economic and social conditions had clearly improved. The Vietnamese government were fully cognizant that Vietnam reality had changed dramatically and in order to sustain the position of the Vietnam government, a new style of leadership, gentler and more consultative, was required for the future.

Foreign trade and international economic integration: The policy of openness and industrialization has opened up new opportunities for Vietnam to make full use of its inherent comparative advantages, i.e. vast natural resources, and an abundant and inexpensive workforce. These advantages are being exploited to raise Vietnam's exports, which generate an increasing flow of foreign income for economic growth and industrialization. Over the years of the Doi Moi process, Vietnam's export growth has averaged 20%. From around US\$ half a million before the introduction of the Doi Moi policy, the total export volume of Vietnam reached US\$ 26 billion in 2004 and US\$32.23 billion in 2005. This foreign earning is a significant resource for the national industrialization and modernization.

The structure of exports has also seen a positive change. During the 1991-1995 period, major exports of Vietnam were crude oil, fishery products, rice, textiles, coffee, forestry products, rubber, peanut and cashew nuts. By 2005, apart from crude oil, textiles, rice and coffee, Vietnam was mainly exporting namely crude oil, garment and textile, footwear, seafood, woodwork, electronics appliances, and rice. This structure reflects the rise in processing and manufactured products and decline in unprocessed products, including agricultural, fishery, forestry products and minerals. Despite this shift, unprocessed export products still make up a large proportion. Therefore, greater efforts are needed to rapidly raise the proportion of industrial exports.

The policy of "multilateralization and diversification" of international relations has helped Vietnam integrate more deeply into the world and regional economy. Before 1990, Vietnam had trade relations with only 40 partners. Now with the foreign policy of openness, which is to befriend and cooperate with all countries in the world on the basis of equality and mutual benefit, Vietnam has established diplomatic relations with 176 countries, and has signed multilateral and bilateral trade agreements with

over 100 nations.

Figure: 4.7 Economic structure and growth after 20 years of renovation (1986-2006)

GDP growth rate and structure (%)

Year	Growth rate				Structure			
	Total	Sectors			Total	Sectors		
		Agro-forestry-aquaculture	Industry-construction	Service		Agro-forestry-aquaculture	Industry-construction	Service
1986	2.84	2.99	10.94	-2.27	100.00	38.06	28.88	33.06
1987	6.36	-1.14	8.46	4.57	100.00	40.56	28.36	31.08
1988	6.01	3.65	5.00	8.77	100.00	46.30	23.96	29.74
1989	4.68	7.00	-2.54	7.86	100.00	42.07	22.94	34.99
1990	5.09	1.00	2.27	10.19	100.00	38.74	22.67	38.59
1991	5.81	2.18	7.71	7.38	100.00	40.49	23.79	35.72
1992	8.70	6.88	12.79	7.58	100.00	33.94	27.26	38.80
1993	8.08	3.28	12.62	8.64	100.00	29.87	28.90	41.23
1994	8.83	3.37	13.39	9.56	100.00	27.43	28.87	43.70
1995	9.54	4.80	13.60	9.83	100.00	27.18	28.76	44.06
1996	9.34	4.40	14.46	8.80	100.00	27.76	29.73	42.51
1997	8.15	4.33	12.62	7.14	100.00	25.77	32.08	42.15
1998	5.76	3.53	8.33	5.08	100.00	25.78	32.49	41.73
1999	4.77	5.23	7.68	2.25	100.00	25.43	34.49	40.08
2000	6.75	4.04	10.07	5.57	100.00	24.30	36.61	39.09
2001	6.84	2.75	10.36	6.13	100.00	23.30	37.75	38.95
2002	7.04	5.40	14.50	7.00	100.00	22.99	38.55	40.08
2003	7.24	5.20	14.94	7.00	100.00	23.20	39.00	37.80
2004	7.60	3.30	10.20	7.30	100.00	21.81	40.21	37.98
2005	8.40	4.00	10.60	8.50	100.00	20.90	41.00	38.10

Following the introduction of Doi Moi, Vietnam signed an economic and trade cooperation agreement with the EU in 1992, joined ASEAN in 1995, AFTA in 1996 and APEC in 1998. Vietnam also signed the Bilateral Trade Agreement with the United States in 2000. Vietnam started negotiations for WTO accession in 1995 and to become a member of this organization by the end of 2006.

Foreign Direct Investment: In December 1987, the Foreign Direct Investment Law of Vietnam was introduced to help form the basic legal framework for foreign investment activities in Vietnam. To better respond to business requirements and

feedback from foreign investors, this Law was amended and supplemented several times, notably in 1996 and 2002, which created a more open and attractive environment to draw foreign investors into crucial industries such as export-oriented processing and manufacturing, and key economic zones of the country.

The government's monopoly of control over central services and the authoritarian leadership that established the early development of independent Vietnam, positioned the government as the body principally responsible and accountable for the economic, social, educational and sporting successes and failures of country. The pressure on the government to deliver on a range of expectations, both material and ideological, was rising.

The shades of difference were therefore the points of contention, for instance, in continuously according a political mandate to the government whilst at the same time placing pressure on it to introduce policy changes. In contrast to the challenges in the early phase of independence, the interests were similar to those of other social aspects as well as to the government's, forming a complex and differentiated social figuration. The manifestation of this pressure was not just at a grassroots level but was articulated by a growing base of politically conscious Vietnamese who commanded economic and social capital locally and internationally. The increasing restraint in social behaviour, as discussed in civilizing societies, was demonstrated here through an ideological contest rather than through physical violence, as it had been before.

Acquiescence to the government's pragmatic or economic emphasis was and still is dependent on its economic performance. The achievements of Vietnam's economic, educational, political, internal security in the region and world by international organizations reinforces and validates the legitimacy of the government. According to Tran (2005, 231) states that, the comparison positions the government's management

of the society favourably. Conversely, for those whose realities do not reflect the statistics, the sense of dissatisfaction with the political system emerges. The government could no longer rely on economics as the sole binding force of the figuration although it remained the core of the figuration. The creation and establishment of a strong national identity, one that was imbued with emotional and functional bonds, would diminish the contrast between various social groups and consequently legitimise the position of the state.

### **4.3.3 Building a cultural society**

The national identity would create the distinction between Vietnam and the rest of the world (Tran, 2005, 154). This common identity thus had to perform through the unifying the heterogeneous cultures and distinguishing it from the other societies. The development of a common cultural identity, or a Vietnamese identity, would add to the functional bond and accentuate the ambivalence of interests and thus tend to bind the multiracial nation despite the differences and conflicts within and between its social groups.

Vietnam is definitively multicultural with an active linguistic milieu that is composed of the 54 ethnicities living across the country. Each ethnicity has its own cultural colour, and language thus, the Vietnamese culture is a diversified unification. The official spoken and written language of Vietnam is Vietnamese, various other languages are spoken by several minority groups in Vietnam. English, French, Russian, Chinese widely spoken.

According to Tran (2005, 54) states that, language is part of society and linguistic phenomena are social phenomena of a special sort, and social phenomena are in part linguistic phenomena. He contends that language and discourse produce the members resources that people use to produce and interpret texts and their social contexts. People internalize what is socially produced and made available to them, and use this

internalized member resources engage in their social practice, including discourse. Therefore, it is a delicate and difficult task to create a sense of Vietnam value.

Although English and French languages was one of the key enabling factors so that post colonial Vietnam could continue to be part of the Western economic world, it still was not the official language for Vietnamese people. Since both French, English and their mother tongues shaped the member resources of each individual, differences as well as similarities between each ethnic group were thus evident.

The economic pragmatism remained at the core of the political ideology. It formed the core of the ideology of survival and initiated the process of nation building. It thus also is a critical fundamental factor in ensuring the legitimacy of the government. Vietnam implemented the Economic Reform Strategy since 1986 with the objective of promoting Vietnam. The main characteristics were identified as features of qualitative development including: economic dynamism, quality of life, national identity and global city. This entailed developing Vietnam into a place with comparable if not better living conditions as well as one about which Vietnamese people felt a sense of ownership for, and cultivating a national identity that embraced the seemingly conflicting process of globalization. The former was obviously vital for economic advancement and inevitable as Vietnam became enmeshed in longer and denser webs of interdependencies whilst the latter contributed to the legitimisation of the differentiation of the social system of Vietnam from those of other developed nations and concomitantly sustained the social figuration.

And the promotion of Vietnam's society culture and family culture to create a greater level of collectivism or communitarianism in a multicultural society were also attempts to discursively shape the member resources of the people. The inculcation of these cultural values of nation before community and society above self; family as the basic unit of society; community support and respect for the individual; consensus not

conflict; and religious harmony would serve to buttress the position of the government as well as sustain the overall social figuration.

Therefore, the promotion of the core family values of love, care and concern, mutual respect, filial piety, commitment and responsibility, promoted personal responsibilities to family, particularly in a young country like Vietnam. Although the society and family cultural are not unlike western cultures, the Vietnamese government's reinforcement of these cultural values to maintaining the Vietnamese cultural values.

Each individual figuration was joined in a series of widening theatres of interdependency. The social figuration was made up of the interdependent figurations from the primary unit of family, clan, tribe and schools to wider groups of race, communities and nation. So that, the promotion of society and family culture values established a Vietnamese identity.

Sport usually can reflected the perfect juxtaposition of the two forces of globalization and nationalization. Sport provided the theatrical element that reinforced and fortified allegiance to Vietnam and a Vietnamese identity. The inherent competitive element in sport fostered the development of collective identity.

The international expansion of sport has been proved partly on the growth of international interdependence. Participation in the international sporting events or activities also facilitates the development of relationships between Vietnam and the rest of the world. Additionally, the national prestige that success in the international sporting event could yield is useful for enhancing the international standing of the nation. And, sport has become one of the principal media of collective identification. The most significant global manifestation of sport and nationalism emerged in 1896 with the revival of the modern Olympic Games. Thus, the relationship has long been established and has a proven efficacy, albeit being more effective when the country is

actually successful in the sporting arena. Participation in international sporting events obviously accentuates team spirit and cooperation as well as parochialism and thus increases for the actual team and the nation the polarity between Vietnam and its rivals.

Sport was institutionalized in ways that were consistent with the political goals of health and productivity. According to Dunning (1986, 36) highlighted three interrelated aspects of the emergent modern social figuration that contribute to the growing social significance of sport including. Sport has developed into one of the principal media for the generation of pleasurable excitement. Sport, as Dunning (1986, 38) argue that, has perhaps only one purpose, to give people pleasure and in this regard differs from other social figurations concerned with the more serious aspects of life such as work, religion and bureaucracies. Furthermore, sports became hyper commercialised and consummately possessed massive popular appeal. It is thus this inherent struggle for victory between two or more teams or individuals that accounts for the prominence of sport as a focus for collective identification. Thus, for example, the fact that the ethnic differences in Vietnam have not turned into violent conflicts is, arguably, mainly due to the acceptance of the policies and controls and, of course, the comparative docility of the fans. Because fans of a team are socialized to continue their support in success and failure, it is in fact the failure that fortifies the allegiance and establishes the identity of the supporters. This is a very useful socializing effect; sport can be a powerful vehicle for the reinforcement of national identity. Lastly, sport has become a central source of meaning in the lives of many people.

In the stage of sport development in Vietnam, sport became increasingly serious, particularly in the view of the government. Sporting success was now given additional emphasis in sport policies so as to elevate the pleasurable excitement of

sport to a level that would satisfy the masses sufficiently to build a viable national bond. The achievement in sport was also expected to enhance its identity as a developed nation. National identity and globalization were thus the twin forces driving this process of development but the effects of the preceding phase still proved to be both enabling and constraining factors in the economic, culture, society and sport development process in Vietnam.

#### **4.3.4 The sport achievements**

By the end of the war in October 1975, 10 years had passed since Tran Hieu Ngan brought to Vietnam its first Olympic medal at the Sydney 2000. In this decade, the Vietnamese sport movement seen significant development; at the time when international sport entered an era of professionalism that has boosted its standards to a level that seem possible to reach for a country like Vietnam. The year of 1976 marked the first year of the post-war period. For the Vietnamese people, it was the time to reform the country. The main goal of the government was the country's reconstruction and the rehabilitation of a devastated economy.

During the colonial period, sport was left to volunteers and philanthropists with hardly any central organization. They planted the seed of sport in schools and in clubs. When Vietnam became independent, the government took central control of sport and made fitness for productivity its main if not its only priority, even to the extent of discouraging competition and medal-chasing efforts.

At an international level, Vietnam was expected to achieve success; the main goal was just to be able to participate in the international competitions and promote the sports and Olympic movement in Vietnam as well as medal-chasing efforts. In the International sport Games, Vietnam continue took part in the Olympic Games, Asian Games and Southeast Asian Games as well as the international and regional championships. The achievements not only attained in minor sport international

amateur competitions like bodybuilding, shooting, wushu, taekwondo, karatedo, gymnastics, weighlifting, wrestling,... that Vietnamese athletes won at the regional, world championships but also in the Asian Games and Olympic Games.

It was therefore, clear, from this very small effective participation in world sport, that the main goal of Vietnamese sport was simply to be able to exist. This existence was assumed to involve developing sports locally through improving the three basic components, namely: sport standards, mass participation and fan base. To this extent, the first step taken by the Vietnamese Government was the organisation of the 2003 Southeast Asian Games in the newly rebuilt Sports City complex in Hanoi and 2009 Asian Indoor Games with the participation of more than 10,000 athletes from southeast asia. For it is a known fact that many minor sport countries, not being able to engage significantly in the Olympic Games, do organize and participate in what is called the regional games tournaments: Asian Games, Asian Indoor Games, Southeast Asian Games... These games that were held in Vietnam have known a significant success because, for the first time since the end of the war, Vietnam host the international games. Between 2000, the Vietnamese government undertook the construction of a national sport complex with new facilities in Hanoi and Hochiminh city in order to host the 2003 Southeast Asian Games, 2009 Asian Indoor Games and 2007 Asian Football Cup. The 2003 Southeast Asian Games, 2009 Asian Indoor Games and 2007 Asian Football Cup were a great success. Vietnamese athletes was got a great achievements. The stadiums and completion venues were full for most of the games.

Vietnam hosted these Games and won medals, each of which provided an occasion for hoisting the nation's flag and singing the national anthem. Each gold medal performance was broadcasted on television and well reported in the newspaper. Sport thus presented itself as an attractive vehicle for the government to promote nationalism. In the previous stage, elite sport was not emphasized and only the health

function of sport was promoted. The implementation of national sports strategy illustrates the expansion of control over the attitudes and practices of sport. Elite sport commanded a high level of public interest whilst at the same time it is also subjected to close scrutiny. Regulation of elite sport was thus far more complex and extensive than for recreational sporting activities. The emphasis on elite sport thus effected the tightening of the chains of interdependency between the government, athletes and wider community for a diversity of interest that included political hegemony, self actualization, economic profit, social status and entertainment.

Actually, the Vietnamese post-war achievements in sport took place in almost sports especially in athletics, football, volleyball and martial arts sport. All the elements to make sport successful local product were provided. A group of millionaires together with government have invested massive budgets in local teams and in the organisation of competitions. This action has also been able to improve the standards of the Vietnamese sport competitions by importing foreign players to the championships. This improvement has also been put into effect in the upholding of the Vietnamese national team through introducing and in a way adopting the foreign players, and importing players who are of Vietnamese origins.

The approach towards sport has thus shifted from one in which sporting success was seen as self-centred to one where it was seen as community-centred. In the previous sportization phase, the government leaders had argued that the most rewarding approach towards sport was to generate healthy, vigorous exercise for the whole population... enhancing the valuable qualities it has a keen, bright and educated people who will lead better and more satisfying lives if they are fit and healthy. In this phase, the same qualities are equally, if not more important. But as the economic and social divide between those who are keen, bright and educated and those who are not widens, sport plays an increasingly important role in preserving and motivating the same

qualities. The catharsis of sporting success, or more specifically a gold medal in an international arena, provides an emotional focal point for collective identification as it blurs the lines of demarcation of different social groups and in the process lifts a nation's soul and spirit. The higher the level of competition the greater the level of regulation of the athlete's conduct and performances becomes. A sporting contest which is grounded on scientifically rationalized movement has the potential to release excitement that has a cathartic effect that unifies and divides.

#### **4.3.5 Sports for all achievement**

The influence of the French theory in Vietnam's education system extended to the Vietnamese leaders. The raised expectation in the teaching of physical education and sport could be seen by giving it an official university status and introducing four-year degree programme, followed by masters and doctoral programmes. These developments reflected the increased expectation of the education as well as the rising importance of sport and physical education.

And with rising people life, the incidence of obesity was increasing, which place a social and financial threat to the development of economic and military ruggedness. The government's approach to addressing the problem of obesity demonstrates the increasing regulation of social conduct.

In the early twentieth century, it was the poor public health brought about by deplorable living conditions that necessitated the French government to implement a fitness oriented physical education programme in Vietnam. As Vietnam advanced towards the turn of the twentieth century, the rising obesity brought about largely by the rising affluence and increasing sedentary lifestyle raised the significance of a sports for all programme in Vietnam.

After Vietnam adopted the reform policy in 1986, the government promulgated the Sports Law in 1999 and approved the national fitness program. The guidelines were

drafted with the aim of improving the health and the overall physical condition of the general population. The guidelines encouraged everyone, especially children and adolescence, to engage in at least one sporting activity every day, learn at least two ways of keeping fit, and have a health examination every year.

Exercise was perceived to be the most efficient approach to weight reduction as demonstrated by the installation of outdoor fitness stations and indoor weight facilities. The launch of a 15 minute jogging, running routine called the great Vietnam as the feature of the national healthy lifestyle campaign in 2001 also increased the emphasis on fitness in schools. At the same time, it reinforced the value of physical activity, exercise, fitness. These attributes were also valued in sport, and the more they were emphasized, the relative importance of sporting success became reduced. The percentage of overweight pupils fell from 10.3% in 2003 to 8.6% in 2004.

In 2004, the physical education syllabus, as did all other syllabi, underwent a major revamp to incorporate the national education program. This initiative were to produce a workforce with the skills and inclination to expand the economic potential of Vietnam, and at the same time, remain loyal to the country. The manifestation of the physical education curriculum was a student-centred, games-centred approach over the traditional teacher directed, skill-centred approach. It aimed to encourage the pupil to be active in the learning process of sport. The introduction of national education program was to systematically instil national loyalty in school children. Lessons from sports cannot always be taught in a classroom winning and losing gracefully, the killer instinct, compassion, teamwork, fair play, sportsmanship. These are lessons that build character.

It is an important move for accelerating a scientific development of the sports for all activities and for establishing a long-range mechanism for building up the people's health. It can meet the increasing demand of the broad masses in fitness training and

ensure a coordinated development of physical culture and sports in Vietnam.

#### 4.3.6 Current Organizational Structure of Sport in Vietnam

While the previous sections deal with the sport development process leading to the current structure of sport in Vietnam, it has been deemed necessary to provide a framework in which the current organizational structure of sport can be understood.

Figure 4.1 represents the core organizational structure of sport in Vietnam.

Ministry of Culture, Sports and Tourism

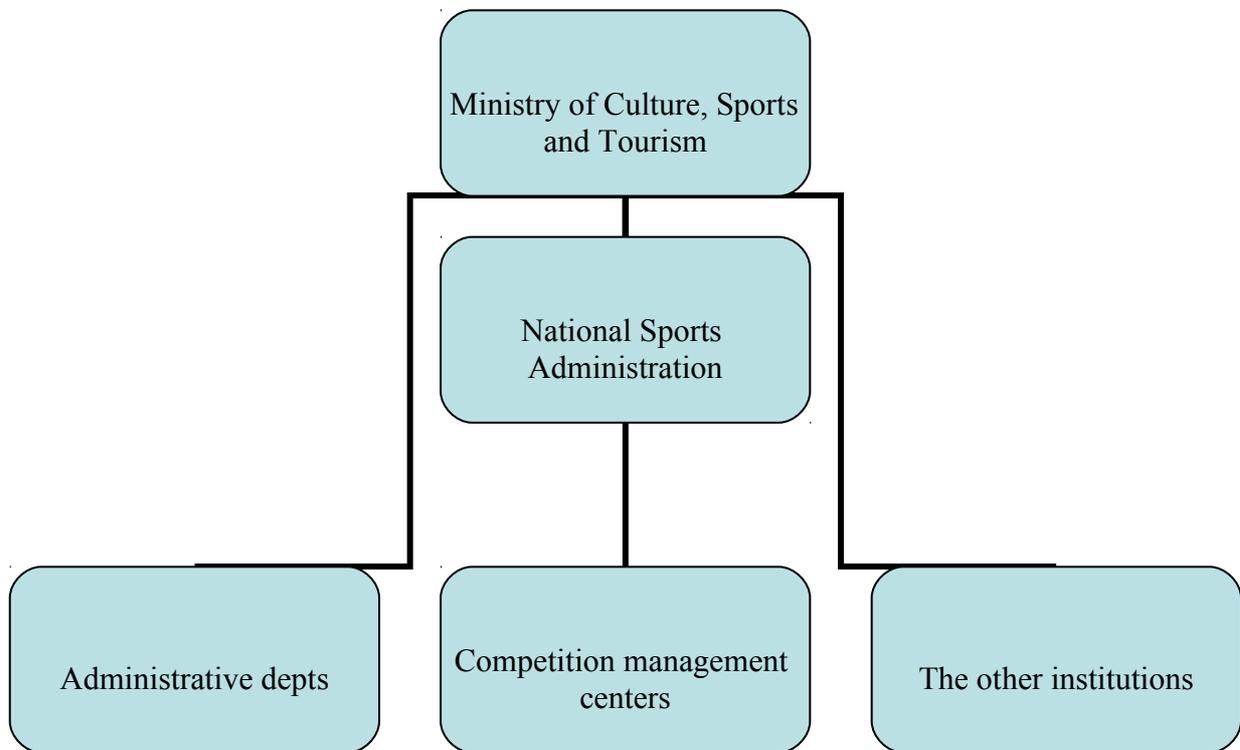


Figure 4.1 represents the core organizational structure of sport in Vietnam

In 2007, the government established the Ministry of Culture, Sports and Tourism to intensify its efforts in generating sporting success. The launch of the new Ministry of Culture, Sports and Tourism is proof that the government is serious about encouraging sports development in Vietnam. The National Sports Administration bodies are bound by the basic rules set by the Ministry. Ministerial subsidies are reserved for sports

bodies. The Ministry distributes these subsidies in accordance with laid down regulations and on the basis of the ministerial decree.

The major role of the Ministry of Culture, Sports and Tourism is to serve as the main source of grants for sport activities. The Vietnamese government administers sport only through this Ministry and its specialized departments. The Assistant Deputy Minister for Sports of this Ministry has responsibility for Sport and directs, supervises, and controls these through the National Sports Administration which has the direct mandate over the administration, development and promotion of sports in the country.

The ministry performs its function through the following objectives:

- To implement the general policies of the Ministry of Culture, Sports and Tourism in the development of sport.
- To develop the cultural image of the country among the youth through sport and to give Vietnamese sport an international image.
- To promote ethical values of the society and inculcate these in the youth through sport activities.
- To provide facilities and equipment for the promotion and development of sport within the framework of the general policies of the state.
- To build and reinforce loyalty to the country through healthy sport competitions.
- To organize festivals, exhibitions, and competitions that inculcates the spirit of healthy competitiveness and to provide incentives that encourage Vietnamese people to participate in sport activities.
- To provide assistance for research that promotes the development of sport as well as consolidates international cooperation among nations.

#### 4.3.6.1 The National Sports Administration

This is the equivalent of a council, operating as an autonomous department under the Ministry of Culture, Sports and Tourism.

- Sports Affairs division:

In 1992, a Sports Affairs Sector was established through a ministerial decree to organize all operative departments under the umbrella of National Activities. This Sector played a central role in all areas of sport, because its responsibilities covered all sport bodies, including the Vietnam Olympic Committee, 36 sport federations and 12 sports clubs. The Sports Affairs Sector is charged with the responsibility for policy planning and implementation, supervision of the financial and legal affairs of all sport bodies and provision of financial, administrative, and technical assistance in the field of sport.

The Sports Affairs Sector functions through two Departments: Sport for All Department and the Department responsible for clubs, federations, and the Vietnam Olympic Committee:

The Sport for All Department: The major role of this department is to promote an awareness of the benefits of sport and physical activities associated with health and fitness. It is charged to perform this role in cooperation with all institutions and government bodies concerned with sport affairs and the use of leisure time. It is also tasked to responsibility of restoring all traditional Vietnamese games as well as preparing qualified sport leaders for such activities with the cooperation of sport leadership centers.

The clubs, federations, and Olympic Committee Department: This department major responsibility is to supervise the entire administration and technical affairs sector of all sport bodies and to represent the Ministry at the General Assembly meetings of both the National Olympic Committee and the various sport federations. It is also tasked with the responsibility for the approval of the establishment of new sport bodies in the country.

- Administration, Finance & Construction Division:

This Sector is established with 6 departments operating under three divisions. The divisions are Construction, Financial, and Administrative. The six departments within the Sector are Construction, Club & Sport Federations Accounts, General Accounts & Budget, Purchasing & Tender, and Stores. The Sector is responsible for the distribution of government grants; supervision of institutional accounts; maintenance of discipline in institutional expenditures in accordance with accepted accounting procedures, and budgetary norms; presenting to the Ministry the annual “Financial Infraction Reports”, and implementing the decision thereof.

The Sector is also responsible for planning and programming of study and training courses held abroad in cooperation with the respective sport bodies, as well as communication with the bodies working in the fields of sports and youth outside the country to exchange experiences and information. It carries out the protocol of cooperation with neighboring countries and prepares for the Ministry’s participation in sport conferences and meetings. The six departments under the Sector are the following: Facilities planning department; Maintenance department; External sport courses department; Sport relationships department; Sports leadership training center and Sports tests & rehabilitation center.

#### 4.3.6.2 Structure of National Sport Administration

There are four major technical superstructures of sports in Vietnam. These are the sport federations, sport clubs, Vietnam Olympic Committee. These are the structures around which all administrative structures and controls revolve, and that help define the physical, social, and organizational structure of sport of the country. It constitutes a complex weave of structural compromises and uniqueness reflecting the political, organizational, social and cultural complexity of the society of Vietnam.

##### - Sport Federations

In Vietnam, there are 36 Sport Federations. These Federations follow are governed by

their own constitutions which must receive the approval of the General Assembly. Each federation or sport entity decides on the number of members constituting its Board of Directors which is different with each federation. Each Sports Federation is technically in charge of the activities in Vietnam but operating within the regulations set by their respective international sport federations. At least 10 clubs must be registered by a federation before it is established and recognized. The sports federation must have the approval of the National Olympic Committee and the appropriate Ministry before participating in the Olympic Games and other local and international competitions. The main aims of all Sport Federations in Vietnam, according to Le Bach (2003, 127) are as follows:

- To protect amateurism within the basic rules of the international sport federations, and to publicize the various sport at all levels (local, regional, and international);
- To contribute to Asian understanding of the sport, and to strengthen the relationship between the federation, other international sport bodies;
- To organize leagues, competitions, and tournaments between sports clubs, and between the federation and other sports institutions, and to establish rules, regulations, and policies guiding such competitions;
- To be responsible for the supervision, organization, and participation in tournaments, meetings and training sessions, locally and internationally;
- To search for talents and prepare the National teams in the respective sports;
- To advice and solve any problem occurring between club members within the federation in any aspect of the sport.

Each sport federation has a General Assembly and is run by a board elected from the club membership. No person is allowed to serve as a member of more than one Board of Sports Federations, neither can they serve on the board of any Federation and concomitantly represent a club within the same federation. Directors are, however,

permitted to invite any individual with the relevant experience in the sport to join the Board, although the number of such invitees should not exceed that of the elected members. The board is elected for 4 years and is dissolved after each Olympic Games, irrespective of whether such Games are held or not and whether Vietnamese teams participated in them. All federations have referees and technical committees, which hold their own elections to nominate their representatives to serve on the Federation's Board of Directors (one member for each committee).

#### - Sport Clubs

There are 36 sports clubs in Vietnam. The conditions required for establishing sport clubs are as follows: The sport club must not have less than fifty Vietnamese members; no individual member of a sport club must have been subjected to any form of legal punishment in the past; all club members must be literate; all members must sign a form of contractual agreement with the sport club.

An Administrative or Executive Board and a General Assembly manage a sport club. The club constitution defines the responsibility of each of these administrative units. The numbers on the Board differ in each club, and depend on each club's constitution. Only volunteers are required to serve on the Board. Consequently, it is forbidden to hold membership of two clubs at the same time, and to request payment of an allowance for work done as a board member of a club. The board members are elected at a board meeting to serve for a two-year period. The Executive Board's President, vice-president, secretary general, and treasurer are elected from the club's Board of Directors. Other positions are distributed among the rest of the members at the behest of the board. By policy, board meetings must be convened at least once a month. As mentioned earlier, all clubs follow the constitution proposed by the Ministry with some variations according to the club's function and activities.

Membership fee from one club to another differs according to their respective

constitutions. Honorary members do not pay membership fees as well as club players who are registered members in other Federations, team supervisors, and other special cases approved by the board. Membership is obtained through formal application supported by two existing members and acceptance by the Board. Club membership is open to both Vietnamese and non-Vietnamese. Any club's General Assembly consists of active members who have paid their annual fee and have been members for at least one year.

#### 4.3.6.3 Vietnam Olympic Committee

Formed in 1976, the headquarters of the Vietnam Olympic Committee is located in Hanoi. In accordance with Law on sport No. 63 of 2001, the constitution of the Vietnam Olympic Committee was revised in line with the stipulations of the law. According to the article 19 of Law No. 63 (2001) defines the National Olympic Committee as: sport body consisting of the existing Sports Federations and any Federations which might be formed in future irrespective of whether the games governed by these Federations are included in the Olympic program or not. The Committee conducts sports activities in Vietnam and coordinates with various sport federations in development of sports activities and promotion of Olympic movement, sports technical standards and orientates sports activities within the framework of the states' general policy.

The major objective of the Vietnam Olympic Committee is to maintain the principles of the Olympic Movement and to protect and defend the image of sport. Through cooperation with all national and international sports federations, the committee supports and strengthens the ideals of the Olympic Movement in Vietnam and around the world, by encouraging sport athletes' to participate in sport and promoting the physical and moral characteristics that are recognized as constituting the basis of sport.

Vietnam Olympic Committee, like any other National Olympic Committee in any country, has the exclusive right to represent Vietnam in the meetings of the International Olympic Committee and in Olympic and Regional Games, organized locally or internationally. According to the Constitution of the Vietnam Olympic Committee, the functions of the committee are:

- To participate in the International Olympic Committee's activities organized locally or internationally;
- To provide administrative, technical, and financial assistance to all national sport federations to attain their goals;
- To prepare for and participate in the Olympic Games and regional tournaments organized or approved by the International Olympic Committee;
- To be responsible for the selection of Vietnamese representatives for all international competitions organized or approved by the International Olympic Committee;
- To organize Olympic and Regional tournaments in accordance with the International Olympic Committee rules and regulations, when such tournaments are held in Vietnam;
- To establish and strengthen ties and relationships with other National Olympic Committees worldwide, as well as all organizations and federations affiliated with the International Olympic Committee, and encourage international sport exchanges with other countries;
- To collaborate with national sports federations in planning their Olympic and Regional programs of activities (Constitution of Vietnam Olympic Committee, Article 4, 2007).

#### **4.3.7 Plan for development**

This section is to provide an understanding and examines how sport develop in Vietnam.

On the occasion of hosting the 22<sup>nd</sup> Southeast Asian Games in 2003, the government has approved the elite sports development strategy in 1999. It was a strategic blueprint that was intended to promote the achievement in sport of Vietnam in the international area. In the previous period, elite sport was not emphasized and only the health function of sport was promoted. The implementation of elite sports development strategy illustrates the expansion of control over the attitudes and practices of sport. Elite sport commanded a high level of public interest whilst at the same time it is also subjected to close scrutiny. Regulation of elite sport was thus far more complex and extensive than for recreational sporting activities. The emphasis on elite sport thus effected the tightening of the chains of interdependency between the government, athletes and wider community for a diversity of interest that included political hegemony, self actualization, economic profit, social status and entertainment. In addition, the promotion of elite sports development strategy could also be seen to improve the sports for all activities.

The annual budget for the elite sports development strategy was dramatically raised. The government quadrupled the budget to \$5 million annually. A systematic and rationalised approach was also undertaken to distribute the funds to ensure the best possible return from the limited resources. All sports in Vietnam were categorized to determine the percentage of funding and assistance. Only core status sports with potential athletes received the increased funding and additional assistance, whilst all other sports received not much additional funding or assistance. The selection criteria categorically demonstrated the key focus on achieving sporting success. The sports were those that met the following criteria:

- Strong medal-winning potential;
- Large public following;
- Inclusion in the Asian or Olympic Games;

- Good potential based on analysis of the strengths and weaknesses of competitor countries;
- Little disadvantage where Vietnam athletes' physique was concerned;
- Good development plans for the sport;
- Sound administrative infrastructure.

The chosen were based on the athletes performances in regional and international competitions. Sports that were chose including, athletics, football, swimming, shooting, table tennis, weightlifting, volleyball, bodybuilding, sepak takraw, taekwondo, wushu and karate...

If the main purpose of the elite sports development strategy was to creat a medal, a different list of sports would have been selected. Similarly, if the promotion of sport was the key focus, popular sports which were taught and played in schools, such as football, basketball, would not have been left out.

In order to implement the elite sports development strategy, elite athletes, national sport federations, schools and athletes parents were all targeted as stakeholders in the elite sports development strategy. Individual plans were drawn for selected elite athletes to assist them in training and competition. The assistance programme that provided individual grants for elite athletes to help defray training expenses. Elite athletes in national and youth training schemes were also granted exemption from additional conditions. Sport scholarships were also increased and a special admission scheme to polytechnics was also made available for elite athletes who met the minimum eligible criteria.

The government established a national steering committee on the elite sports development strategy to focus on the program, promote public interest in sports events and to assist national sport associations in obtaining commercial sponsorships. Especially, coaching and training facilities were also improved to assist national sports

federations and training centers in the development of successful athletes. Coaching and training received the largest share, 23% of the \$5 million budget, to facilitate the recruitment of foreign and local coaches as well as the development of local coaching expertise. Educational publications like motivation and sports psychology were also planned for athletes and coaches to enable them to provide better condition.

Sport achievements commanded high commercial interest which expanded the figuration of sport, drawing in more and more people with diverse roles and interests. And the chains of interdependency tightened and lengthened at the same time in sporting and social figuration. The development of sport in Vietnam was not only illustrated by the increasing complexity and sophistication in the organization of sport resources and performances but in the production of knowledge in the field.

The government provided a special reward to motivate the athletes and all significant others to achieve the appropriate sporting success like home or car. The Olympic medalists, the Asian Games or Southeast Asian Games champions were to be eligible for the special rewards. This program provided a huge incentive for athletes and their coaching teams to achieve sporting success, but on the other, the attainment of a bronze or silver or a world championship title was positioned as having no value.

After the implementation of the elite sports development strategy, Vietnamese sport performance in the Olympic Games, Asian Games, Southeast Asian Games and world championships grown in terms of gold and total medals. The following figures represents the result of the elite sports development strategy in Vietnam.

Figure 4.2 Vietnam's result the Southeast Asian Games 1997-2003

Figure 4.3 Vietnam's result the Southeast Asian Games 2007-2013

Figure 4.4 Vietnam's result the Asian Games 1998-2010

Figure 4.5 Comparison between Vietnam and neighboring countries at the Asian Games

Figure 4.6 Comparison between Vietnam and neighboring countries at the Southeast Asian Games

#### **4.3.8 Conclusion**

In summary, with the establishment of the Ministry of Culture, Sports & Tourism, the government tightened the role and the attention in sport. The implementation of the elite sports development strategy in 1999 has success to the development in sports and Olympic movement in Vietnam.

In this period, sport became increasingly centralized, it was also increasingly globalized. And Vietnam also did not stand out this trends by represented in international sport organizations. Silver medals in Taekwondo in the Sydney 2000 and in Weightlifting in the Beijing 2008 Olympic Games promoted Vietnam closer to participating in the medal tally at the highest sporting event.

After the implementation of the elite sports development strategy, Vietnam's sports performance at the Olympic Games, Asian Games, Southeast Asian Games and world championships has increased with many great achievements, thereby promoting pride and Vietnam culture to the world.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1. Final Conclusion with a Theoretical Discussion**

The introduction and development of sports in Vietnam did not take place in a straight line. A lot of independent factors played important roles. These factors included the colonial education systems, colonial administrators, enthusiasm of the Vietnamese people, regional and overseas influence, the professionalization of sport, Vietnam's independence and the post colonial political leadership.

The colonial administrators developed an education system in Vietnam. This system was developed after Vietnam handed over the territory to the French government in 1870. The French colonial government planned their curriculum in order to Westernise or civilise the young Vietnamese people.

The colonial government dominating the local people and keep them as healthy, cheap labourers. According to Nguyen Khanh Toan (1985, 210) states that, similar to many other colonial countries, they made modern sport central and more important in the educational curriculum for the local people for character developmen.

There was also a lot of political, economic and social influence in Vietnam coming from the more advanced contries such as China, Soviet Union. The influence from the these countries as well as French colonial played an important role towards the introduction and development of sport in Vietnam.

And the Vietnamese people became very enthusiastic about football. As they were awared from participating in sport by the europeans, they made a lot of efforts on their own to learn how to take part in sport and play the game.

Industrialisation started in the late 1900's in Vietnam and brought about urbanisation. Hence population increase in the urban areas became fertile grounds for the

development of sports. With the aim of maintaining social control, the colonial government introduced welfare centres to offer social amenities for Vietnamese children and youths in the townships in order to divert their energies from engaging in violent behaviours. The welfare centres which the colonial government created became the nurseries for sport club development in Vietnam.

According to Le Bach (2003, 49) point out that, the colonial administrators wanted to have control of almost all the activities the local people were involved in, they therefore want to control all activities in Vietnam including sport. There were fears among the colonial officials that if let free, social gatherings in sport activities would lay foundations for political agitation against the colonial government.

In the year of the 1950-1960's, the important aspects emerged and influenced in sports development in Vietnam. These were: the foundation of new sporting organizations and the independence of Vietnam. At this period of time, the development of international sports movement leading to the formation of the national sport organization in Vietnam. And at this period of time, it was also evident that it was not going to be long before Vietnam gets the independence from French after nearly 100 years. These two aspects played an influential role in development of sports in Vietnam.

In 1950, Vietnam Table Tennis Federation found and for the first time became a member of the international table tennis federation in 1951. This is the first Vietnamese sport organization recognized as a member by the International Federation. Especially, in 1952 Vietnam participated in the 19<sup>th</sup> world table tennis championships in India and the 15<sup>th</sup> Olympic Games in Helsinki, as well as the 2<sup>nd</sup> Asian Games in Manila.

After Vietnam got the independence from French in 1945 and unification in 1975, political hegemony has been discursively constructed through the multiculturalism and

meritocracy. Sport became increasingly serious, particularly in the view of the government. Sporting success was now given additional emphasis in sport policies so as to elevate the pleasurable excitement of sport to a level that would satisfy the masses sufficiently to build a viable national bond. The achievement in sport was also expected to enhance its identity as a developed nation.

## **5.2. Cultural Imperialism and sports development in Vietnam**

Look at the process of sport was introduced and developed in Vietnam, one could easily argue that it was an act of French cultural imperialism. According to Le Bach (2003, 64) points out that the French domination of the Empire depended on what might be termed cultural power. This cultural power included ideas, beliefs, rules and conversions concerning social order that were carried out by colonial administrators, educators, military officers. These ruling cultural characteristics were consciously maintained within the governing circles and were relayed unofficially. It was this cultural power that influenced the local people in the French colony, including in Vietnam.

The indirect system of governance that the French introduced in Vietnam during their rule, aimed at maintaining their control in the territory. This system of governance was undeniably a significant factor in the social-cultural transformation of the local people. Using indirect rule and a two pyramid system, they appointed their own local chiefs to rule on their behalf. With Vietnamese people on one side and Europeans on the other, it possible for the French to use their cultural power to dominate the local people in Vietnam. It was through this cultural power and dominance that sports were introduced to the Vietnamese people.

According to Tran (2005,75), the French colonial administrators in Vietnam were occupied with a fierce single-mindedness in a cultural, spiritual and hegemonic undertaking. Vietnam being one of the countries which were under the influence of

colonial education, could not have been an exception from this influence. Therefore, argue that colonial education activities was a form of cultural imperialism.

The Vietnamese people found themselves intertwined in this French cultural power which had its own main social tenets it defined as appropriate form of behaviour. Sport activities in this case fell under what the French viewed as good social behaviour, which was why sports was introduced in colonial schools and in welfare centres. The diffusion of sports in Vietnam, in this case, can be seen as part of the French cultural and imperial total package.

Vietnamese researchers think that, the French in Vietnam used their political position to formulate school curriculums which suited their interests, formed the club, organizations and sponsored sports activities in order to cement their social and political power. So that, argue that the diffusion of sports among the local people in Vietnam was nothing other than cultural imperialism. And the French were more sophisticated in their cultural imperialism, than the other colonial powers. They did not directly impose their culture in their colonies; instead, they used educationists and administrators to persuade the local people to adopt their culture.

### **5.3. Cultural Hegemony and sports development in Vietnam**

There are many different ways of interpreting how colonialism influenced the diffusion of sports activities in Vietnam. How can one see the diffusion of sport in Vietnam from a cultural hegemony point of view? Looking at how sport diffused in Vietnam we found that, one would rule out thoughts that sports was imposed on the uninterested local people in Vietnam. Guttman (1994, 123) point out that, cultural interaction is more complex than a mere domination of the totally powerful over the entirely powerless. Cultural hegemony is a very complex system of domination. It is a very powerful, although, largely an informal social institution that creates shared beliefs and attitudes between rulers and the ruled while at the same time enhancing the

social distance between them.

Cultural hegemony makes the exploitative social order to seem to be natural or common sense making sure that the oppressed continues living their subordination. And this may be a good argument given how the French colonial system worked. Le Bach (2003, 61) points at the French education system which was introduced in Vietnam as having played the most important role in cultural hegemony. Given that the hegemonic process makes the social order seem natural, it explains why the Vietnamese people were not forced to take part in sport activities by the Europeans. The Vietnamese were ideologically convinced and approved the French culture of sports because of the French education system they went through.

When discussing whether the diffusion of sports in Vietnam could have been a result of cultural hegemony or cultural imperialism, it is very important to realise that the colonised indigenes of Vietnam have not been the only peoples who have been induced to discard their traditional forms of physical culture. And the diffusion of sports in Vietnam could have been more complex than mere cultural imperialism or internalised oppression in form of cultural hegemony.

#### **5.4 Conclusion: The development of sport in Vietnam**

This thesis aim is to examine the history of sport in Vietnam. Through the analysis, several key questions are addressed. In pointing out that the development of sport in Vietnam involved more than just political steering, I thought that it is useful and necessary to examine how the present state of sport has emerged out of the past. How did the germination of sport by the French for their own recreational pleasure develop into the more recent establishment of a sport clubs, school specifically to harvest champions? Who introduced sports to the Vietnamese people and why did not seem to have bothered them after the knowledge of the sports had been established. Why should the europeans have such an interesting sports activities for themselves? How

does the sportization process parallel and contradict the wider social development of Vietnam? How have some aspects of the development continued whilst others changed? With the increasing global-local tension, how is national identity promoted and produced through sport? What are the tendencies that might shape the possible future of sport in Vietnam?

This could have been a natural question. The sports activities seems to have had an enormous appeal across ethnic groups and borders. Why this was and is, is a question beyond the scope of this thesis. An answer to this question could however, explain why sport is popular played in Vietnam today almost in all corners, even in the remotest parts of the country, as well as in most other countries of the world.

In each section and chapter of this thesis, I demonstrated the constructive and empowering position to adopt in the critique of sport. While the French role in introducing sport to Vietnam and especially in schools was important, the influence of the administrators at club and school level were equally if not more significant in providing additional momentum to the sport development in Vietnam.

The establishment of recreation clubs was not merely a marker of French culture, but it was also a class divider. It provided an explicit symbolic marker of exclusion and inclusion, determined solely by race and class.

Sport became fully established in the society when it was diffused to the mass level, through schools. In a more explicit way, the proselytization of sport by the French in schools elaborated the class lines that characterized sport in the colony. Centralization of sport gathered momentum when Vietnam became an independent country. The construction of a national identity was relatively more successful for the independent country than when it was a French colony.

The construction of a national identity was neither achieved through cultural distinction of the social groups nor by international competition to create an

established group and outsider dynamics.

The globalization processes have an uneven effect in the development of Vietnam social habitus. As sport becomes an increasingly powerful image and representation of national identity, social development and economic muscle and the global-local tension intensifies, sporting success provides the connection with the rest of the world. And, as important as achieving sporting success is, the struggle, tension and conflicts in achieving an Olympic medal provide the nation with collective memory which is integral to the reinforcement of a national identity. This trend towards locating Vietnam through the global medium of sport also adds momentum to the global flows of sport and the increasing diversification of sport cultures. Through analysing the development of sport in Vietnam, issues of global-local, state-citizenry, integration and distinction of local ethnic identities are addressed.

The aim of this thesis sets out to provide a comprehensive synthesis of the development of sport in each historical juncture, there are limitations and aspects unexplored in the analysis. Using figurational sociology, the emphasis is to synthesis the interweaving of the different factors in the development of sport. The relative primacy given to the empirical evidence has several inherent limitations. Otherwise, the primary purpose of this thesis is to provide an analysis of the development of sport from a figurational approach. Presenting a detailed description of the sport events, individuals or organizations was therefore of lesser importance in the examination of the development of sport in Vietnam. Certainly, further studies of sport development in Vietnam are necessary as sport becomes more and more integral to the social habitus of the nation, particularly, when Vietnam is only in its infancy as a full participant in global sport.

This thesis expressed, how sport in Vietnam has developed into its present form and to make connections of the characteristics which account for the development of Vietnam

with that of its sport. The study's emergence is itself a representation of the development of sport and cultural thought in Vietnam. Its focus and argument demonstrate a departure from the pervasive tendency to regard sport as trivial and as holding no value in the understanding of the social dynamics of Vietnam society.

And sport is not simply a reflection of social development but it parallels its development. Sport is also not simply a tool for political manipulation but an institution that binds and separates different social groups and it embodies political currency as well as cultural, educational, historical and social currency. It forms a part of the collective history of Vietnam.

## References

- An Le. Early Shock Vietnam. Vietnamese. History, 2011.
- Annam magazine: Hanoi, 16 January, 1931
- Booth, D. The Field. Truth and Fiction in Sport History. London: Rutledge, 2005
- Clark, D. & Clark, H. Research Processes in Physical Education. New Jersey: Prince Hall, Inc, 1984
- Dunning, E. Dynamics of modern sport: Notes on achievement-striving and the social significance of sport, Oxford: Brazil Blackwell, 1986
- Dunning, E. "Culture, "Civilization" and Sociology of Sport'." Innovation 5, 1992
- Giulianotti, R. Sport: A Critical Sociology. Cambridge: Polity, 2005
- Guttmann, A. Games and Empires. Modern and Cultural Imperialism. New York: Columbia University Press. 1994
- Hai Ke. Sport for all in Vietnam: Concept and practice-Implication for implementation in Vietnam. Bac Ninh University of Sport, Vietnam, 2001.
- Hanoi news Post,1986
- Hanoi News. Hanoi, 2006/2010
- Hoang Nhat. Management in Sport: Defining the Field. Vietnam Sport Management, 1994
- Hoang Xuan Han. The Historiography of Vietnam. In Vietnamese Studies: Critical Surveys of the Humanities and Social Sciences. Vietnam: Hanoi University Press, 2001
- Kenyon, G. S., and J. W. Loy. "Toward a Sociology of Sport." Edited by J. W. Loy and G. S. Kenyon, Sport, Culture and Society: A Reader on the Sociology of Sport. London: The Macmillan Company, 1969
- Krotee, M. L., & Waters, D. J. The role of physical education and sport in nation building, 1995

Law on sport No. 63 of 2001

Le, Qualitative Methods in Sports Studies in Vietnam. Hanoi Culture Press, 1999

Le Bach, Vietnamese Sport: Social & Sciences Press, 2003

Luong Ninh, Vietnam History: Education Press, Hanoi, 1998

Maguire, Global Sport: Identities, Societies, Civilization. Cambridge: Polity Press, 1999

Mai Van Muon, The traditional sport in Vietnam: Vietnam Physical and Sports Publishing House, 1991

McPherson, B. D. "The Sociology of Sport." In The Sport Sciences, edited by J. Ministry of Culture, Sports and Tourism Annual Report 2008/2009/2010. Ministry of Culture, Sports and Tourism

Jackson and H. Wenger: University of Victoria, 1982

National Sports Participation Survey 2005. Vietnam: Ministry of Sports

National Olympic Committee Report, Vietnam Olympic Committee, 1997

National Olympic Committee Report, Vietnam Olympic Committee, 1998

National Olympic Committee Report, Vietnam Olympic Committee, 1999

National Olympic Committee Report, Vietnam Olympic Committee, 2000

National Olympic Committee Report, Vietnam Olympic Committee, 2001

National Olympic Committee Report, Vietnam Olympic Committee, 2002

National Olympic Committee Report, Vietnam Olympic Committee, 2003

National Olympic Committee Report, Vietnam Olympic Committee, 2004

National Olympic Committee Report, Vietnam Olympic Committee, 2005

National Olympic Committee Report, Vietnam Olympic Committee, 2006

National Olympic Committee Report, Vietnam Olympic Committee, 2007

National Olympic Committee Report, Vietnam Olympic Committee, 2008

National Olympic Committee Report, Vietnam Olympic Committee, 2009

National Olympic Committee Report, Vietnam Olympic Committee, 2010

National Olympic Committee Report, Vietnam Olympic Committee, 2011

Nguyen Khanh Toan, To know about history of Vietnam: Social & Sciences Press, 1985

Phan Ke Binh, Sports theory in Vietnam, Su That Hanoi, 1996

Phan Nguon Dang, Vietnam Football movement, Vietnam Physical and Sports Publishing house, 1982

Polley, M. Sport History. A Practical History. New York: Palgrave Macmillan, 2007

Rojek, C. "The Field of Play in Sport and Leisure Studies." In Sport and Leisure in the Civilizing Process: Critique and Counter Critique, edited by E. Dunning and C. Rojek,. London: MacMillan, 1992

Speech by Vice Prime Minister Pham Gia Khiem at the 2008 Annual General Meeting of the Vietnam Olympic Committee, 25 December 2006

Sports Science Magazine : Vietnam Institute of Sports Science, 2001

Sports Science Magazine : Vietnam Institute of Sports Science, 2002

Sports Science Magazine : Vietnam Institute of Sports Science, 2003

Sports Science Magazine : Vietnam Institute of Sports Science, 2004

Sports Science Magazine : Vietnam Institute of Sports Science, 2005

Sports Science Magazine : Vietnam Institute of Sports Science, 2006

Sports Science Magazine : Vietnam Institute of Sports Science, 2007

Sports Science Magazine : Vietnam Institute of Sports Science, 2008

Sports Science Magazine : Vietnam Institute of Sports Science, 2009

Sports Science Magazine : Vietnam Institute of Sports Science, 2010

Sports Science Magazine : Vietnam Institute of Sports Science, 2011

Sports Science Magazine : Vietnam Institute of Sports Science, 2012

Stoddart, B.. Sport, Cultural Imperialism and Colonial Response in the British Empire.

Sport and Society, 2006

Struna, N. Historical Research in Physical Activity. Human Kinetics, 2005

The Ministry of Education. Basic Statistics in Education, 2004

Tomlinson, J. Cultural Imperialism: A Critical Introduction. London: Continuum, 1991

Tran Van Khanh, 60 years history of Vietnam: Political Press, 2005

Truong Huu Loc, 50 year history of Vietnam Cycling sport 1922-1945: Loclo, Saigon, 1971

Vietnamese post, 1975 - 2005). Vietnamese, Hanoi

Vietnam News (1975 - 1995). Vietnam News

Vietnam National Report on Education: Ministry of Education Department, 1973

Vietnam National Report on Education: Ministry of Education Department, 1976

Vietnam National Report on Education: Ministry of Education Department, 1986

Vietnam National Report on Education: Ministry of Education Department, 1992

Vietnam National Report on Education: Ministry of Education Department, 1993

Vietnam National Report on Education: Ministry of Education Department, 2001

Vietnam National Report on Education: Ministry of Education Department, 2002

Vietnam National Report on Education: Ministry of Education Department, 2003

Vietnam National Report on Education: Ministry of Education Department, 2004

Vietnam National Report on Education: Ministry of Education Department, 2008

Vu Van Linh. Political Developments, 1945 - 1975. History of Vietnam. Vietnam: Social & Sciences, 1991

Wagner, A.. Sport in Asia and Africa: Americanization or Mundialization? Sociology of Sport Journal, 7, 1990

Wiggins, K. D. & Mason, S. D. Social-Historical Process in Sport Studies. In L. Andy, 2005.