

SOCIAL CAPITAL DIMENSIONS AND CIVIL SOCIETY: 'INCLUSIVE' VS. 'EXCLUSIONARY' SOCIAL CAPITAL IN SPORT GOVERNANCE

Dr. Nikolaos Patsantaras & Dr. Irene Kamberidou

The University of Athens, Faculty of Sport Sciences

Dec. 4-5, 2006 Bocconi University, Milano

Email: ikamper@phed.uoa.gr

npatsant@phed.uoa.gr

Sport Sociology office: 210-9702112

When citing:

- Patsantaras, N., & Kamberidou, I. (2006). **Social Capital Dimensions and Civil Society: Inclusive vs. Exclusionary Social Capital in Sport Governance.** Presentation at the international conference “Social Capital and Sport Governance in Europe: Trust and the Use of Social Ties”, 4-5/12/2006, organized by the Universitat Commerciale Luigi Bocconi and IPAS-Institute of Public Administration and Health. Universitat Commerciale Luigi Bocconi and IPAS-Institute of Public Administration and Health Care Management ‘Carlo Masini’ in collaboration with the European Commission, Milano Italy

Theories on social capital

- James Madison , Alexis de Tocqueville, etc. (19th century)
- Lyda Judson Hanifan (1916, 1920); Jane Jacobs (1961); Pierre Bourdieu (1972, 1983); Glenn Loury (1977); James Coleman (1988, 1990); World Bank (1999); Robert Putnam (2000); Cohen & Prusak (2001)

Bonding social capital vs. Bridging social capital

- “*bonding* or exclusive”
- “*bridging* or inclusive” (Putnam 2000: 22)

The distinction between bonding social capital and bridging social capital is necessary since it highlights that social capital may not always be beneficial for society as a whole, even though it may be an asset for certain individuals and social groups.

“INCLUSIVE” VS. “EXCLUSIONARY” SOCIAL CAPITAL IN SPORT GOVERNANCE: OLYMPIC SPORTS IDENTITY AS A MEANS OF GLOBALIZATION?

- Globalization: the eventual elimination of ethnic and national identity in favour of **one** global identity
- Political ‘instrumentalization’ of the Olympic Games
- *A culturally ‘superior’ race has the right to restrict or limit the privileges of a culturally ‘inferior’ race (Coubertin)*
- Nationalism

Commercialization: Global sport mobility

- Changing national identity: global sport mobility or the global migrant athlete.
- Consumerism and egocentric sport achievements in the Mass media
- Olympic sports: a dynamic factor for cultural and economic globalization, and an effective social space for 'educating', 'training' and preparing societies for future globalization

PEACE GAMES AND PEACE EDUCATION

- *“In the wake of September 11, 2001, many adults and young people reflected on the importance of meaningful work in the context of community. Although **volunteerism** showed at least a temporary increase in subsequent months, however, sustained **civic engagement** may be a more challenging accomplishment. Young people need more than trauma and encouragement [...] they need the knowledge, skills and habits that can best be taught and supported in a school context that connects civic engagement with academic achievement.” (Peace Games, 2006)*

Recommendations

1. The promotion of the concept of social capital requires allies and networks: collaborations, partnerships or joint efforts with organizations and institutions such as Peace Games, WINPEACE, the Olympic movement (the IOC and Olympic Education/Pedagogy), sport federations, associations, clubs, public school system, etc.
2. Interdisciplinary research: The establishment of an international, inter-cultural network of researchers — from the social sciences, the humanities, sports studies, sport sciences, gender studies, etc., to examine the multidimensional concept of social capital and provide proposals that will promote effective practices that produce and reproduce active agents of social change.
3. Mentors or role models: The participation of university students, athletes, artists, etc., offering them course credits or other incentives for participation in such programs or projects.
4. The promotion of community service learning and civic engagement as effective education strategies in order to transform stereotypes before they take root, as well as to change adult views and social stereotypes, as in the example of the Peace Games model.
5. The development of an education program for IOC members, namely to teach members and athletes Olympic education (Olympism), Olympic values: cultural understanding, respect for ethnic diversity, human rights, collaboration, peaceful coexistence, etc. It is time for the IOC to put into practice the ideals of the Olympic Charter
6. The preparations of educational programs, by the IOC, in collaboration with the NOC— aimed at activating social and Olympic values—for sport federations, clubs, organizations, etc.
7. Holding the Olympics in the less privileged or developed countries of the world.