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AND MANAGEMENT**

MASTER'S THESIS  
"OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION AND MANAGEMENT OF  
OLYMPIC EVENTS"

***Understanding Olympic Values and Physical Activity  
in the adult population of Chile and Argentina***

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## Summary

Alejandro Raul Bacot Tamayo: Understanding of Olympic Values of the adult population in Chile and Argentina

Under the supervision of **Prof. Michal Bronikowski**

The thesis has the aim to compare and examine the level of understanding the Olympic Values in the adult population (18-65 years) in Chile (n=100) and Argentina (n=100). Argentina was recent host country of the youth Olympic Games, and Chile will be host of the Panamerican Games in 2023, so it was worth investigating what the level of understanding the Olympic Values. The survey method has been developed with the theory of Fair Play from Jim Parry and the application of the moral influence scale and Moral Competence Test MCT by George Lind. There was also carried out comparison of the level of physical activity among the two populations of adults with the use of a survey methods. With the results of the survey, and with the comparison between countries it is possible to know the level of understanding the Olympic Values in that population, the moral factors who influence in population and the physical activity statistics in those countries. The average level of moral competence of the examined Argentine adult population turned out to be higher their among similar adult population of Chile and no impact of Buenos Aires Youth Olympic games (2018) was noticed in case of Argentina. The most influential factor concerning the source of influence on the level of moral competences pointed by the two examined population of adults of Chile and Argentina appeared to be parents. In case of physical activity, the situation in both countries seems to be similar, the level of physical activity, although a little bit higher among the adults of Argentina was still insufficient in some age-related groups, while in Chile it was more diverse.

**Keywords:** Olympic Values, Physical Activity, Moral Competence, Fair Play.

*ACKNOWLEDGMENT*

To my family, my master thesis director, and the sport, because the sports change my life.

# Content

Content	5
Table Content	7
<b>CHAPTER 1</b>	<b>8</b>
Introduction	8
Determination and demarcation of the problem	11
The aim of the study	13
Objectives	13
Hypothesis	13
Limitations-Restrictions	14
<b>CHAPTER 2</b>	<b>15</b>
Review of Literature	15
Olympic Movement.	15
Adult Population	21
Olympic Values in Olympic Education.	22
Physical Activity	28
<b>CHAPTER 3</b>	<b>34</b>
Methodology	34
Theory of construction survey Moral Reasoning	34
Fair play moral dimension scale.	38
Sample	38
Instrumentalization	39
Administration	41
<b>CHAPTER 4</b>	<b>42</b>
Results	42

Physical activity participation _____	43
Fair play understanding _____	46
Sources of influence on moral competence _____	47
Summary results _____	52
<b>CHAPTER 5</b> _____	54
Discussion _____	54
<i>Understand the participation in Physical Activities and the promotion of Olympic Values in Chile and Argentina.</i> _____	54
<i>Study and comparison of the level of understanding of Olympic Values in Fair play Moral Dimensions Concept Scale, in the adult population in Chile and Argentina.</i> _____	56
Conclusion _____	58
Recommendation _____	59
<b>BIBLIOGRAPHY</b> _____	61

# Table Content

<i>Table 1 Residence and Gender in Chile and Argentina</i>	42
<i>Table 2 Age of the participants in Chile and Argentina</i>	42
<i>Table 3 Age characteristics and demographic in Chile and Argentina</i>	43
<i>Table 4 Frequency of Physical Activity practice</i>	44
<i>Table 5 Do you practice some sport with regularity?</i>	45
<i>Table 6 Sport activity practice in Chile and Argentina by the participants</i>	45
<i>Table 7 Definition the fair play by the participants in Chile and Argentina</i>	46
<i>Table 8 Fair play level for age of the participants</i>	47
<i>Table 9 Fair play level for age and gender of the participants</i>	47
<i>Table 10 Sources of influence on moral competence by gender and country.</i>	48
<i>Table 11 Sources of influence on moral competence by gender, age and country.</i>	49
<i>Table 12 C Index Low, Medium and High and Sources of influence on moral competence by gender and country.</i>	50
<i>Table 13 The correlation values for the three levels of moral competence is negative and positive</i>	51
<i>Table 14 Answers by gender in Chile and Argentina</i>	53

# CHAPTER 1

## Introduction

During the Ancient Greek Times, the sport competition “Agon” was considered an important way to promote education (Miller, 2004). The Ancient Olympic Games was representative of the religious festival and the excellence “arete” of the participants is an understanding of an important way to educate. The creation of the Gymnasium in the Ancient Olympia, and the later creation of the institutions of the Gymnasium in more places of the Hellenic presence introduce us to the fundamental feature of the palaistra-gymnasium. It is a place where the mind, as well as the body, is exercised and trained (Miller, 2004). It has the important constitution of an education center for youth and later for military training. An example of the Gymnasium during Ancient Times, it is considered an important way to promote Olympic Education.

In the XIX century the ideas of the Ancient Olympic Games started to be present in the public discussion, was after the process of the Greek Revolution, when some people revived the games. One example of that was the Zappas Games (Konstantinos Georgiadis, 2003), the games were constructed with the goal to promote the unification of Greece and revive the national sentiment through the Hellenic Period, and the Ancient Olympic Games. And the event was also considered one way to promote Olympic Education and promote the legacy of that period. However, during this century, not only Greece promoted the ideas of Olympic Education, in other parts of Europe started the promotion of Physical Activity in education, like Brookes in England, or Didon in France (Konstantinos Georgiadis, 2003).

In France, Pierre de Coubertin started with the idea to promote physical activity and revive the Olympic Games as an education activity for the youth population. He in the first meeting in 1894 in Paris, when the International Olympic Committee, was a promoter of the possibility to permit the people to stay good in mind, body and spirit, in the famous *citus, altius, forte*, and also created the Olympic Charter, to promote the development of those physical and moral qualities which are the basis of sport (Naul, 2017). Continuing the development of the IOC in the first part of the XX



century, the committee created new programs which promote the Olympic education, and the Olympic values (*Olympic letter No. V, published in the Lausanne newspaper La Gazette in November 1918, in Coubertin, 2000, p. 21*). In the second part of the century, the IOC created the IOA in 1961 (Koulouri et al., 2007) with the objective to promote the Olympic Values in the society and have a center of study of the Olympic Movement.

The IOC has in the Olympic Charter the first fundamental principle which said “Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles” (Olympic Charter, 2019). And the education using the sport is the most important focus. In addition, in the same document, the IOC has the mission “promote the better world by educating youth through sport practiced in accordance with Olympism and its values” (Olympic Charter, 2019).

The IOC creates a differences commission to govern the organization, and that commission has the faculty to create differences programs and projects to promote the Culture, Sport and the Olympic Values. The commission of the Olympic Education created approx. in 2007 the toolkit of Olympic Values Education for youth (Binder & International Olympic Committee, 2007), and was edited in 2011 with the name Olympic Values Education Programs (Patrimones, 2017). Until now the program is available in different languages, and has the focus on youth, but with modification can be applied in the adult population, OVEP.

In that way the IOC has collaboration with other international organizations to promote the Olympic ideas, for example has relations with the United Nations in the programs of Sport for peace and Development, with UNESCO and with the World Health Organization. And create a program together, one of these programs are recently started, and in the context of the Covid-19, what is #HEALTHYTogether what has the objective, promote physical activity in all the population in the world. The relation of IOC with other institutions permit the promotions of the Olympic values in more population.

During the history of the IOC and in his Olympic Charter is clear the focus in the Youth populations, and the interest to promote the Olympic Values with Olympic Education Programs, like OVEP with them. However, it is valid to ask about the possibility of promoting the ideas of the Olympic education in other types of population like adults and old adults. In all the world the statistics about people who never practice any physical activity are considerable, in 2016, 23% of men and 32% of women aged 18+ years were insufficiently physically active. Over the past 15 years, levels of insufficient activity did not improve (28.5% in 2001; 27.5% in 2016) (WHO, 2020)

So, if understanding Olympic Education are different definitions, in the book of *Olympic education: an international review* written in 2018 by Roland Naul, Deanna Binder, Antonin Rychtecky, Ian Culpan. The first chapter the authors approach the different concepts of Olympic Education. For example, one is the Olympic Education like a "life Orientation" *the physical achievement through effort approach focuses on the idea that individual and social development occurs through intense efforts to improve oneself in physical endeavors and through competition with others. Concentrated and systematic physical practicing and training offers a platform for the holistic development of mind, body and spirit. This approach situates Olympic education in the physical education curriculum and in extracurricular and interschool sports* (Binder, 2012)

The connection between Olympic Education with Physical Education, activities should be 'practices' which act as a context for the development of human excellences and 'virtues', and the cultivation of those qualities of character which dispose one to act virtuously (Parry, 1998).

In other ways, to (Hunter, 2001) the values of Olympic permit the application in the current live, having a good lifestyle (Sánchez-alcaraz Martín et al., 2017). According to different researchers, it is not possible one definition of Olympic Education and however in the work from Binder in 2007 the Teaching Values. An Olympic Education Toolkit, in education one important focus is the physical activity in the participants.

For understanding Physical activity According to the EU Physical Activity Guidelines [European Union Physical Activity Guidelines, Brussels 2008, p. 3] physical activity is defined as "any

bodily movement associated with muscular contraction that increases energy expenditure above resting levels” (Bronikowski, 2010).

The connection between Olympic Education and Physical Activity is permanent, according to Parry *“the power to remake our notions of sport in education, seeing sport not as mere physical activity but as the purposeful physical activity of an educated and ethical individual, aiming at the cultivation of virtuous dispositions”*(Parry, 1998). And that relation of the concepts, permit the possibility to have a different approach to Olympic Education and the use of the Sport for promotion of Olympic Values.

In South America the Olympic Movement has presence with the locals NOC, NOA and that organization participates in the ODESUR, with 14 countries members. These institutions have the objective to promote the Olympic Values, organize the sports in the countries and organize regional sports events. The programs of Olympic Values have activities which involve the Olympic Education in their community in special for youth, and in some cases the activities are also for adults.

The motivation of this investigation is to examine the different understanding of the concept of Olympic Education in the adult population, in two countries: Argentina who recently hosted the Young Olympic Games, and Chile who in 2023 will host the Panamerican Games. In those countries more than 30% of the adult population never practice Physical Activity (WHO, 2020) and both are members of the OECD and in the education statistics more than 35% (OECD, 2020) of the adult population are below upper-secondary.

## Determination and demarcation of the problem

In the Olympic education which promotes the Olympic Movement the focus is on the young participants; however, it is not clear the focus on adults. In the Olympic Movement in the world existing programs which promote the Olympic values, the Olympic education and the heritage of the Olympics Games (IOC, Olympic charter) and in International Olympic Committee are commission who has the focus in the promotions of the Olympic values, like Culture and Olympic

Heritage, Olympic Education and Sport and Active Society (Olympic charter), and the principal focus in the Olympic education activities are the young, one example of that is the Olympic Values Education Program OVEP, one of the most important education programs in the Olympic Movement. However other populations like Adults (people between 18 to 65 years) are not in the eye of the focused in the Olympic Education Programs, but the constant relation in the Olympic movement between IOC and WHO promote the Physical activities for adults in the way to promote a healthy lifestyle (WHO #HEALTHYTogether).

In data of physical activity in the world, in 2016, 23% of men and 32% of women aged 18+ years were insufficiently physically active. Over the past 15 years, levels of insufficient activity did not improve (28.5% in 2001; 27.5% in 2016) (WHO, 2020). And in the Americas 39 % of the population do not practice any physical activity. In these contexts, and recently, the IOC and WHO create the initiative #HEALTHYTogether with the objective to motivate the population to stay healthy during this time<sup>1</sup> (Covid-19 Pandemic). The promotion of the Physical Activity is also focused on IOC and in the Sport and Activity commission, which has the same idea to work with other organizations around the world, promoting the practice of sports.

Also, in the world existing other institutions who promote sport and physical activity, the United Nations in the 2030 sustainable agenda adds sports as an important statement of the development of the agenda. *“Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.”*<sup>2</sup> (UN, 2020).

In South America, the Olympic Movement and the National Olympics Committees NOC, are members or the local organization ODESUR, the organization has the objective to promote the

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<sup>1</sup> (2020, June 23). IOC joins forces with WHO and the United Nations to fight .... Retrieved July 7, 2020, from <https://www.who.int/news-room/detail/23-06-2020-ioc-joins-forces-with-who-and-the-united-nations-to-fight-covid-19>

<sup>2</sup> (2015, September 25). The UN General Assembly includes sport in post ... - Olympic.org. Retrieved July 7, 2020, from <https://www.olympic.org/news/un-general-assembly-includes-sport-in-post-2015-sustainable-development-goals>

sport in the territory, with the organization of sport competitions, and the promotion of the Olympic values. Has a constitution by 14 NOC and is member of Panam Sports and IOC. In this local context, It investigates the participation of the NOC, who are members of ODESUR in the promotions of the Olympic Education Programs, and the different age participants. Since in these countries the statistics about physical activity are low, and the Olympic Movement has an opportunity to promote the Olympic values, through Olympic Education Programs in the countries.

## The aim of the study

Compare and examine the level of understanding of Olympic Values in especially Fair Play in the adult population in Chile (n=100) and Argentina (n=100), and also the level of physical activity.

## Objectives

- To identify the levels of understanding of Olympic Values in Fair play Moral Dimensions Concept Scale, in the adult populations in Chile and Argentina.
- Compare the levels of understanding in Fair play Moral Dimensions Concept Scale Chile and Argentina about Olympic Values.
- Compare the levels of Physical activity in adult populations of Chile and Argentina.

## Hypothesis

In South America Chile and Argentina have been part of the Olympic movement, Argentina was the last host country of the Youth Olympic Games, and Chile in 2023 will be host of the Panamerican Games in 2023. In Argentina the level of understanding of Olympic values is higher than in Chile because of the recent experience of Youth Olympic Games. And that PA is also higher as a result of this event or maybe different lifestyle and PA habits

## Limitations-Restrictions

The application of the survey online to 200 adults, 100 in Chile and 100 in Argentina is important for the success of the investigation. The local sport organization in the countries can help to deliver the surveys to their community. So, the participants could be part of the sports activity or not. In addition, the investigation will ask the local NOC's the possibility to have the support of them in the delivery of the survey to their members.

## CHAPTER 2

### Review of Literature

#### **Olympic Movement.**

The creator of the modern Olympic Games, Pierre de Coubertin was influenced by three great concepts: Internationalism, Hellenism and Word Peace. The principal elements of Olympism for Coubertin were explicit in the interview that he gave in 1929, in the modern Olympic Games. The sentimental religions were transformed and expanded by internationalism and democracy. The concept of amateurism was transformed by equality opportunities for participants, of truce and beauty (Pierre De Coubertin & Müller, 2000).

The movement allows nations that may have borders and Interests. Kant argued that all human beings nevertheless share common ownership of the earth's surface. The globe itself is a kind of bordered community in which all human beings are entitled to certain basic rights, which Kant described as "cosmopolitan" (Reid, 2006).

The international Olympic movement could be interpreted like all the activities who involve the IOC in the development of the philosophy Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles, it is the first principles of Olympism (Olympic Charter, 2019).

The IOC has a governance structure, with different commissions and projects to promote Olympism, organize the Olympic Games and be the principal referents of sports in the world. Also, all the nations in the world have the NOC, which is a national Olympic organization who has the objective to be the promoter of the Olympism in their countries. The International Olympic Committee (IOC) is the supreme authority of the Olympic Movement. It holds the rights to the Olympic Games, the Olympic symbol (the five rings) and the other identifying elements of the Olympic Movement. (IOC, 2013).

In the sport structures of development, the International Sport Federations who are members of the IOC have the principal role to organize the sport in their disciplines around the world. Promoting their sport, their principals, projects and world cup events. With the same structure as IOC and NOC, the International sport Federation in the world has the National sport Federation, who has the recognitions of his NOC local. Having governance structural characteristics similar in all the countries, promoting the practice of the sport and being the principal responsible of the sport in their countries, in all the aspects, like rules.

The IOC also has interaction and relations with other universal institutions in the world, like the UN, WHO, UNESCO and others. All that institution has their own objectives and programs, however, promote the ideas of sport in the way to improve benefices to the people around the world. For example, the UN has the programmed Sport for development and Peace (UN, 2020) Witch creates different approaches to the development of the sports in refugees and other populations. In other ways, the WHO, the institution who promote health in the world, has in their indicators the importance of physical Activity by sports, and recently signed with the IOC the update of the agreement to promote physical activity in all the people in the world (WHO, 2020)..

Another institution in the world who promotes Olympism is the IOA, the Academy is one of the relevant institutions in the world who created education programs to promote Olympism in the world. And in the countries present are the NOA, who promote the local programs with the objective to create a new culture through philosophy of Olympism (Olympic Charter, 2019). Also, in the Olympic Movement in the world are other academic institutes who promote the ideas, like de International Pierre De Coubertin Committee (CIPC) with organizations in different parts of the world.

In the Americas, the Olympic Movement has the local NOC and has one continental organization who is the Panam sport, that organization has the presence of all the NOC in Americas, from Canada to Chile. That organization has the principal responsibility, the organization of the Panamerican Games, the second Olympic event in Americas, after the Olympic Games. And more



local, in South America existing the local organization, ODESUR who has the goal to organize the Odesur Games with the participation of all the countries participants.

In the conclusion, all the different organization promote the ideas of Olympism promote universal values such as human rights, ecology, solidarity and respect for cultural diversity is enormous, but it is not something which comes automatically, but which depends on how these ideals are used and on the specific strategy of 'universalization.' This strategy consists of promoting the individual interests of an institution, or a social group, such as the general interests of society, the country or the world (Cazorla et al., 2011).

#### - **Chile in the Olympic Movement**

Chile has a long tradition in the Olympic Movement, in the first Olympic Games in 1896 in Athens the country had a representative, Luis Subercaseaux who competed in Athletics. During the first year of the XX century in Chile the sport development was principle and activity for the aristocratic society and military members and their focus was in Valparaiso city. Was in 1910 when the local government started to promote the ideas of Olympism and create the local Olympic Festival (Marín & Chile. Comisión Bicentenario, 2007). After that Chile created the Sportiva National Federation (FSN in Spanish) with all the standards of the international federations, and for this reason the organized committee of the Stockholm Olympic Games invited Chile to participate in 1912.

The first Olympic medal to Chile was in Amsterdam 1928 when the runner Manuel Plaza won the Silver Medal in the Marathon competition. In the last Olympic Games, Paris 2024 Plaza finished in the same competition in 4th place, and in South America for more than ten year was one of the most successful athletes. That victory created a new scenery for the sport in the country, motivating more people to practice sport and the government institutions started to create a new budget for national delegation (Marín & Chile. Comisión Bicentenario, 2007).

The international relation with the international federation was stronger in the finals of 20s when more local sport renewal started to be affiliated with that institution. And with the new internationals relations, Chile created the National Olympic Committee in 1934, the local sport federation started to work together with the idea to promote the sport. The first president of the

NOC in Chile was Enrique Barboza, Who was at the moment the president of the Fencing Federation. That organization was responsible for creating the national team for the Olympic Games in Berlin 1936.

In 1942 the Chilean government created the National Sport Institution (IND), whose principal objective is mainly to administrate the national sport budget and organize all the sports in the country. Now the NOC has more sports, and the practice is more diversified than before. Other cities different from Valparaiso and Santiago host the important sport clubs. During the 50s the international results were more important, in the Olympic games of Helsinki in 1952, the equestrian national team won the silver medal in jump. In the next Olympic event in Melbourne 1956, Marlene Ahrens was the first woman to win an Olympic medal for Chile in javelin throw, till this day no one else has won that medal. And in the same games, boxing was the other sport where Chile obtained 3 medals, one silver and two bronze.

To continue with the successful, with the successful sports in the 50s for Chile, the country started to promote the idea of being the Host of the Soccer World Cup in 1962. At this moment the FIFA created the program to have a continental rotation of the event, and Chile started one diplomatic program to select the host country. When Chile presented the candidature, Argentina in opposition created a new candidature. For one year there was a cold war diplomacy for the votes. Chile won the candidature with one negotiation with the USSR, because Chile offered their vote to promote the Russian as official language in FIFA (Marín & Chile. Comisión Bicentenario, 2007).

The legacy of the Soccer World Cup was the infrastructure, the country remodeled four stadiums in 4 different cities, created a new concept of mega events, the TV transmission in black and white was relevant for this period, and soccer became more and more important in the country. However, in the decade of the 60s the sport in other disciplines like Athleticism, Basketball and Boxing lost strength and the international results were poor, if compare with the gold decade in the 50s.

In the 70s the political situation in Chile was complete, in 73 the military coup the government and started to be the new government. The country was selected to be the host of the VI Panamerican Games by ODEPA, but in 1975 the NOC informed the Pan American organization the impossibility to be host of the event, because the government was not supporting the event

with budget. The decade finished with the participation of Chile in the boycott of the Olympic Games in Moscow in 1980, in solidarity with the US.

The First Local Olympic Games was organized in 1985 with the total support of the Chile NOC and the sponsorship of the Government in Santiago. With 32 disciplines and a traditional Ceremony. It considered the ideas of the Olympic Games in the event organization. (Marín & Chile. Comisión Bicentenario, 2007).

The relation with the Pan American games and the Chile intention to be host of the event, in 1981 in Venezuela, the president of the Chile NOC Gustavo Benko presented the Chile intentions to be the host of the event in 1987 and won the election. However, in 1983 the government withdrew the sponsorship for the event, and the NOC had the responsibility to cancel the possibility to be the host of the Pan American Games, for the second time in history. In the Seoul Olympic Games in 1988, Chile won the silver medal in Shooting for Alfonso de Iruarrizaga.

In Sydney 2000, the soccer team of Chile won the bronze medal. And the most important results in the Olympic Games for Chile was in the Athens Olympic Games 2004, when Tennis was the gold sport in two competitions. Nicolás Massú won the gold medal in Singles, and He with Fernando González won also gold medal in doubles.

At the same year, Neven Illic who was president of the national tennis federation, was selected president of the Chile NOC. And Chile was the host city of the ODESUR games in 2014 in Santiago, the first Olympic event in Chile after the two postulations of the Pan American Games. And at this moment Chile will be the host city of the Pan American Games in 2023, when Neven Illic is president of that organization and the government supports the event.

#### - **Argentina in the Olympic Movement**

The Olympic history in Argentina is longer and has important successful events, great victories, and important sport development in the local neighborhood clubs. Also, the country was host of the last youth Olympic Games in 2018, with the participation of most of the countries in the

Olympic Moments and the presence for example de IOA with the focus in the Olympic Education for youth.

In the modern Olympic Games, the first participation for Argentina was in Paris 1900 in the Fencing competition, but Argentina was a participant of the birth of the Modern Olympic Games, because in the first congress of IOC in Paris 1894 Jose Benjamin. Zubiaur was a member. The participation in the competition in the decade of the 20s was fundamental for the relevance of the sport in the country.

In Paris 1924 was the first gold medal for the country, in the Polo competition the national team won the final with the US winning. The history of Polo in Argentina is deep, the country has a common construction between European immigrants and the local people "gauchos" who create great horses for competitions and excellent teams (Polo Argentine, 2020). That gold medal was one of the two gold medals won by all the South American countries in that Olympic Games.

In the decade of the 20s the Olympic movement became stronger in that part of the world, between 1922 and 1924 eight Latin America citizens joined the IOC and five NOCs were eight established in the region (Boria Majumdar, 2009). Argentina created the NOC in 1923 when the government merged the sport institution in the country, the first president was Ricardo Aldao and had the objective to organize the Olympic delegation for the next Olympic Games. The local division with soccer was constant, and for the games that discipline for Argentina did not participate.

During that period, Argentina with the agriculture production and the new European immigration. Include in their tradition the sports from Europe and special de sport and the rules from England. It is the example of the Polo competition, the Soccer, the Boxing and motorsport (Archetti, E 2005). That sport creates in the collective imagination of the argentine citizens the new local heroes, who compete at international level with the flag of Argentina. One example of that situation was Juan Manuel Fangio, the F1 driver who won more than 4 world championships with different teams and has the possibility to position at Argentina in the international movements of motorsports, and especially the F1.

One of relevant events in the Olympic Movement for Argentina was the selection to be host of the first Pan American Games in 1951. That event was organized by the government of Peron and had big stars as participants, like the marathoner Delfo Cabrera who in 1948 won the gold medal in marathon at the Olympic games.

With that experience Argentina continued with the intention to be host of the Olympic Games, and for four times presented the candidature in the IOC meeting in 1963 for the host country in 1968. The candidate lost the option with Mexico, which was the host of the first Olympic Games in Latin America in 1968 (COA, 2020). The Olympic movement in Argentina has a downhill performance in the Olympic Event and the Olympic Education during the 70s and 80s, for the local political situation and for the incentivization of the other sport activities in the country.

In the 90s Argentina was again host of the Pan American Games, was in 1995 in the Mar del Plata City. The event represents for Argentina the construction of the infrastructure in the city, a big investment in TV infrastructure to have all the transmission in color and the good performance in the medal lists for the country (COA, 2020). And 10 years later in the Athens Olympic Games, Argentina won 2 gold medals (soccer and Basketball) after Helsinki 1952 when it was the last gold medal for Argentina.

In 2013 was an important year for Argentina in the Olympic Movement, in the early year the city of Buenos Aires was selected for the IOC the host of the Youth Olympic Games in 2018, winning the election opposite to Medellin. And in the same year, Buenos Aires was host of the 125 Session of IOC, when was the election for the host country of the Olympic Games for 2020, when Tokyo won. And addition of that, was the election of the President of IOC and was selected by Tomas Bach (COA, 2020).

## Adult Population

The adult definition of Cambridge is a person or animal that has grown to full size and strength: An adult under English law is someone over 18 years old. Adults pay an admission charge, but children get in free (Cambridge, 2020). In the paper from adult education, the definition of adult is any person who has assumed (or, often, been forced into) the mature responsibilities of

employment, marriage, or caring for dependents, which usually means that his education must now play a secondary role in his life (De Crow, R. 1968).

For the WHO institution an adult is a person older than 19 years of age unless national law defines a person as being an adult at an earlier age (WHO, 2020). To continue with the definition of the WHO the adult is until 65 years old, continue that age older than 66-year-old is considered by the statistics High Adult.

In Chile the last census was in 2017. The total of the population is 17.574.003, in the adult age between 19 years and 65 years old is 10.802.300, 5.303.915 men, and 5.498.385 women (Censo Chile, 2017)<sup>3</sup>

In Argentina the last Census was in 2010. The total of the population is 40.117.096, in adult age between 19 and 65 years old is 25,790,131, 12,654,528 Men, 13,135,603 Women (Censo Argentina, 2010)<sup>4</sup>.

### Olympic Values in Olympic Education.

The concept of the Olympic Education is used from ancient Greece until now, in different contexts and philosophical understanding. Coubertin's educational ideas were inspired on the one hand by an interest in the ancient Greek's dualistic focus on the development of body as well as mind. This orientation to athletic perfection was being thoroughly discussed by scholars as archaeologists unearthed the ruins of ancient Olympia (Naul, 2017). Another influence of the education model was Thomas Arnold who transformed the education in England by the Rugby School. Another representative influence by Coubertin in these ideas was Henri Didon who created the idea of the Citius, Altius, Fortius and after the IOC inside the idea in the Olympic Charter.

In the modern Olympics, Pierre de Coubertin was the first who started to use the concept of Olympic education and had the idea to promote the Olympics as philosophy of life (Olympic

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<sup>3</sup> (n.d.). Resultados CENSO 2017. Retrieved August 10, 2020, from <http://resultados.censo2017.cl/>

<sup>4</sup> (n.d.). Censo Nacional - INDEC: Instituto Nacional de Estadística y .... Retrieved August 10, 2020, from <https://www.indec.gob.ar/indec/web/Nivel4-CensoNacional-3-999-Censo-2010>

Charter, 2019). And it was not possible to understand the concept of Olympics' without the focus on education. This philosophy has as its focus of interest not just the elite athlete, but everyone; not just a short truce period, but the whole of life; not just competition and winning, but also the values of participation and co-operation; not just sport as an activity, but also as a formative and developmental influence contributing to desirable characteristics of individual personality and social life (Parry, 1998b).

In 1935 Coubertin created a new approach to the definition of Olympism with five concepts, *religio athletae* when considering the athlete as ambassador of the ideas of Olympism, representing a new human society with all the religious spirit by sports. The second concept was *Equality* when all the athletes developed their own interest and commitment with the education, and the application of the Citius, Altius, Fortius. The third concept was *knighthood* with the idea of chivalry, and when He spoke about Fair Play, he was talking about chivalry. In chivalry, the idea of competition, of effort opposing effort for the love of the effort itself, of courteous yet violent struggle, is superimposed on the notion of mutual assistance, the basis of camaraderie (Coubertin, 2000). The fourth principle was *truce* with the idea of allowing the truce between all the countries during the period of the Olympic Games, temporary cessation of hostilities, disputes, and misunderstandings (Coubertin, 2000). And the last principle was *eurhythmy* music, art and literature. For him it was important in that and the history to guarantee the peace (Coubertin, 2000).

When Coubertin died the IOC continued with the objective to promote Olympic Education and created new institutions in different universities with the idea, one example was the International Bureau of Sports Pedagogy and Union Pedagogies Universelle. And Carl Diem continued with the idea to create some education centers in Ancient Olympia Greece, for 30 years trying to create the center and Ioannis Ketseas a Greek member of IOC who convinced the organization to create the International Olympic Academy IOA (Naul, 2017). The first studies of the Academy were compiled as early as the mid '70s. The first study on the subject was the doctoral thesis of Norbert Muller which was submitted 1975 to the University of Graz (Koulouri et al., 2007). By other intellectuals such as the Spanish Conrado Durántes the IOA was creating pedagogic and Olympic education ideas (Durántes, 1988).

The IOA starts the programs of the International Session for Young Participants, then continues with the International Seminar on Olympic Studies for Postgraduate students, and now has more than ten education activities for people in all the world who want to learn and live the Olympic Philosophy, is organizing to this day in Ancient Olympia numerous international events, conferences, sessions and seminars to propagate Olympism and increase the awareness of people within the Olympic Movement who are responsible for and play a major role in educating young people (Georgiadis, 2010). In the Olympic Charter one of the missions of the IOC is to encourage and support the activities of the International Olympic Academy (“IOA”) and other institutions which dedicate themselves to Olympic education.

The creation of the IOA motivated the NOC to create their own National Olympic Academy NOA, Spain was the first National Olympic Academy which was created with the support of Juan Antonio Samaranch and Conrado Durántez Corral in 1968. And was the same Samaranch when he was president of the IOC who promoted the creation of the NOA in all the NOC in the IOC.

The IOC after the creation of the IOA continued with the institutional intention to be the authority in the Olympic Education Values. For example, Samaranch in 1995 explaining the Olympism with six basic elements: tolerance, generosity, solidarity, friendship, non-discrimination, and respect for others (Parry, 1998b). And in the same way the organization creates new programs to permit understanding what is Olympism and how it is possible to teach Olympism.

Early in the twenty-first century the focus of Olympic education began to shift from teaching ‘about the Olympics’ to ‘teaching the Olympic values. This shift to values education required an orientation to current pedagogy, curriculum development and teaching methodology in both sport and physical education and related interdisciplinary themes (Naul, 2017). In that context it was necessary to create a new pedagogy the academic Deanna Binder continued working in the form to resolve the question about How teaching Olympic Values, and in 2000 created the document Be a Champion in Life, creating a new curriculum for having a new approach for teaching (D. Binder, 2001).

In 2007 the IOC published the Teaching Values: An Olympic Education Toolkit. And recommend Olympic educators move away from the safety and certainty of teaching rules, penalties and universally applicable principles, and move towards an imaginative, holistic, diverse but inclusive vision for teaching Olympic values (D. Binder, 2005). The next work by Binder in IOC was the first



version of Olympic Values Education Program OVEP in 2010, and the second edition with full access to all the professors, coach, students and NOC in 2016.

The definition of the Olympic education is one form to promote and educate the Olympic Values. And is possible understanding the difference approaches of the Olympic Education in schools and beyond schools (Chatziefstathiou, 2012).

### Fair Play

The definition of Fair Play has a lot of interpretations, depending on the organization's approach. For the IOC manual “athletes who play fair remain modest, even when they win. They respect the rules of the game and their opponents and know how to accept defeat. In short, the total opposite of a bad loser” (IOC, 2019)

For the UNESCO the definition of fair play is defined as much more than playing with the rules. It incorporates the concepts of friendship, respect for others and always playing within the right spirit. Fair play is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), the sexual harassment and abuse of children, young people and women, exploitation, unequal opportunities, excessive commercialization and corruption (UNESCO, 2020).

So, it is possible to find a lot of approaches to the concept of fair play. However, all the concepts have in common the sport and the ethics. For the subject of that investigation, the ethic and the moral point are essential. Because the investigation is about sport, moral and ethics.

The concept of fair play in 2001 according to Binder is using the concept of Ethic Education (Binder, 2001) and not using the traditional narrative by the physical Education teacher as fair play as playing fair. In the Western tradition moral philosophy emphasizes justice and individualism. Social psychologists, such as Kohlberg (1981), proposed a model for the development of moral reasoning, which applied Kantian moral philosophy to the Jean Piagetian stage of cognitive development. This stage of moral development model and adaptation provided the theoretical framework for much of the

writing and research in ethics/moral education, particularly in North America in the 70s and 80s (Binder, 2001).

Continuing with the development of the concept, for professor Jim Parry fair play is primarily a virtue of rule-adherence, which is a duty upon all contestants to abide by the rules of the competition; since, by their participation, they are deemed to have entered into a "contract to contest". it may also include a commitment to contesting in such a spirit as may lead to good actions over and above those strictly required by the rules. (Such "supererogatory" actions are often described as if they, too, were actually duties; but it is doubtful that they are). It also sometimes refers to a general attitude towards sport (and even life itself) involving respect for others, modesty in victory, serenity in defeat and generosity aimed at creating warm and lasting human relations (see Borotra, 1983, p. 84) (Parry, 1995)

In the paper Fair Play and the logic of Sport, Jim Parry has three complementary definitions of Fair Play.

1. Fair play is primarily a virtue of rule-adherence, which is a duty upon all contestants to abide by the rules of the competition; since, by their participation, they are deemed to have entered into a 'contract to contest'.
2. Fair play may also include a commitment to contesting in such a spirit as may lead to good actions over and above those strictly required by the rules.
3. Fair play may also sometimes refer to a general attitude towards sport (and even life itself) involving respect for others, modesty in victory, serenity in defeat and generosity aimed at creating warm and lasting human relations (Parry, 2008).

In the logical of the sport, and taken the definition of sport from Parry institutionalization, (suggesting 'lawful authority) contest, (suggesting 'contract to contest') obligation to abide by the rules that the activity was freely chosen; that due respect is owed to opponents as co-facilitators and so on (Parry 2008). The relevance of fair play is a logical approach of the participants, who in the Olympic Oath express the compromise to not cheating during the sport, because if you cheat in the sport, you are not practicing the sport as an physical activity where the participants respect the rules of the game.

#### - Olympic Education in Chile

The National Olympic Academy was founded on 21 March 1981. And the National Olympic Committee has the area of education, where the organization has the goal to promote service of education in Chile for sports areas, understanding the reality of Chile and the Laboral market of personals in sports. In addition, they have the programs of the Mobile Olympic museum who visit some cities in Chile (coch, 2018).

Some of the principal universities in the country have an Olympic studies center. One example is the new Olympic studies center in the Pontificia Universidad Catolica with the focus on investigation in sports management and Olympic studies.

#### - Olympic Education in Argentina

The national Olympic academy in Argentina was founded in 1982 by the support of the NOC. When Alberto Echeverría was President the academy started to create activity, to promote the ideas of Pierre de Coubertin and the Olympians. The academy promotes the activities during the year like: Annual session, course, conference, and other activities which allow to promote the Olympic ideas. The participation is national and regional in the different federations, and the athletes, and students participate.

In the country many Olympic centers exist in many universities and faculties of sport science. Those institutions are investigating the Olympic history, ancient Olympic games, new Olympic games, women and sport, and other topics. The Olympic Studies center in Argentina was a creation between the NOC and the National University del Litoral. That center has the approval and the recognition of the IOC. It has the objective to promote the Olympics through teaching in all the academic levels of the university, to be a supporter of the investigations of the Olympics studies, to promote the activities of the NOC in the university, and to be an important center of investigation (coarg, 2020).

## Physical Activity

The central definition of physical activity is a combination of different concepts, and according to Carl J. Caspersen, in his paper *Physical Activity, Exercise, and Physical Fitness*, he gives definitions and Distinctions for Health-Related Research when creating a definition of the concept, for example any bodily movement produced by skeletal muscles that results in energy expenditure (Caspersen, 1985). The measured amount of energy required to accomplish an activity can be measured in kilojoules (kJ) or kilocalories (kcal); 4.184 kJ is essentially equivalent to 1 kcal (1). Technically, the kJ is preferred because it is a measure of energy expenditure; however, historically the kcal, a measure of heat, has been employed more often (Caspersen, 1985). And the international academics and international governance organization take the definition as a standard in the process to evaluate the physical activity (Piggin, 2020).

WHO defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure – including activities undertaken while working, playing, carrying out household chores, travelling, and engaging in recreational pursuits (World Health Organization, 2018). For the different age groups there are indications for times. Adults 18 to 65 years old should do at least 150 minutes of moderate-intensity physical activity throughout the week or do at least 75 minutes of vigorous-intensity physical activity throughout the week, or an equivalent combination of moderate- and vigorous-intensity activity (World Health Organization, 2018).

However, there are some critics to this definition. Academically, it emphasizes interdisciplinarity and inclusion, and provides opportunity to question, critique, celebrate, and create new ways of talking about and thinking about physical activity (Piggin, 2020). And create a new holistic concept of physical activity for example, physical activity which involves people moving, acting and performing within culturally specific spaces and contexts, and is influenced by a unique array of interests, emotions, ideas, instructions and relationships (Piggin, 2020).

The new approach of the physical activity concept has 5 priorities, created by Piggin: First: People moving over muscles moving, independent of only moving the skeletal muscle. Second: acting and performing as well as moving, different to the only energy expenditure. Third: Inclusivity, complexity, and the holistic, when taking the ideas from the “body as machine” and incorporating

ideas about the “body as self”. Fourth: Reframing policy interventions, beyond disease risk as a justification, stay over Medical intervention for physical activity and promote public policies which motivate the activity by body and mind. And Fifth: People move; they are influenced by a unique array of interests, emotions, ideas, instructions, and relationships (Piggin, 2020).

In the academic view of (Edwards et al., 2016) Physical literacy has become a key focus of physical activity and, as such, physical literacy is arguably an antecedent of physical activity, while also being developed through physical activity. And it is a way with more concepts like motivation, confidence, physical competence, knowledge, and understanding to maintain physical activity throughout the life course (Piggin, 2020). And improving individuals’ physical activity (and by association, physical literacy) may have the potential to reduce financial expenses to healthcare systems and increase academic performance (Edwards et al., 2016).

In the international movement, the WHO is an important referent of the definition of the public politics in health in the world. In 2018 the organization in the annual meeting created more items to the definition of the physical activity, the approach to the physical inactivity and explained the commitment of the organization in promoting the sustainable agenda 2030 by UN (WHO, 2020). Creating new programs to promote incidental physical activity (e.g. standing, climbing stairs, short walks) can support individuals to incrementally increase their levels of physical activity towards achieving the recommended levels for optimal health (WHO, 2018). Furthermore, in 2013, the price of physical inactivity cost health-care systems internationally \$ (INT\$) 53.8 billion worldwide, of which \$31.2 billion was paid by the public sector, \$12.9 billion by the private sector, and \$9.7 billion by households. In addition, physical inactivity related deaths contribute to \$13.7 billion in productivity losses, and physical inactivity was responsible for 13.4 million DALYs worldwide (Ding et al., 2016).

The commitment of the WHO with the Global Health and Sustainable 2030 are in: SDG3 to ensure healthy lives and promote wellbeing, policy actions across multiple settings which lead to an increase in population levels of physical activity that will contribute to reducing health risks due to sedentarism; providing infrastructure that supports physical activity through equitable access for safe walking, cycling and use of public transport, by all ages. And to promote the rest of the

objectives with focus on SDGs: 3 Good Health, 4 Quality Education, 5 Gender Equality, 10 Reduce Inequalities, 11 Sustainable cities and communities, 13 Climate action, 15 Life on Land, and 16 Peace Justice and strong Institutions ( By et al., 2016).

In South America the statistics about the average adult who practice physical activity are 39% (PASO, 2020). According to the countries, Uruguay is the country who has more physical activity with only 22% of inactivity and Brazil has the highest number in the region with 47% and, Colombia 44% of physical inactivity (Hallab et al., 2012).

#### - Physical activity in Chile

The description will be about the interpretation of the physical activity in Chile, the physical activity participation in the population, and the public policies to promote the physical activity in the country.

In Chile the principal public policies have the definition of Physical activity in two ways. First the definition of physical activity according to the WHO. And Second, Physical Exercise with the focus on the recurrence in the practice of physical activity, practice with regularity (Mindep, 2016). The physical activity has three items in the definition: First, any intentional body action, aimed at satisfying the needs of daily, labor, social or playful life, generating an energy expenditure due to basal requirements. With focus on the recommendation of the government in the public policy by 2004 when explaining the exercise to practice (INTA, 2004). Second, any bodily movement produced by skeletal muscles that requires energy expenditure according to the WHO. and Third, the interactive activity with more people in the social environment (Mindep, 2016).

The second way of the definition is physical exercise, characterized by being planned, structured and repetitive, carried out with a goal, frequently associated with improving or maintaining the physical condition of the person (Mindep, 2016). And has a clear intention and systematicity that generates a diversity of adaptations both at the muscular, bone and metabolic level as well as at the respiratory and cardiovascular level, thus improving the state of health of people (Cristi-Montero & Rodríguez, R, 2014).

In the last 15 years in Chile physical activity has been increasing, while physical inactivity has been decreasing. In 2006 physical inactivity in adults was 73,6%, in 2009 70,7%, in 2012 70,6%, and in 2015 68,1% (Deportes, 2016). In the difference between men and women who practice physical activity, 41,4% men practice and 23,6% of the women practice. By age the practice of physical activity is bigger in the population between 18 to 29 years with 49,6% of the people in this age who practice physical activity. The age between 60 to 69 years only 19,6% of the participants practice physical activity (Deportes, 2016). The frequency of physical activity in the population is 3 or more times per week 62,4%, only 2 times per week 16,6% and 1 time or less per week 21,0% (Deportes, 2016). By the statistics of the WHO 26,9% of the adults are physically inactive, male 24,3% and female 29,3% (WHO, 2020a).

With only 31% of the adult population in Chile practicing physical activity, the government in 2016 created the new program to promote physical activity until 2025. The plan has the focus in the reconstruction of public policies of sports, the creation of the minister of sports and creation of new programs with constant interaction with the Health Ministry and Education Ministry (Mindep, 2016). The National Policy on Physical Activity and Sport 2016-2025 is based on five approaches and ten principles, which aim at the recognition of sport and physical activity as a human right and seek to ensure that the entire population has access to them (Mindep, 2016). The five approaches for the public policy are: sports like the right, human development, course of life, interculturality, and Gender approach.

In 2019 the ministry of Sports created a new survey evaluating the programs in The National Policy on Physical Activity and Sport 2016-2025, and the results were 81,3% of the population in Chile are physically inactive, by the new standard of the WHO (Mindep, 2019).

#### - Physical Activity in Argentina

The description will be about the interpretation of the physical activity in Argentina, the physical activity participation in the population, and the public policies to promote the physical activity in the country.

In Argentina the public policies define physical activity as a total behavior of the human being accentuated in the body. It supposes priority in the intentional body movement, muscular contraction with energy expenditure greater than that of rest. It involves any form of physical exercise, motor task, dance, game, recreation or physical task of daily life with the intention of achieving effects in relation to health and / or education (National Plan of Sport, 2012). In the new public policy for sports from 2016 to 2020 the government maintains the definition of physical activity and explains the health benefits to the regular practice (Social development, 2016).

In 2016 the Health Ministry created a survey about the different factors for the unhealthy population in Argentina called the 4th National Survey of risk factors. One of the topics was Physical activity. In 2018, the document was created with the new dimensions of the physical education created by the WHO in 2018, The WHO recommended in 2018 a package of evidence-based measures to promote physical activity, promote healthy lifestyles and improve people's quality of life (Indec, 2019).

The survey defines the levels of physical activity in Level Low (physical inactivity), Level Medium (3 days or more with moderate exercise) and level High (3 days or more with strong exercise). The result for the people who are in the level low was 44,2% (physically Inactive) in Argentina. However, the number is better than 2013 when 54,7% were physically inactive (Indec, 2019). The women are 46,6% physically inactive and the men 41,5%. And when the age increases, the percentage is bigger of physical inactivity. The young adults 18 to 24 years old are 33,5% physically inactive and older than 65 years old are 56,7% physically inactive. The principal reason for the people to not practice physical activity is the lack of time 40,3%, continued by health problems 24,4% and disinterest 14,5% (Indec, 2019). By the WHO statistics 42.3% were physically inactive in 2016 (WHO, 2020a), 37,8% of males, and 46,4% of females are physically inactive.

The public policies in Argentina to promote physical activity are created by the social development ministry and the health ministry (FICA, 2020). In the document strategic plan from 2016 to 2020 the sports secretary will be a part of the social development ministry. It is essential to consolidate the bases of Sport, Physical Education, and Recreation, whose vertices are the School, the Club, the Federations and all the sports training and education units. And have 4 principles: 1 equality



in the opportunities, 2 sports in the scholar education process, 3 sports in the industry, 4 To promote legislative modernization capable of establishing sport as a public service and a citizen's right (Social Development, 2016).

## CHAPTER 3

### Methodology

The investigation has a quantitative study done by one survey which was delivered to adults in Chile and Argentina. The idea is to find the answer for 200 participants, 100 from Chile and 100 from Argentina. The theory of the construction in the methodology is moral Reasoning in the concept of MCT and a survey present.

### Theory of construction survey Moral Reasoning

Different approaches to understand morality exist in the analysis of the moral in humanity. One of the relevant thinkers about thinking morality was Jean Piaget (1896–1980), who created theories for the subject's psychological development that has been highly influential in shaping theoretical debate and empirical research both in developmental psychology and educational thought (Lourenço, 2014). That Theory about development through Stages creates the structure of the whole and in hierarchy works between stages. And theory of cognitive development via processes of assimilation, accommodation, and equilibration (Jespersen et al., 2013). He had the ability to develop his theory of cognitive development in children by watching the development of his own children (Stangor, 2015).

Piaget created four different stages for the moral development of the humans, first the Sensorimotor stage: birth to 2 years, second the Preoperational stage: and the ages 2 to 7. Continue the third stage Concrete operational: ages 7 to 11, and the last one the Formal operational stage: ages 12 and up.

The relevance of the theories from him unto other Psychologists and intellectuals use that theory and start a new transformation. One example of that was Lawrence Kohlberg, who merged the theory and based his stage theory upon research and interviews with groups of young children. A series of moral dilemmas were presented to children, who were then interviewed to determine the reasoning behind their judgements in each scenario (Kohlberg, 1969).

Kohlberg, a psychologist influenced by the cognitive development model of Jean Piaget (1975), outlined a hierarchical development of certain abilities with respect to abstract moral reasoning. The model emphasizes the cognitive processes involved in moral reasoning, an approach that has its roots in the principled ethics of Kant (1977) and the ideals of Plato. Moral development theory postulates stages in the development of ethical/moral judgment as part of a maturation process (Binder 2012). The moral reasoning organized the ways to think about the questions of morality, like about what is considered “right or wrong” or “good or evil.” Kohlberg focused particularly on concepts of fairness and justice in hypothetical moral dilemmas that comprise his Moral Judgment Interview (Jespersen et al., 2013b).

The Six Stage Theory from Kohlberg is represented by three levels and six stages. Preconventional, conventional and postconventional. In the preconventional level the stage present are two *Obedience and punishment orientation, Stage 1*: obedience to authority is valued to avoid punishment. *Self-interest orientation, Stage 2*: What is right is defined according to the individual’s own interests; the interests of others are considered in terms of how they can best meet the individual’s own needs (Jespersen et al., 2013b).

In the level two, conventional about what is right is determined by the opinion of the family, friend and social group, *stage 3 Mutual expectations, interpersonal relations, and conformity, and Stage 4 Social system and conscience orientation*. And the last one, the postconventional level, has the stage 5 and 6, where the morality is internalized, and the individual has the criteria to understand the difference values. *The Stage 5 is Social Contract Orientation and the Stage 6 is Universal Ethical Principles* (Colby & Kohlberg, 1987). The stages form an invariant sequence: no stage is ever skipped (Robinson & Dowson, 2012).

According to the theory not all the people can superset the postconventional level, because the variables are changed and only the age has a determination for that. It is possible to stay in the adult age with a moral development in level 2 (Kohlberg, 1981). The movement between conventional level to postconventional level is a personal determination.

In the book *Postconventional Moral Thinking: a neoKohlbergian approach* by Rest 1999, with the importance of the theory from create the new concept of *neoKohlbergian*, employing core ideas from Kohlberg, research with Defining Issues Test (DIT) has produces a longer body of finding (Rest, 1999). They exalted four core ideas *Emphasis on Cognition*: with the interest to understand how the people make sense of the world.

The second core idea is the individual construction of moral epistemology: (e.g. “rights”, “duty”, “justice”, “social order”, “reciprocity”). This is not to deny the contribution that cultural ideologies make. Ideologies are group-derived, tools and practices of a culture (Rest et al., 2000). The third core idea is Development: when people are advanced in setting the concept of moral development and have them and can be described as involved from simple ideas to more complex ideas (Rest, 1999). The four core ideas are the shift of conventional to postconventional level: one of the major social cognitive developments in adolescence and young adulthood is the growing awareness of how people interrelate to each other through laws, rules, roles and institutions (Rest, 1999).

The DTI started to be used in the 70's with a new proposal for taking information, with multiple choice options. With faster application from the interview used by Kohlberg. And other critiques existing to the theories is the concepts for stage in a hierarchy step. Another approach to the theory uses the concept of Schemas, to signal differences with Kohlberg’s conception of “hard” moral stages (Rest et al., 2000). The moral cognitive view proposes 5 differences ways to difference the approach; 1. Hard v/s soft stages, 2 more specific and concurrent, 3 cognitive operations, 4 Universality, and 5 articulations (interview) v/s tacit knowledge (multiple-choice). And *they postulate three structures in moral thinking development: the Personal Interest schema (which derives from Kohlberg’s Stage 2 and 3, referred to henceforth as “S23”); the Maintaining Norms schema (deriving from Kohlberg’s Stage 4, referred to as “S4”); and the Postconventional schema (deriving from Kohlberg’s Stage 5 and 6, referred to as “S56”)* (Rest et al., 2000).

Using the theory from Piaget and Kohlberg, existing complementary approaches to that theory and for the form to present the test, one of that is Moral competence Test MCT as a theory measurement (Georg Lind & Logos Verlag Berlin Gumby, 2019). Lind adopted Kohlberg's stage model to develop items for his test, but relied on an analysis of intrapersonal consistency, rather than stage

of reasoning, to operationalize his concept of moral competence. For Lind, competence is an attribute of moral reasoning manifests itself as consistency in behavior (Biggs & Colesante, 2015).

*The MCT has two dilemmas, or brief stories, that include actors making moral decisions. The first scenario is called the worker's dilemma. Employees suspect their managers of spying on them and using the information to fire some of their co-workers. The managers deny the accusations and union leaders say that the workers need evidence to support their accusations. Two workers break into the company office and steal transcripts showing that the managers were eavesdropping. The second is called the doctor's dilemma. A woman has terminal cancer and her doctor concludes there is no hope of saving her life. She is in a great deal of pain and asks the doctor to assist her in dying. The doctor decided to give her an overdose of morphine. A version of this dilemma is also used in Kohlberg's Moral Judgment Interview, and Rest's DIT (Biggs & Colesante, 2015). According to the theory, moral competence is defined as the ability to cope with problems and to resolve conflicts on the basis of inner moral principles, not on the basis of external social expectations<sup>5</sup>. All responders were confronted with two different hypothetical moral dilemmas and were requested to rate their views on a 9-point Likert-type scale, from -4 = totally disagree to +4 = totally agree. Every story had 12 statements (6 in favor and 6 against the proposed behavior).*

For the development of the theory in this thesis, the methodology for examining the level of understanding of Olympic Values in the adult population in Chile and Argentina will be used in the concepts of the Moral competence Test MCT, to have the following factor to determinate moral competence. The survey was used to measure the ability to rate arguments by their moral quality. Participants were requested to confront two moral dilemmas and agree or disagree with the statements which were presented to them. And the MCT scoring system (C-index) considers the overall pattern of a person's moral competency and thus provides a reliable evaluation of the state of moral development (Lind, 2004).

Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross longitudinal studies using

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<sup>5</sup> (n.d.). Moral Competence Test MCT © by Georg Lind. Retrieved July 22, 2020, from <https://www.uni-konstanz.de/ag-moral/mut/mjt-engl.htm>

questionnaires or structured interviews for data collection, with the intent of generalizing from a sample to a population (Creswell 2007).

## Fair play moral dimension scale.

Based on the theory of fair play by Jim Parry, who tested and used this theory in the recent paper, *Fair Play in Physical Education and Beyond*, the construction of the factor will be used in the survey. (Bronikowska & Korcz, 2019). The tools used to conduct the research was the three-level scale known as the Fair Play Moral Dimensions Concept Scale, previously developed by Parry [32] as three basic dimensions or levels of comprehension of fair play. The scale contains three statements referring to the levels (L1, L2, L3). The first level of the fair play principle (L1) is limited to the application of previously set/codified sporting rules during a sports competition. Another level of the fair play principle (L2) refers not only to the application of codified sporting rules during a competition, but also to the employment of a code of behavior resulting from the professional etiquette of those participating in competitive sport. The third level in the application of the principle of fair play (L3) defines all the desired behaviors of the sportspersons by which they will stand out, not only in their sporting life but in their everyday life, and the reverse (Bronikowska & Korcz, 2019).

## Sample

The study was carried out during the quarantine period for the Covit-19 in Chile and Argentina, which started in August and finished in October 2020. The participants focus were adults between ages 18 to 65 years old, who have access to the Internet to answer the survey. The goal received answers from men and women in the same number: 50 Men Chile, 50 women Chile. 50 men Argentina, 50 women Argentina.

The participants are not necessarily a sport participant or be a member of some sport club. The intention was to have different answers, from different contexts of people. The only restriction of the sample was the access to the internet and the different social networks, where the survey was published. One of the focuses had the same participation from men and women.

The intention in the investigation was the difference in appreciation of fair play, moral competence and physical activity, in the adult population. However, the survey had the possibility to be completed by youth people, and old adults.

## Instrumentalization

The construction of the survey was created with the structure of two academic papers, one “Fair Play in Physical Education and Beyond” writing by Bronikowska, M. et al (2019), and the other “The level of moral competencies of pre-service PE teachers – a reason to worry?” written by Bronikowska and Korcz (2019).

Both documents used the Moral Competence Test based on Kohlberg’s structural-developmental theory of morality, which assesses a person’s moral competence, defined as the ability to resolve problems and conflicts on the basis of one’s moral principles through deliberation and discussion, instead of through violence, deceit, or bowing down to others (Bronikowska & Korcz, 2019)

The moral competences Lind’s MCT used was the document valid in Spanish, which offers the correct writing answer in Spanish and the recommendation to promote the dilemmas (Lind, 2020). With that document, the survey was constructed in Google Survey.

The moral dilemmas are two and the participants agree or disagree with the statements which were presented to them. The participants responded to a 9-point Likert-type scale, from – 4 (totally disagree) to +4 (totally agree). Every dilemma had 12 statements (6 in favors and 6 against the proposed behavior). Each statement corresponded to 1 of 6 stages of moral development by Kohlberg. The pragmatic validity and cross-cultural equivalence of the MCT can be checked by using three well-established facts regarding the nature of moral competence (Lind, 2006).

The summarized score (C-Index) is computed and ranges from 1 to 100. It measures a person’s ability to assess an argument based on their moral quality or, in simpler terms, the degree to which a person allows their personal judgments to be affected by moral concerns or principles rather than

their personal opinions and constructions. Scores below 9 are extremely low, scores 10 to 19 are considered low, scores 20 to 29 are considered medium, 30 to 39 are considered high, 40 to 49 very high, and above 50 extremely high. For the purpose of the study the group was divided into three levels of moral competences: low and very low ( $\leq 19$ ), medium (20–29), and high and very high ( $\geq 29$ ) (Bronikowska & Korcz, 2019, Lind, G 2006 ).

Also, the survey had the questions about moral influence scale, with the question ‘What has influenced your moral competences?’ and select 7 options, Religion, School, Parents, PE Teachers, Peers, Media and Education. The Likert scale ranged from 1 = not at all to 5 = very much, was used for the answers.

The construction of the question about fair play used the three concepts from Parry who wrote the scale which contains three statements referring to the levels (P1, P2, P3). The first level of the fair play principle (P1) is limited to the application of previously set/codified sporting rules during a sports competition. Another level of the fair play principle (P2) refers not only to the application of codified sporting rules during a competition, but also to the employment of a code of behavior resulting from the professional etiquette of those participating in competitive sport. The third level in the application of the principle of fair play (P3) defines all the desired behaviors of the sportspersons by which they will stand out, not only in their sporting life but in their everyday life, and the reverse (Bronikowska & Korcz, 2019). Those surveyed were asked to mark one of the levels in accordance with their understanding of the principle of fair play based on their own knowledge and previous experience (Bronikowska & Korcz, 2019).

The survey has in total 36 questions and 3 sections.

**Section A** is for the location, sex, physical activity and sport, If the participant practices some sport, years practice the sport and type of sport.

**Section B** is for the moral competence questions, when the respondent put the level of importance in the The Likert scale ranged for the 7 options.



**Section C** is the part of the Moral Competence Test, with two dilemmas and 24 questions. The dilemmas were put in all the individual questions, to be more friendly to the survey.

## Administration

The survey was created in the in the google platform forms, and was delivered by social networks like Instagram, Facebook, LinkedIn and mailing. The period of the delivery started in August and finished in October 2020 with the total of 200 answers. The format of delivery of the survey was online because in Chile and Argentina for that period, due to Covid 19, the countries were in quarantine.

The selection of that social network was the importance to have participants in the adult age. LinkedIn was a good option for receiving answers because people who were connected are adults. Another format of delivery was to share the survey with the National Olympic Committee, and in Argentina the National Olympic Committee shared the survey with their academic community and with that support, the survey received a lot of responses.

The local sport clubs in Chile and Argentina also shared the survey with the community, and the sport coaches then promoted the responses. The country that was more complete to receive the total of the responses was Argentina. In Chile the survey was completed faster, at the end of September there were 100 answers.

## CHAPTER 4

### Results

The survey had the participation of 200 people, 100 from Chile and 100 from Argentina, and the age of the participants started less than 18 years to more than 70 years. Table 1 shows the percentage of the answers by sex and country. With more participation of women from Chile than Argentina. And more participation of men from Argentina than Chile. The age of the participants has participation for all the ages, and the focus of the survey was the adult age, 18 to 65 years Table 2 shows the age of participation and the country

*Table 1 Residence and Gender in Chile and Argentina*

Gender	Residence	
	Argentina	Chile
Men	54.87%	45.13%
Women	43.68%	56.32%

In Argentina most of the participants, more than 50% are 18 to 35 years old, and less of the participants are between ages 65 to 75 years, this having only 8 participants. In Chile, ages between 18 to 35 years old have 45% of the participants and have the highest values. The age between 36 to 50 also has an important participation; 34% of the participants are in this age. Continuing in Chile, the survey has the answers from ages up to 75 years old and one less than 17 years old.

*Table 2 Age of the participants in Chile and Argentina*

Age	Argentina	Chile
	n	n
18 35 years	58	46
36 50 years	25	34
51 64 years	9	15
65 75 years	8	5

In the comparative analysis between men and women participants, in Argentina the age of 18 to 35 years the men have 34% of the participation, and the women 24%. In Chile the numbers are different and close to equals, 22% of men and 23% of women. In the age of 36 to 50 year in Chile the participation is larger in the women 20% than in men 14% and in Argentina in the same age the men is 15% and the women is 10%.

*Table 3 Age characteristics and demographic in Chile and Argentina*

Ages	Argentina		Chile	
	Man	Woman	Man	Woman
Gender	n	n	n	n
18 35 years	34	24	23	23
36 50 years	15	10	14	20
51 64 years	7	2	10	5
65 75 years	6	2	4	1

The focus in the survey and in these documents was the adult population, people between 18 to 65 years old. However, the survey was open for participants young and old adults, and in the age between 65 to 75 years old have an 8% of the participation in Argentina and 4% of the participants in Chile. In the ages up to 76 year in Chile had 1-man participant. And 1-man participants are low to 17 years in Chile.

## Physical activity participation

The level of practice of physical activity of the participants was an important focus in the survey, the question for that was elaborated by the definition of the WHO. When talking about physical activity, that was explained above. The concept focuses on the time of how many days a person practices physical activity. That answer can explain the average of the survey responses who most practice physical activity. And the comparison between Chile and Argentina. In table 3 are the answers by the number of people who practice physical activity.

Most of the participants in Chile and Argentina practice physical activity 1 to 3 times per week. In Argentina 32 male practice these times and 17 females practice the same days. In Chile at the frequency of 4 or more times per week 22 males' practices and 17 females also practice the same times per week. In Chile only 4 females participating in the survey indicate that they never practice physical activity. In the frequency of 1 to 2 times per week the numbers between Chile and Argentina are similarly, 7 male practice these times and in Chile 6 male. The females in this frequency in Chile 7 females' practice, and in Argentina 8 females. If the results are added by the frequency 4 or more times per week and 1 to 3 times per week the total of participants who practice physical activity is 160 participants, that 80 % of the participants. Only 20% of the participants practice physical activity less than 2 times per week.

*Table 4 Frequency of Physical Activity practice*

Times	Argentina		Chile	
	Man	Woman	Man	Woman
	n	n	n	n
4 or more times per week	21	11	22	17
1 to 3 times per week	32	17	22	18
1 to 2 times per week	7	8	6	7
1 time per month	2	2	1	3
Not practice physical activity				4

In the survey also existing the question about what sport practices with regularity and in Chile and Argentina the more than 60% of the participants practice some sport table 4. In Argentina the percentage of participants who do not practice sport with regularity are 37% more than the 26% of Chile. In Chile 74% of the participants practice sport with regularity. In the percentage of the participants who do not practice sports, Argentina is 10% up to Chile, in people who do not practice sport with regularity.

*Table 5 Do you practice some sport with regularity?*

Do you practice some sport with regularity?	Argentina	Chile
	%	%
YES	63%	74%
NO	37%	26%

The sports that the participants practice with frequency are more than 14, table 5. Individual and collective sports like bike and soccer. The most common sports practice in the survey responses area Bike, Running and Sailing. Some of those sports are generally individual and only have 5 groups sports like soccer, handball, hockey, peddle and Volley. Sailing is not a popular sport in Argentina and Chile but has some interest in the participants. Running is the most popular sport until now in the survey, and the participants can practice regularly without limitation.

*Table 6 Sport activity practice in Chile and Argentina by the participants*

Sport	Argentina	Chile
	n	n
Bike	3	4
Gym		1
Gymnastic	1	
walking	1	
Running	4	5
soccer	1	
handball	1	
Hockey	1	
paddle		1
Skate	1	
Rowing	2	
Sailing	4	4
Volley	1	

## Fair play understanding

The understanding of fair play by the participants shows the different concepts of the definition people have. In table 6 are the different levels of Fair Play, as shown below, are put in level 1, level 2 and level 3 of understanding. The level 3 is the application of the principle of fair play that defines all the desired behaviors of the sportspersons by which they will stand out, not only in their sporting life but in their everyday life, and the contrary, the level 2 refers not only to the application of codified sporting rules during a competition, but also to the employment of a code of behavior resulting from the professional etiquette of those participating in competitive sport.

In the fair play level 1 in Argentina 2% of the males considers this definition and 0% of the females consider that. In Chile the results are 0% and women have the 9%. In the fair play level 2 in Argentina the male has 28% of that definition and the female 16%. In Chile 21% of males and 21% of females. In the fair play level 3 in Argentina 32% of the males think in that definition and 22% of the female, in Chile 30% of the male and 19% of the female. Most of the participants agree with the definition of the fair play level 3 . And the less of the participants, only 5.5% of the total of the participants think fair play level 1 is the correct definition.

*Table 7 Definition the fair play by the participants in Chile and Argentina*

Fair Play Level	Argentina		Chile	
	Men	Women	Men	Women
	%	%	%	%
Fair Play Level 1	2	0	0	9
Fair Play Level 2	28	16	21	21
Fair Play Level 3	32	22	30	19

In the same sections the differences between ages are significant table 7, where it shows the number of people by age who respond to the definition of fair play. The analysis of differences

between the sexes in answers to questions concerning comprehension of the phenomenon of fair play Chile and Argentina (in %) is in table 8.

*Table 8 Fair play level for age of the participants*

Age	Argentina			Chile		
	Fail Play level 1	Fair play level 2	Fair Play level 3	Fail Play level 1	Fair play level 2	Fair Play level 3
	n	n	n	n	n	n
18 35 years	2	30	26	4	18	24
36 50 Years	0	9	16	4	18	12
51 64 Years	0	1	8	0	6	9
65 75 Years	0	4	4	1	0	4

*Table 9 Fair play level for age and gender of the participants*

Age	Gender	Argentina			Chile		
		Fair Play Level 1	Fair Play Level 2	Fair Play Level 3	Fair Play Level 1	Fair Play Level 2	Fair Play Level 3
		%	%	%	%	%	%
18 35 years	Man	3.60%	30.40%	26.80%	0.00%	17.90%	21.40%
	Woman	0.00	27.70%	23.40%	8.50%	17.00%	23.40%
36 a 50 Years	Man	0.00	24.10%	27.60%	0.00%	20.70%	27.60%
	Woman	0.00	6.70%	26.70%	13.30%	40.00%	13.30%
51 a 64 Years	Man	0.00	5.90%	35.30%	0.00%	29.40%	29.40%
	Woman	0.00	0.00%	28.60%	0.00%	14.30%	57.10%
65 a 75 Years	Man	0.00	33.30%	33.30%	0.00%	0.00%	33.30%

## Sources of influence on moral competence

For the moral competence the survey had one part of the personal evaluation of the moral values which influence where those that participated put the level of importance in the Likert scale ranged

for the 7 options. The options are School, parents, PE Teachers, Peers, Media and education. Table 9 has the mean and Sd values in the question concerning the influence of various factors on moral values (scale 1 the lowest, 5 the highest). The result shows the comparative relation answers between Chile and Argentina, and the difference between men and women.

*Table 10 Sources of influence on moral competence by gender and country.*

Factor	Argentina		Chile	
	Man	Woman	Man	Woman
	n	n	n	n
Religion	2.37	3.42	2.69	3.11
School	3.26	3.84	3.73	3.55
Parents	4.39	4.66	4.84	4.57
PE Teachers	3.44	3.53	3.86	3.36
Peers	3.44	3.58	3.73	3.43
Media	2.66	2.68	2.43	2.3
Education	3.81	4.11	4.08	3.81

In addition, it is important to determine the moral factor in the different ages and the genders table 10. The PE teachers have an average of 3.46 and the focus is on the participants in 51-64 years. The media have an average low 2.43 and it is interesting if the multi connected is constantly communicative. And the religion is also low only with the 2.77 average. The schools have a high average 3.47 be the second factor of importance in the participants for the moral factors.



Table 11 Sources of influence on moral competence by gender, age and country.

Gender	Residence	Age	Religion	School	PE				
					Parents	Teachers	Peers	Media	Education
		n	n	n	n	n	n	n	n
<b>Men</b>									
		18-35	2.47	3.18	4.47	3.38	3.47	2.53	3.76
		36-50	2.47	3	4.53	3.33	3.53	2.93	3.87
		51-64	2.29	3.43	3.71	4.14	3.14	2.86	3.71
	Argentina	65-75	1.67	4.17	4.33	3.17	3.33	2.5	4
		18-35	2.73	3.95	4.77	3.95	3.82	2.68	4.27
		36-50	2.71	3.79	4.86	3.79	3.93	2.43	3.93
		51-64	2.7	3.6	4.9	3.8	3.3	2.2	3.9
	Chile	65-75	1.67	2.67	5	4.67	4.33	1.67	4.67
<b>Women</b>									
		18-35	3.17	3.92	4.79	3.29	3.54	2.71	4.08
		36-50	4.1	3.9	4.7	4.4	3.7	2.5	4.3
		51-64	4.5	3.5	4.5	3	4	4	4.5
	Argentina	65-75	2	3	3	2.5	3	2	3
		18-35	3.14	3.71	4.48	3.57	3.52	2.48	4
		36-50	3.25	3.5	4.65	3.3	3.45	2.2	3.5
		51-64	2.4	3.2	4.8	3	3.2	2.2	4.4
	Chile	65-75	3	3	4	2	2	1	3
<b>Total</b>									
<b>Average</b>			2.77	3.47	4.47	3.46	3.45	2.43	3.93

The same question above using the values of the moral level competence in the MCT and the C-index result, show the three different levels by moral, low, medium and high by the country table 10. In Argentina the average C index is low at 7.94 and in Chile 7.81. In the level the parents influence is the higher value. In medium level the in Argentina the PE teacher has a high importance 4.36 average, and in Chile is only 3.33. In the High moral level in Argentina the Peers

is 4.80 average and in Chile 3.67. The religion in the high level in Chile is low 1.00 and Argentina is 2.60. In all the levels the Parent factor is close to the most common in relevance.

*Table 12 C Index Low, Medium and High and Sources of influence on moral competence by gender and country.*

	low		medium		high	
	Argentina	Chile	Argentina	Chile	Argentina	Chile
	n	n	N	n	n	n
Average C						
Index.	7.94	7.81	24.11	23.77	34.2	33.16
Religion	2.73	3.15	3.07	1.87	2.6	1
School	3.33	3.75	4	3.2	4.4	3
Parents	4.43	4.7	4.79	4.8	4.6	4.67
PE Teachers	3.26	3.65	4.36	3.33	4.4	4.33
Peers	3.42	3.63	3.43	3.33	4.8	3.67
Media	2.78	2.36	2.36	2.4	1.8	2.33
Education	3.93	3.89	3.79	4.13	4.2	4.67

The correlation values for the three levels of moral competence is negative and positive depending on the variables in table 11. The moderate correlations are in the School and religion in all the three levels (low competence  $r = 0.26$ , medium  $r = 0.24$ , and high  $r = 0.29$ ). Has a moderate correlation in media and religion (low  $r = 0.19$ , medium  $r = 0.20$ , and high  $r = 0.19$ ). In moderate correlation also are the variables education and media (low  $r = 0.23$ , medium  $r = 0.22$  and high  $r = 0.24$ ).

Moderate correlation was noted between Media and PE teachers in medium  $r = 0.21$  and high  $r = 0.23$  with a strong correlation in low competence group  $r = 0.35$ . In correlation between peer and PE teachers observed a high correlation in medium level  $r = 0.54$  and high  $r = 0.48$ , but in the low competence the correlation is medium  $r = 0.29$ .

Table 13 The correlation values for the three levels of moral competence is negative and positive

low	AVERA	Religio		PE				
	GE of C	School	Parents	Teachers	Peers	Media	Education	
INDEX	n	n	n	n	n	n	n	
AVERAG								
E of C								
INDEX	-0.19	0.12	0.11	0.2	0.1	-0.13	0.1	
Religion		0.26	0.2	0.04	0.04	0.19	0.06	
School			0.19	0.1	-0.18	0.16	-0.03	
Parents				0.48	0.17	0.18	-0.05	
PE								
Teachers					0.29	0.35	-0.02	
Peers						0.23	0.03	
Media							0.23	
Education								
Medium								
AVERAG								
E of C								
INDEX	-0.19	0.14	0.08	0.2	0.1	-0.09	0.14	
Religion		0.24	0.22	-0.01	0.05	0.2	0.06	
School			0.32	0.35	0.42	0.21	0.43	
Parents				0.18	0.15	-0.13	0.22	
PE								
Teachers					0.54	0.21	0.22	
Peers						0.33	0.35	
Media							0.22	
Education								
High								
AVERAG								
E of C								
INDEX	-0.18	0.09	0.08	0.19	0.08	-0.09	0.08	

## INDEX

Religion	0.29	0.23	0.04	0.05	0.19	0.05
School		0.34	0.37	0.4	0.25	0.43
Parents			0.2	0.11	-0.15	0.15
PE						
Teachers				0.48	0.23	0.19
Peers					0.35	0.37
Media						0.24
Education						

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## Summary results

The total of the answer planification was successful, the survey received answers for 100 people from Chile and 100 from Argentina. The ages of the participants also were in most of the total of the planification, only 8% of the participants were older or younger than the age objective. The context of the pandemic could change in some direction the question about the time practiced physical activity, because during the time the countries were complete in quarantine with existing mobility restrictions.

The aim to have equality in the answers from male and female was not complete. In Argentina the survey has more answers form men; in Chile it has more answers form women. In the total of participation 56.50% was male and 43.50% was female. The total difference of the answers by gender was 13%. However, in the ages of 36 to 50 years old most of the answers responded to were females, see table 12. The ages of 18 to 35-year-old, the millennials in the general concept, the majority who responded were men. And the same case as in the age of 51 to 64 years old.

*Table 14 Answers by gender in Chile and Argentina*

<i>Age</i>	<b>Man</b>	<b>Woman</b>
	<b>n</b>	<b>n</b>
18 35 years	57	47
36 50 years	29	30
51 64 years	17	7
65 75 years	10	3

## CHAPTER 5

### Discussion

The aim of this study is to compare and examine the level of understanding of Olympic Values in special Fair Play in the adult population in Chile (n=100) and Argentina (n=100). In the survey participants were 200 people, from Chile 100 and from Argentina 100.

The objectives of the study were:

- Identify the level of understanding of Olympic Values in Fair play Moral Dimensions Concept Scale, in the adult population in Chile and Argentina.
- Compare the level of understanding in Fair play Moral Dimensions Concept Scale Chile and Argentina about Olympic Values.
- Compare the levels of physical activity in the adult population of Chile and Argentina

*Understand the participation in Physical Activities and the promotion of Olympic Values in Chile and Argentina.*

The problem of physical activity participation, the knowledge of the Olympic values and fair play, and the morality conceptions in the participants, are topics who could show the different issues that adults have today in the world. During all the process of response to the answers by the participants, Chile and Argentina were in quarantine for the covid-19, the minister of sports in both countries started to promote the physical activity in home, and using the programs of the WHO and IOC promote the #HEALTHYTogether (Mindep, 2020).

The participation in the survey by country was 54% men from Argentina and 45% men from Chile. In the women's section the results are the other way around because more women answered from Chile, (56%) than 43% from Argentina. In Chile the results are interesting because according to the last national survey the difference between men and women who practice physical activity is 41,4% for men practice and the 23,6% for women practice (Deportes, 2016). And here women are the majority of the participants. In Argentina, most of the participants were men. The age of the participants shows most of the answers with male and females from 18 to 35 years, more than

50%, in some cases, from these ages. And according to the differences approaches from demographers the Millennials are a cohort born between 1980 and 1995 (Burke et al., 2015). So, in conclusion most of the participants are millennial and for some of those reasons, they know more information about fair play, practice some sports and could be healthier.

In the comparison between the age of the participants, the age 36 to 50 years was the second with more participants, more than 30% of the participants in the survey. With more participation in this age by women from Chile and is the second important participation by the women in the survey by age.

Continuing with the discussion of the results of the survey, the physical activity response in Argentina has more than the 65% of the participants who practice 1 or 4 times per week, and in Chile also more than the 60% of the participants practice physical activity one or 4 times in the week. In the comparison between women in Chile and Argentina 17% of the women in Chile practice sport 4 or more times a week. The gross line participants are in the 1 to 3 times per week with the 49% of the participants in Argentina, and 40% in Chile.

Using the official statistics for Chile, the frequency of physical activity in the population is 3 or most times per week 62,4%, only 2 times per week 16,6% and 1 time or less to week 21,0% (Deportes, 2016). By the statistics of the WHO the 26,9% of the adults are physically inactive, male 24,3% and female 29,3% (WHO, 2020a). And it is like the 60% of the survey and the total of the 40% in the gross line. And in the case of Argentina 42.3% in 2016 was physical inactivity (WHO, 2020a), 37,8% of the male, and 46,4% females are physically inactive. If cross with the survey results are according because close to the 65% with frequencies practice physical activity. And the participation of women in Argentina is lower than the men's because only 27% of the women practice physical activity.

*Study and comparison of the level of understanding of Olympic Values in Fair play Moral Dimensions Concept Scale, in the adult population in Chile and Argentina.*

In the survey the participants were asked the question about the knowledge of the fair play. Using the Parry concepts fair play is primarily a virtue of rule-adherence, which is a duty upon all contestants to abide by the rules of the competition; since, by their participation, they are deemed to have entered into a "contract to contest" (Parry 1995). And define three concepts of fair play which were used as part of the questionnaire survey. In the biggest picture of the fair play understanding concept the participants are in the segment of the fair play level 3. In Chile and Argentina more than 30% of the participants said they agree with that definition. And a few participants, no more than the 9% are in the level 1 (Table 6).

In the comparison between the ages of the participants, the millennials are the biggest proportion of the participants in the survey. In Argentina in the participial in 18 to 35 years old 30% of the participants defined Fair Play in level 2 more than the 26% in level 3. In Chile 24% of the participants in that age group agree with the Fair Play level 3 (Table 7). It is relevant about the reasons because in Argentina only 2% of the participants who are in the young age 18 to 35 years agree with the definition of fair play 1, and the rest of the participants older than 36 years old are in concordance with the level 2 or 3. And that comparison is different in Chile because there are more people older than 35 year who agree with the concept in level 1.

For that comparison it is possible to find some answers in the opinion of the participants about the influence of moral factors. The three factors are religion, media and parents because in (table 9) the biggest factor of influence is Parents, in the medium is PE teachers and the low relevance is religion. The parent's influence is larger in percentage and is decreasing in the population, because in the millennial participants 18-35 years the average of the answer is 4.6 and in the 51-65 the answer is 4.5. In comparison with religion which in the 18-35 the average is 2.8 and in the 36-54 is 3.06.

If you compare the results of fair play age by age, and the millennials' segment 18-35 and the 51-64 years old, the millennials in Argentina have more participants in the fair play level 2 than in the



3 or 1. In contrast to the 51 to 64 who have more participants in level 3. And if you compare the result about the influence and the moral factors, the physical education teachers in the 51-64 years segment have the most important relevance. And it is possible to say that the Physical educator teaches these generations which are more powerful in the transmission of the values of fair play and influence to promote the idea of fair play in all the segments of life. In Chile the situation with the 51-64 years segment is like Argentina, because the most influential after the parents are the Physical Education Teachers who could promote the ideas of fair play and Olympism.

The importance of the physical education teacher in 51-64 years and the influence in the definition of fair play is PE teachers observed a high correlation in medium level  $r = 0.54$  (table 11) which can explain why consider the level 3 of Fair Play. And it is relevant to think about the importance of the Physical Educator Teachers to shape people in concepts of Olympism more than any other factor like media or education studies. In both countries the relevance of the Physical educator teaches is fundamental for the relevance of the definitions. But it is not the only factor to determine the success of the Olympic values' principles, because it is relevant how the participants express the importance of their moral competence in the school and in their studies.

According to the hypothesis there is a higher level of understanding of Olympic values in Argentina than in Chile because Argentina has been historically the host of sports events. In the result of the survey the relation between the high level of understanding of fair play in Chile and Argentina because of sport events is not clear. Instead, it is due to the responsibility of the physical educator teachers who were the influencers in the knowledge of the Olympic values in Argentina.

The second part of the hypothesis about the comparison of the results of the Physical Activity level of adults is also higher in Argentina, and also a different lifestyle and PA habits in both countries. In the results the sentence is false because the participants from Chile answer more participation in the physical activity and also practice sports with more regularly than Argentina. It is interesting how the results for the physical activity in Chile have been growing with the years, and in Argentina have been decreasing with time, in comparison to the results from the local surveys in the both countries, Minsal 2019 Chile, Indec 2019 Argentina.

The hypothesis is false, because the different variables which were compared is not clear the total superiority of Argentina in understanding of the Olympic values and the higher levels of the physical activity levels. So, it is relevant to think about the importance of working in the bases of the pyramid, in the house and in the schools to increase and promote physical activity and the Olympic education, because these are the most important factors of the moral competition in both countries.

## Conclusion

In the thesis I was trying to investigate the adult populations levels of moral competences and physical activity, with the comparative factors between Chile and Argentina. The reality in those countries is different depending on the factors. For example, in the level of understanding of Olympic Values in Argentina and in Chile the results are different depending on the age and sex. In the Millennials scale in In Chile the 24% of the participants in that age group agree with the Fair Play level 3, and in Argentina the millennials have more participants in the fair play level 2 than the 3 or 1 (Table 7).

Continuing with the comparison the frequency of Physical Activity in Argentina has more participants in the survey who currently practice Physical Activity, than Chile who has more concentration of participants in the frequency of 4 to more times per week but has participants who are physically inactive. In Chile it is interesting to see how the results of the physical activity factors are dispersing. Because Chile has a lot of participants in the variable with most frequency physical activity practice than compared to Argentina, but also has people who never practice physical activity in comparison with Argentina where the participants which practice less physical activity have the frequency of one time per month.

The mega sports events which Argentina has organized as a host, was an important factor of the education of the Olympic values but it seems that it did not influence the differences between Chile and Argentina in the understanding the Olympic values, and in auditions is not clear the superiority in understanding the Olympic Values in Argentina. What it is correct to affirm is that in Chile, in general, the results are more disaggregated than in Argentina.

The dimension concepts of influence in both countries show that the most common factor of moral influence are the parents, followed by the Physical Educators and Schools. The less influential moral factors in the two countries are Religion and Media. So, if the Parents, Schools and Physical Educator teachers are the most important factor for the moral competence of the participants, the questions to continue investigating the understanding of the Olympic values in Chile and Argentina, is what is the role of the physical education in schooling process? Or what are the public policies in the country which promote physical education in the different ages of the participants through schools and parents? Or what is the importance and role of those who have in Argentina the organization of the Youth Olympic Games in 2018? What importance and relevance the Physical Educators teachers have in the promotion of the Olympic values?

In the analysis of the results and the comparison of the variables in examined the countries, the physical activity participation of the participants in 3 to more times per week is high, but also the physical inactivity in some participants persists. And the understanding of the Olympic values of the participants is high or close to high, but could be more interiorized by the population.

## Recommendation

The current situation can be analyzed in two ways, first the importance of the promotion of physical activity in adults and the Olympic education for adults. And in addition, the historical moment of the COVID-19 pandemic, when the sports activity is going down and the people spend more time in their houses working. So, if the most important factor for the moral competence in the participants are Parents, Schools and Physical Educators, it is necessary to focus on the public politics of those factors.

The school curriculum for the pupils could promote physical activity and the Olympic education, with more hours per week than now. Currently, in Chile and Argentina the hours per week in physical education have been going quiet, and this is stronger with the pandemic moment since the pupils cannot go to the schools physically. In adults, also the different sports institutions need to create new programs to promote the physical activity more times per week and in those activities explaining to the participants the Olympic values and the importance to life in Olympism.

In addition, the mega sports events, where Argentina was a host, need to be remembered and capitalized on more. Teaching the society about the importance of the country being the host of one sport event, promoting the use of the facilities, scenarios, and the history of the athletes. The Argentinean National Olympic Academy needs to continue promoting and teaching students, and society in Olympic values and the importance to practice physical activity in the week, and also to feel proud to be host of the last Olympic Youth Games in 2018.

In the other way, Chile has a good opportunity to promote the Olympic values and the practice of physical activity in the country, because it will be the host of the next Panamerican Games in 2023 in Santiago. The most relevant and important sport event in Americas, and has the opportunity to work with the different sport organizations around the country in projects which teach Olympic Values and promote physical activity with more frequency per week.

Now in the results of the survey, the participants practice in the most common cases physical activity, however it is necessary to focus all the projects, public politics and the relevant sport events to promote the current physical activity three or more times per week. With the pandemic, the quarantine in the cities, the people need more time to practice sports, to walk with security, to train in house or in a gym with all the sanitary measures, but the local government needs allow permit and promote the activity.

The world changes, however, it is not possible to have better public politics which promote physical activity and the Olympic education. It is the responsibility of the local governments, the local National Olympic Academy, the Universities, and the schools to advertise the physical activity as one of the most important activities in the current life of the people.

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