



Olympic Games Rio 2016: The Legacy for Coaches

Authors' contribution:

- A) conception and design of the study
- B) acquisition of data
- C) analysis and interpretation of data
- D) manuscript preparation
- E) obtaining funding

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ABSTRACT

The purpose of this study is to identify the legacy of the Olympic Games for sports coaches with a special focus on professional education. Thus, in framing this study, two research questions are posed: 1) How did Olympic Games affect the characteristics of the educational activities for coaches? 2) What was the perception about the coaches' education in Brazil, and the legacy of the event for coach's education and career? The methodology used was the content analysis of the websites of National Sports Confederations, Institutions of Higher Education in the State of Rio de Janeiro, and the National and Regional Professional Councils in Brazil, totaling 70 institutions. Concomitantly, interviews were conducted with members of the Ministry of Sport, the Brazilian Olympic Academy, and the Federal Council of Physical Education. The interview questions were grounded on the theoretical framework of Sports Policy Factors Leading To International Sporting Success - SPLISS, which included: 1) the existence of well-trained and experience elite coaches in the country; 2) opportunities to develop their coaching career to become a world-class elite coach; 3) the status of coaches and the recognition of their work as valuable throughout the country. The results indicated that the event brought few benefits to coaches. In addition, according to the interviews, coaches play a secondary role in the organization of the Olympic Games, although they are considered fundamental for the development of the sport. Based on the results, this study discusses the education of coaches and the perceived importance of coaches according to the sports and educational institutions.

KEYWORDS

legacy; professional; mega-events; sport; development

The debate regarding the advantages and disadvantages of hosting an event such as the Olympic Games seems to have endless arguments (Solberg & Ulvnes, 2017). The political campaigns of countries that are willing to host the event are based on the promise of the legacy as the return on the investment that the country makes to promote the games (Stewart & Rayner, 2016). For Tomlinson (2014), the idea of legacy has become central to the narrative about the Olympic Games and has diverse contexts and applications. In tandem, education is a key element of the legacy narrative with the suggestion being that there is extensive impact on all individuals and entities who are inspired by the values of Olympism. The International Olympic Committee's role comprises "to encourage and support initiatives blending sport with culture and education and encourage and support the activities of the International Olympic Academy (IOA) and other institutions" (IOC, 2007, p. 19).

The legacy, whether social, political, or economic, is the great attraction of games and simultaneously part of the 'unknown knowns' of mega-events (Horne, 2007). Despite the challenge of defining the term 'legacy',

Preuss (2007) indicates that the legacy is what is left after the event and includes aspects such as 1) planned/unplanned, 2) positive/negative, and 3) tangible/intangible. In this sense, several studies have attempted to overcome the theoretical and methodological difficulties and investigated the legacy of sports mega-events (Leopkey & Parent, 2016; Preuss, 2015). Among the recurring subjects in the research on legacy are infrastructure, urban development, economics, tourism, and the environment (Agha, Fairly & Gibson, 2012; Dickson, Benson & Blackman, 2011). However, considering that the Olympic Games are essentially a sporting event, it is reasonable to assume that aspects directly related to the sport should also benefit from the event, and in this sense, the conceptual and investigative challenge may be even more complex.

It is necessary to reflect on the aspects that promote the sports development of a country and to explore the Olympic Games' permanent benefits for the sport after the event. One of the recent models for analyzing sports success is the sports policy factors leading to international sporting success (SPLISS) model (De Bosscher, De Knop, van Bottenburg, Shibli, & Bingham, 2009). According to this theoretical model, nine pillars of policy influence international sporting success, and each pillar has critical success factors. In theory, the reverse analysis of this model allows the possibility of evaluating the legacy of the Olympic Games for sport in the host country. This concept is illustrated in Figure 1.

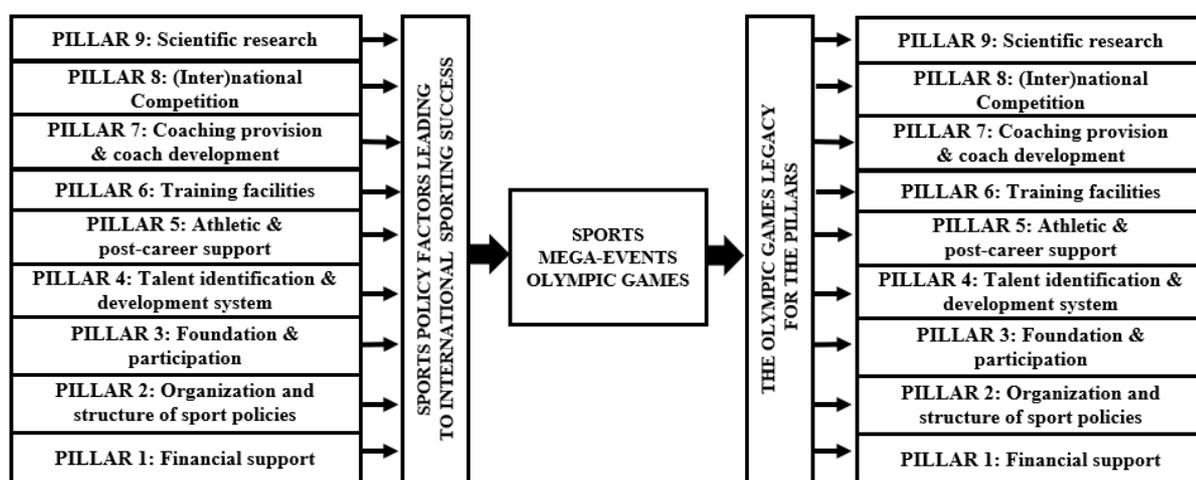


Figure 1. Schematic representation of the theoretical framework of SPLISS and the Olympic legacy
Source: adapted from De Bosscher et al. 2009

Grounded on this premise, each pillar, and its respective factors may be analyzed. Some of these pillars have already been examined using other methodologies related to, for example, training facilities (Alm, Solberg, Storm & Jakobsen, 2016) or sports participation (Weed et al., 2015). However, regarding legacy, an important actor in this context has been ignored: the coach. The critical success factors in the Pillar 7 (coach provision and coach development) comprise the qualification system and support for professional improvement. Therefore, it is reasonable to assume that Brazil, by hosting the Olympic Games, would witness improvement in its coach qualification policies, since education is one of the bases of the Olympism. After all, the coaches are fundamental for the sport to exist. The academic literature about coaches' activities and education has been revealing how this theme is relevant and challenging (Callary, Rathwell, & Young, 2018; Lyle, 2018). Although the coach learning process has received significant attention from coaching researchers, it is also important to consider the legacy of a mega-sport event for coaches as a professional category, after all, education and sport are central themes of the Olympic Games.

In Brazil, with the passing of Law 9696 in 1998, it was declared that only individuals who had a higher-education degree in physical education and were registered with the Federal Council of Physical Education (FCPE) could work as coaches (Brazil, 1998; Santos, 2018). In 2004, national curricular guidelines for physical education courses were introduced to specify a distinct course for professionals working inside and outside the school. Each curriculum requires a minimum of 3,200 hours and four years' duration. By 2015, 348,244 professionals were registered in the FCPE (Martins, 2015). The Olympic Games occurred in this context, and therefore, it is relevant to analyze how this mega-sporting event benefited the professional category of coaches.

Thus, in framing this study, two research questions are posed: (1) How did Olympic Games affect the characteristics of the educational activities for coaches? (2) What was the perception about the coaches' education in Brazil, and the perception of the legacy of the event for coach's education and career?

Methodology

The method used was content analysis, characterized by a systematic procedure for review, classification, and evaluation of the content of texts (Creswell, 2012). The choice of entities researched originates from the following premises: higher-education institutions (HEIs) have the function of providing the initial education of coaches (Brazil, 1998), the FCPE regulates and supervises the coaches' professional activities (FCPE, 2010), and the confederations need qualified coaches to develop their sports.

In addition, semi-structured interviews were conducted with members of sport-related institutions to understand their perception of the education and professional performance of coaches in Brazil, and the Olympic Games legacy for coaches (Bryman, 2012). "In using triangulation as a research strategy, we can integrate several methodological approaches and different sorts of data in a systematic research design for understanding what we study in a more comprehensive way" (Flick, 2010, p. 426). The international research ethics procedures have been respected. The period during which the data collection was performed includes the period before and after the Olympic Games. Preuss (2007) used the expression '*pregnancy effect*' to describe the changes before the event. The period before and after of the event are considered as dimensions of the legacy.

Content analysis

Procedures

On the FCPE website, data were registered for all the Regional Councils of Physical Education (RCPEs), totaling 16 institutions (FCPE, 2015). The website of the National Institute of Studies and Research (NISR) listed all physical education courses of the State of Rio de Janeiro, which included 25 HEIs (NISR, 2015). Finally, on the website of the Brazilian Olympic Committee (BOC), all sporting confederations participating in the Rio 2016 Olympic Games were identified, totaling 29 institutions (BOC, 2015). The type of institution (e.g. higher-education institution, sports confederation, regional council), the name of each institution, the website, the members of the institutions, emails, and addresses were organized in a Microsoft Excel® spreadsheet for initial reference for data collection. To assist in the data collection, the e-mail address projeto.pesquisa.rio.2016@gmail.com was created to centralize the digital communications. Emails and letters were sent in January, May, and September 2016 to the institutions explaining the study and requesting information on all the events promoted by them. This e-mail was also used for registration on the websites that provided newsletters, clippings, contact, or any type of communication that allowed us to receive information from these institutions. The data collection occurred between January 1 and December 31, 2016, in the 70 institutions mentioned.

Data collection

Each website was read from right to left and top to bottom, and the websites tabs were checked to detect content related to the education activities for coaches. Among the items examined were news, events, newsletters, courses, clippings, calendars of events, academic calendars, edicts, official notes, notices, circulars, resolutions, and electronic journals. The sites were checked monthly, and the contents of the previous month were reviewed. This procedure was also adopted for the e-mail in the research. During the data collection, all the files with some indication about educational activities for coaches were saved, resulting into 1,730 Portable Document Format (PDF) files, which were organized into folders separated by months of the year. Each file was named according to the institution that promoted the event, type of event, location and type of document (e.g. folder: August; file: Tennis.module.B.Rio.flyer).

Data analysis

In the first phase of data analysis duplicate files were eliminated. Subsequently, the files from websites that were not active throughout 2016 were removed. Events carried out in other countries were not considered.

Activities exclusively online were not included in the research due to the complexity of delimiting their range. Finally, the activities were incorporated in the analysis only if they were promoted under the main responsibility of the institutions researched, and if their target audiences were coaches and physical education students.

In the second phase, the documents were classified into three categories of institutions: 1) Councils of Physical Education, 2) Higher Education Institutions, and 3) the BOC and sports confederations. In addition, subgroups were formed in each folder, according to each institution (e.g. confederation of tennis). Different files were registered in association with a single event, allowing us to obtain as much information as possible about each event. Then, the contents of the files were analyzed. Microsoft Excel® spreadsheets were used to create the coding schedule of the event's content into categories, as proposed by Bryman (2012). We registered the information available according to the following categories: type of institution, name of institution, type of event, name of event, origin of information within website, location of the event, geographic coverage, date, duration of activity in days or hours, area of knowledge mentioned, nationality of people that acted as educators, target audience, and finally the mention of the Olympic Games. These topics have been selected to identify the actions taken by the institutions and to verify whether the Olympic Games have influenced such actions somehow. After coding the information, the spreadsheets were double checked.

Interviews

Procedures

Emails were sent to the Ministry of Sports, FCPE, Organizing Committee Rio 2016, and Brazilian Olympic Academy to explain the study and request interviews from members of these institutions. One of the interviewees held the highest hierarchical position in the administrative structure of his institution. Two interviewees were in positions at the second hierarchical level of their institutions. Four respondents were members of the executive board of their entities, and two other participants were members of the institutions they represented. Some of these participants held positions in other entities in the sports and educational areas. To preserve the interviewees' anonymity, the number of interviewees per institution are not described.

Semi-structured interviews were conducted with nine participants, who were members of these institutions. Seven participants had direct involvement in the Olympic Games. Some interviewees were former professional athletes, and most of the participants had a higher-education degree in Physical Education. The interviews were carried out at the places and data determined by the interviewees, according to their convenience, which happened in São Paulo, Rio de Janeiro, and Federal District, Brasília. The interviews were conducted between May 2016 and February 2017.

Data collection

First, the interviewees were identified. The interview guide had 20 questions and included matters related to three aspects: 1) the function of the interviewee and their involvement with the event; 2) perceptions of the education, career, and performance of coaches in Brazil; and 3) the interviewees' opinion about the legacy of Olympic Games for education of coaches. Most of interview questions were grounded on the theoretical framework of SPLISS, and the critical success factors of Pillar 7 (coach provision and coach development), which included: 1) the existence of well trained and experience elite coaches in the country; 2) opportunities to develop their coaching career to become a world-class elite coach; 3) the status of coaches and the recognition of their work as valuable throughout the country. In addition, the questions related to the areas of knowledge that influence the professional performance of the coaches were included to allow comparison with data collected on educational activities researched on the websites. Finally, the questions approach the perception of the interviewers about the legacy of the event for coach's education. These questions included the theme of the Olympic Games to the SPLISS theory. The interviews lasted an average of 67 minutes; the shortest interview lasted 32 minutes and the longest lasted 115 minutes.

Data analysis

The interviews were recorded and transcribed verbatim resulting 66516 words of answers. The analysis of the answers sought to highlight the interviewee perspective on each topic addressed (Creswell, 2012). To code the answers was used different colors to highlight the convergences, divergences and complementary arguments in the text.

Results

Characteristics of the educational activities for coaches: content from the websites

In the 16 entities of the FCPE/RCPE system, activities with content pertaining to coaches' education were detected for 13 institutions, totaling 102 events. Of this total, 11 events (10.7%) presented the expressions 'Olympic Games' or 'Games Rio 2016' in the content of the text. Among the 25 HEIs, activities with content related to coaches' education were found for 19 institutions, totaling 110 events. Of this total, 8 (7.2%) contained the expressions the 'Olympic Games' or 'Games Rio 2016' in the content of the text. In the BOC and confederations (n=29), 230 educational events for coaches were identified. Considering all the events promoted by these sports institutions, 47 (20.4%) events had in the text the expressions 'Olympic Games' or 'Games Rio 2016'. Table 1 details the organizational characteristics of the events. Table 2 describes the categories of content classified according to themes.

Lato sensu postgraduate courses are specialization courses that are not scientific in nature but can be offered only by HEIs. The term *academic week* is used to describe the week of commemorative activities related to regularization of the profession by Federal Law 9,696 (Santos, 2018). Concerning country region, the study examined only HEIs from Rio de Janeiro, which is in the southeast. It was observed that no educational events were in the north and that only two events were within the Midwest region. Notably, the exchange activities (n=3) and international events (n=14) had a low occurrence, considering the flow of professionals from other countries who were in Brazil in acclimatization periods and test events of the games. Furthermore, no occurrences within HEIs were observed in these categories.

Table 1. Organizational characteristics of educational events according to institutions

	FCPE/RCPE	HEI	BOC/SC	TOTAL
Category				
Academic week	0	2	0	2
Lecture	5	2	8	15
Scientific Forum	0	1	0	1
Course	1	1	21	23
Technical visit	0	1	0	1
Postgraduate <i>Lato Senso</i>	N/A*	1	N/A*	1
Congress	2	0	0	2
Seminar	1	0	0	1
Meeting	2	0	1	3
Clinic	0	0	12	12
Convention	0	0	1	1
Camping	0	0	1	1
Exchange	0	0	3	3
Audience				
Physical Educational students	2	7	3	12
Physical Educational professionals	11	3	47	61
Geographical coverage				
Local	6	6	27	39
Regional	3	0	2	5
National	0	2	6	8
International	2	0	12	14

Duration				
Up to 1 day	8	4	14	26
From 1 to 7 days	3	3	27	33
From 7 to 31 days	0	0	2	2
More than a year	0	1	4	5
Region				
Southeast	5	8	23	36
South	3	N/A*	9	12
Midwest	1	N/A*	1	2
Northeast	2	N/A*	14	16
North	0	N/A*	0	0

Source: own study.

Table 2. Thematic distribution of educational events according to institutions.

	FCPE/RCPE	HEI	BOC/SC	TOTAL
Elite performance	1	0	27	28
Genetics and sport	5	0	1	6
Kinesiology	0	0	1	1
Motor development / learning	0	0	4	4
Olympic Games	8	3	4	15
Physiology	4	1	1	6
Profession	1	2	0	3
Sport development	0	0	10	10
Sport ethics	1	0	3	4
Sport history	0	0	4	4
Sport management	0	0	8	8
Sport medicine	0	0	12	12
Sport nutrition	0	1	4	5
Sport pedagogy	1	0	14	15
Sport philosophy	0	0	2	2
Sport psychology	0	0	20	20
Sport science	5	1	3	9
Sport sociology	0	0	3	3
Sport talents	0	0	1	1
Sport techniques and tactics	0	2	40	42
Technology in sports	0	0	4	4
The athlete's career	0	0	12	12
Training theory	1	1	28	30

Source: own study.

Despite the classification revealed by the data collection, there may be a cross-disciplinary approach to the content. Hoffman (2013) conceived that scholarly about sport involves knowledge areas as philosophy, history, sociology, motor behavior, psychology, pedagogy, biomechanics, and physiology. However, he suggests that “holistic kinesiology encourages cross-disciplinary research, professional practice, and performance, as illustrated by the removal of hard lines and the opening of doors between the subdisciplines” (Hoffman, 2013, p. 140). In dubious cases, the curricular guideline for higher education in Physical Education was consulted (Brazil, 2004; Martins, 2015).

Coaches' education and Olympic Games legacy: interviews

In general, the participants perceived the quality in the initial education for coaches unsatisfactory. However, two interviewees emphasized the importance of having a higher-education degree in physical education to serve in the coaching profession.

Interviewee 5: It was from 1998, that was when the profession was regulated [...] And then the Congress understood the need to create an inspection to have a minimum of training for professionals. Qualified is another story, but at least trained, implying that if he has a minimum of training, he can serve with quality and safety. Therefore, in this sense, I understand that coaches today have better conditions because of this preparation.

Interviewee 8: I think formal knowledge is extremely valuable, it all adds up; do not tell me that "I was a football player" or "I was a swimmer"; you're always going to have something to learn in college. You learn to deal with the athlete; you learn situations that you will experience only at university. This will all add up; it can't disturb the professional process.

The questioning about the requirement to have a higher-education degree in physical education is a frequent theme of debate. Thus, it is important to describe the episode narrated by interviewee 5.

Interviewee 5: That was a discussion we had a couple of months ago at the National Congress. A law project from a member of the Congress saying that football coaches did not need to be graduates in physical education, and he insisted very much on it [...] Another Congress member who introduced [the law project], who used to be a club manager, somehow related to football, said: 'Look, there is no need to have a degree in physical education'. In addition, we were in a fight like this almost six months, and I did not understand why he could not understand me. Until one day, we met in the elevator in a more informal conversation, right? And we hugged each other and then he said, 'and why are you insisting on it so much?', and I said 'Yes, deputy, and why are you insisting?'. And he answered: In my opinion, the coach is just a strategist. He is an individual who goes to the middle of the field and tells the athletes what to do. For the rest, there is a doctor, there is a physical trainer, there is this and that... Then I said: 'Wait, what do you understand? That the coach is just that strategist. So, come on... If you're thinking about it, you're talking about high-income clubs. Now, think of the other millions of clubs you have down there, that football coaches, that they do not have a team of psychologists, doctors, physiotherapists or any of that... He is the professional who is there to do all this, and that... Anyway, he began to understand that, in fact, the coach is not just the strategist.

When asked about opportunities for improvement to reach a high level, there is a perception that such improvement depends on the sports and the regions of the country because of the significant differences in opportunities. In addition, the individual effort was reiterated.

Interviewee 3: When the coach is already associated with a confederation and that confederation invests in him, in the sense of becoming a high-performance coach, yes, I think there is this investment, this training at the confederation level, the sports confederations. However, it's... until he gets nominated by a confederation, for example, to be a coach, it's a path that is very individual [...] a very individual effort, not as a policy.

Regarding the existence of elite coaches in the country, only one interviewee stated that it was a broad reality. Most of them believed they are exceptions.

Interviewee 1: To appear a high-level coach is an exception [...] A coach today needs to understand a little of the cultural issue, the social question, the physical question, how do I work [...] We needed to make a sports policy.

When asked about the development of sports sciences in Brazil, the interviewees reported two aspects. First, the evolution of sports science is fundamental, especially at the highest level. The second aspect is the gap between theory and practice, and information transits only between universities.

Interviewee 8: The academic environment does not have communication with the practical side, the academic environment devalues the practical work, and sometimes the practical side does not listen to the academic side. I think this communication... I think it should be much better. Much better indeed.

In the part of the interview pertaining to which sciences are important for the development of sport and which could help coaches to perform with high standards, the areas mentioned were physiology, biochemistry, genetics, nutrition, anatomy, biomechanics, orthopedics, physiotherapy, statistics, computer science, and

psychology. Only interviewee 4, after a long period of hesitation, cited sociology. However, two complementary answers are worth mentioning:

Interviewee 5: At the beginning of his career, it is evident that the knowledge that he gets there in these areas is important, but I see the human relationship as being the most important in this process. [...] The scientific part is fundamental; that part of training is fundamental; the part about kinesiology, about psychology, is fundamental, but it is the relationship of the coach, of the physical education professional, to know and to have this interaction with his athletes; I see it as more essential than the scientific knowledge.

Some interviewees said that hosting the Olympic Games in Brazil was a wonderful thing. Other interviewees said that the country should not have hosted the event. Aspects such as public spending and the social, political and economic contexts were widely mentioned.

Interviewee 2: It was an opportunity we had to make the sport grow. It was an opportunity to create a sports culture [...] The expectation created was not met, no. You have sports culture; you have the development of sports; you have a political sports programme for the country; none of this was attended to for political reasons.

When asked about the mechanisms for evaluating the Olympic Games, some interviewees mentioned that there would be no evaluation; others indicated the media, whereas others said that the Organizing Committee ended its activities after the event and that there is no way to assess in the long term. In the case of the Ministry of Sports, the supervisory bodies were mentioned, such as the Federal Audit Court and the Federal Comptroller's Office, regard to expenses and the legacy plan. However, an answer regarding the evaluation of coaches is worth noting:

Interviewee 5: The coaches? The coaches are so inconsiderate that they do not receive the Olympic medal. The International Olympic Committee does not give the medal to a coach [...] the consideration for those who prepare, for those who are responsible for the athletes to get there is almost none.

However, when asked about the importance of coaches for the Olympic Games, there was unanimity opinion.

Interviewer 5: If you did not have the coach, you would not have the athlete, simple as that. How do you become an athlete without having a coach? [...] So, sport, to the extent that it is a tool, the person who promotes peace, who promotes social inclusion, who promotes health, is the physical education teacher, is the physical education professional.

About the educational benefits that the Olympic Games brought to the coaches, some interviewees praised the courses of the National School of Coaches, promoted by the Brazilian Olympic Academy. An opportunity for exchanges between coaches from several countries was also reported, but that depended on individual initiative.

Interviewee 9: I will not talk like that, for example; the federal government had a strategic training programme for coaches to think about distributing the immaterial legacy of the coaches who came from the outside. No. It did not.

Regarding the educational legacy for coaches and the use of the Olympic Games to spread the science of sports, the answers varied. When asked if the games brought improvements in working conditions and professional recognition, the interviewees mentioned the new sports equipment and the training spaces that would help the coaches in their work. However, the appreciation was associated with victory and restricted to the coaches of the Brazilian teams.

Interviewee 1: If they win the Olympics in their sport, they have better conditions of work [...] No, it does not bring any benefit to the professional category [coaches].

Interviewee 2: They [coaches] will be charged because they have no medal. Yes, and then they will tell you who is to blame. Let's do a witch hunt... [...] And they will blame the coaches.

As interviewee 9 summarized, for the country to succeed in the Olympic Games, it must support its athletes, build appropriate sports facilities and develop human resources. He reports that support for athletes and facility construction were ensured, as aspects that could have a more immediate effect on the Games, but there was a lack of preparation in terms of human resources. When asked if the games should bring some benefit to professionals, the question of the country's social context was mentioned as an obstacle to such advances; to ensure good results, the investment priorities were facilities and equipment.

Interviewee 2: A much greater investment in human resources should have occurred; there was an investment in infrastructure, but discussing what the human resources, the people training, needed to know, how they should study...whether they were able to study, this did not happen.

However, an answer reveals an important aspect of the relationship between investment in infrastructure and human resources.

Interviewee 9: We had a sports deficit; today if you think about sports, we actually have a problem in the excess of sports facilities... we have problems now finding people to use them.

When they were questioned about what could have been done during the seven years in which Brazil was chosen to host the Games and the event, the interviewees showed frustration.

Interviewee 9: So, then, I think we have suddenly missed something that should serve as a little greater legacy. I even say mea culpa [of the institution], in the sense of maybe having worked on a programme... we could have created some training strategy or educational requirement for the coaches.

Discussion

Considering the first research question, the results suggest that the Olympic Games Rio 2016 had a small impact on educational activities for coaches, representing 10.7% of the activities promoted by the FCPE/RCPE, 7.2% of those in HEIs, and 20.4% of those in the BOC/confederations. The results in Table 1 indicated that majority of educational activities were structured in courses, lectures, and clinics. The Table 2 indicated that the most frequent themes in these events were sports techniques and tactics, training theory and elite performance. As Jones and Kingston (2013, p xvii) defend “coaching is a complex, multifaceted activity involving many different forms of knowledge”. The participants of this study also questioned the approach of coaches as simple strategists.

Among the institutions studied, it is worth noting that HEIs with physical education courses, which are responsible for the qualification of future coaches, did not take better advantage from the opportunity to promote educational events that could articulate theory and practice, and involving people who participated in the Olympic Games, as shown in Table 1. The gap between higher-education institutions and the professional activity was corroborated by the interviewees. ‘Coaches and students of coaching have been left to make the links between the different theoretical strands and the thorny reality of practice for themselves; a task at which they have consistently failed’ (Jones & Kingston, 2013, p xvii), and the Olympic Games could have been an enriching learning opportunity.

Nevertheless, the importance of the Brazilian legislation was reiterated in the interviews as a positive aspect. The Brazilian legal framework for coaches’ education echoes the international academic literature, that has been indicated the importance of coaches for sports, and the education for professional performance (Rynne, Mallett, & Rabjohns, 2017; Callary, Culver, Werthner, & Bales, 2014). “The realisation of the strategic importance of high quality coaching to the achievement of national sport policy objectives is resulting in extensive movements to professionalise the coaching industry” (Piggott, 2015, p. 283). Furthermore, the academic literature is extensive in affirming that the coach’s qualification occurs throughout the career in diversified and lifelong contexts (Trudel, Gilbert & Rodrigue, 2016). In this sense, the Olympic Games could have been an opportunity to implement diversified, extensive and permanent educational programs throughout the country, which was not verified by content analysis and interviews. As interviews exposed, coaches’ education was not conceived as development of sport policy. This perception was reinforced by the comparison between investment in sports infrastructure (pillar 6) and investment in coaching provision and development (pillar 7), which presents relevant information for analysis (De Bosscher et al., 2009). According to the Ministry of Sports (2016), there was million-dollar budget for a programme of sports infrastructure. “Federal government spreads the legacy of the Rio 2016 Games through all regions throughout the country. Training centres and high-quality equipment extend the practice of sport from base to the high-performance level” (Ministry of Sport 2016, p. 1).

Nevertheless, educational activities for coaches were not found on the websites of some sports confederations. Based on this situation, the question arises as to how it is possible to have athletes and activities in these facilities if the central figure in the development of those athletes was disregarded by the organizations. Furthermore, it is noteworthy from a symbolic perspective that the IOC does not give gold, silver or bronze medals to coaches; coaches are excluded from the Olympic oath; and in the list of 28 committees in the IOC, there is no committee

representing the coaches (IOC, 2017). For Dawson and Phillips (2012), coaches are essential in sport, yet they are neglected by sport policy makers when considering the evolution of the sport. If this is the reality of high-performance coaches, it is worth questioning what legacy remains for all coaches in the country, including coaches in educational, grassroots and developmental sports. Griffiths, Armor and Cushion (2016) argue that continuing vocational training should involve macrostructures (e.g., organizational level), mesostructures (e.g., club level) and microstructures (e.g., individual level) and that organizations and clubs are powerful structures in promoting a social vision of sport and professional knowledge.

The results showed the lack of the education policy and a loss of the opportunity to use the potential of the Olympic Games to sensitize sport institutions for the importance to offer education and support for coaches at all levels and contexts. As the interviews indicated, social, political and economic problems were mentioned as an obstacle to the best use of the games. In this sense, we considered that coaches must be heard, and such problems should have been discussed with coaches in educational activities, to seek solutions with the coaches to cope with these issues. After all, coaches do not work in a vacuum, and coach provision and coach development are part of sports evolution and success.

Conclusion

The purpose of this research was to evaluate the legacy of the Olympic Games for coaches with a special focus on education. The results indicated that the event brought few benefits to coaches. In addition, it is worth noting that, according to the interviews, sports coaches play a secondary role in the organization of the Olympic Games, although they are considered fundamental for the development of the sport and the achievement of results in sports. As a limitation of this study, it is important to consider that educational activities that were not divulged through the institutions' websites may have been carried out, but the contact by e-mail and letter aimed to ensure that such activities could be discovered. Regarding the content analysis, the themes revealed may not specifically express the area of knowledge addressed at the event, but the results were based on the information available. In this sense, new studies are necessary. Also, it is important to confirm the possibility of using the SPLISS model in longitudinal studies of the legacies of countries that host the Olympic Games. Considering that this topic is little explored, and no similar research was found in the literature, this study can stimulate new investigations about this theme.

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